**Area of CoP considered to be primary area of need: *(highlight/indicate below)***

***Communication and Interaction (0 -18y)*** SEMH (0 – 18y)

Cognition and Learning (0 – 18y) Physical/Sensory (0 – 4y)

**If there is a secondary area of need, please specify**: \_

Physical and sensory\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is this request for a Looked After Child? (*Please specify which LA if not Newcastle*)** Y/N

**No**

**If there is an Early Help Plan, please provide name of Lead Professional:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No

**Does the pupil have English as an Additional Language?** Yes

**Current attendance (this academic year) 18/34 53% sessions**

**Attendance for previous academic year \_\_\_\_\_92.7\_%\_\_\_\_\_\_\_\_**

**For children and young people attending pre-school settings or post 16 settings outside a school please provide the following information:**

**Key worker/SENCO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact number \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Attendance (please tick below)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning** |  |  |  |  |  |
| **Afternoon** |  |  |  |  |  |

**Parent/ Carer (Name and contact details) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Brief description of concerns:** |
| Can become very distressed and refuse to complete tasks of any nature. Diagnosis of ASD.  An seemed unsettled during Year 3. In February his teacher reported that he started using a high pitched voice, all the time and would not talk in a normal voice anymore.  Concerns over behaviour, times when he refuses to speak to adults, swearing in Romanian in front of peers.  An has settled reasonably well in Year 4 but his teacher is concerned he is well below age related expectations and is demanding.  His teacher is enrolled on the AET training. |

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| **Other involvement from Education/ Health/Social Care** (e.g. EPS, SENTASS, EEAST, HI, VI, NHS Speech Therapy, NHS OT, CYPS).  *Please provide date of involvement ,brief summary of outcomes or attach any relevant report):* |
| **Educational Psychology input February April 2019**  **Strategies suggested. Listed below.** |

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| **Summary of Progress and Attainment** |
| Ano has made little progress since December last year. Using the Newcastle Assessment Tool, he has been assessed as working at emerging phase 10 for writing. In reading, developing phase 7 and number secure phase 8. |

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| --- | --- |
| **Details of intervention/support provided by school/setting**  **Include frequency, length of time and staffing (if relevant)** | **Outcomes achieved** |
| Whole school behaviour chart | An is clear about expectations for behaviour. |
| ASD training for TA – Spring 2019  ASD training for teacher – Autumn 20 | Staff are more aware of the needs of ASD children and strategies that they can put into place to support them. |
| An has benefitted from a workstation approach in the past. | Clear expectations, activities clear with start/end. |
| Regular, short sensory breaks | Ensures An is ‘regulated.’ |
| Small social skills and/or friendship group support | An has made some progress with social skills. Incidents of hitting etc fewer. Needs intervention with this still though. |
| Class visual timetable | An is aware of routine. |
| Visual prompts and scaffolds, word mats | Supports An to learn. Key words and pictures are a useful strategy for him. |
| Phonics intervention and Lexia | An still receives phonics intervention as part of his daily English support, four days per week.  9.00 – 10.30 |
| English support - English including phonics, letter formation, sentence structure, basic sentence writing. 1 hour | An receives this support four days per week for an hour. |
| Maths Support - including counting and ordering to 100, using the four operations, how to present his work. | An receives this support four days per week for an hour. He needs more support with maths tasks. |
| Being consistent and persistent | Variable responses. |
| Teaching of happy/sad | An has more of an understanding of these emotions, but more support is needed with emotional literacy. He continues to have intervention around emotional literacy. |
| Now/next board | This was used when he was in Year 2 and was a successful strategy. It was agreed he no longer needed this. |
| Timer | We have just introduced a 5 minute sand timer so An can be left for five minutes to work independently. |
| Fine motor skills work | An continues to need work on his fine motor skills. |

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| **Please specify what outcomes you are hoping to achieve through the SPoC process.** |
|  |
| We are hoping for advice and strategies to support X in school. We would like to ensure that we are doing everything we can with regard to adjustments and interventions that will support him and remove barriers to learning. Particular suggestions around the teaching of emotional literacy would be useful. |

**Any other information (relevant documents such as individualised target setting, provision maps can also be attached).**