Key Stage 1 and 2 Pupil Outcomes Plan

Name:

DOB:

Class:

Teacher:

Area(s) of need:

|  |  |
| --- | --- |
| Cognition and Learning | Communication and Interaction |
| Social, Emotional and Mental Health | Sensory and Physical |

Support Level (delete as necessary): SENDS EHCP

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Reading | Writing | Maths | Attendance |
| End of previous year |  |  |  |  |
| T1 Autumn 1 |  |  |  |  |
| T1 Autumn 2 |  |  |  |  |
| T2 |  |  |  |  |
| T3 |  |  |  |  |

I like / I am good at:

I don’t like:

Summary of CYP’s needs

(Provide details of the CYP's strengths and what they find difficult and / or diagnoses.)

# Current Provision

(QFT, interventions, TA support, reward and sanction systems, support and scaffolding cards, work buddies, seating arrangements, home/ school communication etc.)

# Pupil Outcomes

(If the CYP has an EHCP, please use outcomes from their plan.)

|  |  |
| --- | --- |
| Long Term: Maximum of 2 outcomes (must be relevant to the CYP’s area/s of need(s) and KS phase.) | Review Date: |

|  |  |
| --- | --- |
| Short Term: Maximum of 3 outcomes (short term aims that support long term goals.) | Review date: |

# Interventions (highlight and date)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cognition & Learning** | **Communication & Interaction** | **Social Emotional & Mental Health** | **Sensory & Physical** | **Other** |
| * Reading Recovery * BRWP * Reciprocal Reading * Inference Intervention * Phonics Interventions * Numbers Count * 1st Class @ Number * Success at Arithmetic * Plus 1 * Power of 2 * Beat Dyslexia * Toe by Toe * Memory Fix * Auditory/Visual Memory skills | * Let’s Talk * Language for Thinking * Communication Group * Social Stories * Funtime * Play Interaction * Nurture Group * Speech and Language Therapy Plan support * Early Bird * Early Bird Plus | * Emotional Literacy - Feelings * Funtime * Play Interaction * Nurture Group * Play Therapy * Theraplay Approaches * Lego Therapy * Drawing and Talking Therapy * Volcano in My Tummy * Zones of Regulation /5 point scale * Social Skills Group * Counselling * Meet and Greet | * Dyspraxia Programme * Fine Motor Programme * Big Moves * Handwriting Programme * Ear Defenders | * 1:1 in class support * 1:1 withdrawn support * Small group withdrawn support * Small group in class support * Alternative Provision   Transition support |

# Supporting Documents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cognition & Learning** | **Communication & Interaction** | **Social Emotional & Mental Health** | **Sensory & Physical** | **Other** |
| * LCI report and recommendations | * Speech and Language Therapy Plans * Sensory Profile * AET Progression Framework | * PHP * ISP / BSP / PSP * SEMH report & recommendations * Boxall Profile * Goodmans SDQ * Exclusion Records * CAMHS Report / information * Risk Assessment * EWO involvement | * VS report and recommendations * HS report and recommendations * Other Health report * HI Profile * VI Profile * PEEP * MSI | * Early Help * PEP / Social Care * School Contract * EP involvement * Care Plans * School based assessments * Communication Book * YOS information * Preparing for Adulthood |

# Reviews and Comments

|  |  |  |
| --- | --- | --- |
| Term: 1 | Term:2 | Term:3 |
| Signed:  Teacher: Parent: | Signed:  Teacher: Parent: | Signed:  Teacher: Parent: |