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* 1:1 withdrawn support
* Small group withdrawn support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: |