 My SEN Support Plan

**Name: Date of Birth: Year group:**

**Area(s) of need: SLCN – X is presenting with moderate learning difficulties & motor coordination difficulties**

**Outside professionals involved: SALT, EP – June 2021, Historic - Social services**

**Referral to DLD team (Feb ’23); Occupational Therapy (March ’23)**

**Start date of plan: September 2022**

**Things I want you to know about me:**

**I love to play outside.**

**I love to play with my friends.**

**I enjoy playing with cars and trains.**

**I enjoy playing football.**

**I like praise and encouragement to motivate me.**

**I find it hard when:**

To concentrate for more than 5 minutes.

I am easily distracted.

I find it difficult to form letters correctly and place them on the line.

I have poor spatial awareness.

I find it difficult to blend s clusters and pronounce ‘sh, ch, j, r.’

I can’t explain properly my wants and needs especially when I’m hurt.

I find it difficult to talk about my interests and think of my own ideas.

**It helps me if you:**

-Speak clearly

 -Break instruction & explanations up

-Use objects & visuals to support my understanding.

-Pre-teach new vocabulary.

-Model activities, remind and scaffold activities.

-Activities need to be kept short and repetitive.

-Give me opportunities to consolidate my learning

- provide a phonics mat, number line, cursive handwriting prompts

- give me physical learning breaks

**My family say about me:**

**I am a loving sociable boy.**

 **I am happy at home.**

**I am full of energy.**

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|  | **What I can do now (Assess)** | **What I will be able to do (Plan)** | **Who and what will help me (Do)** | **How did I get on** **(Review)** |
| **Term 1** | Waiting SALT to update targets | Fine Motor: use the pincer grip to hold a pencil and move the pencil in the correct direction to complete shapes and patternsSALT; Counting syllables (3 syllable words)Sound awareness: compound wordsTo identify soundsUnderstand three key word phrases.I will read 10 sight words.I will blend 3 sounds together. | 1:4 fine motor skills activities daily finger strengthening activities. Letter join.See SALT target sheet. Clapping/musical instruments to count 2/3 syllable wordsProvide 5 at one timeIdentify m, p, t, k, f & sThree key word level interventionSpeed words – daily practice (DR)Slow paced phonics intervention - opportunities to consolidate (DR)  | X is making a small amount of progress with his fine motor skills. He is beginning to hold his pencil correctly and is beginning to complete shapes and patters. Ongoing – X has had intensive Sand L with SALT team and Mrs Ramshaw. He is making very little progress with his S and L.X continues to work in a small group for phonics however e is unable to identify m, p, t, k, f & s. |
| **Term 2**  | X is making very small steps of progress in his speech but he needs further support and a DLD referral has been made. X is responding to his fine motor skills intervention – handwriting is slowly improving.  | Fine Motor: use the pincer grip to hold a pencil and move the pencil in the correct direction to complete shapes and patternsSALT; To blend s clusters. Consolidate targets from last term. I will read 10 sight words.I will blend 3 sounds together. | 1:4 fine motor skills activities daily finger strengthening activities. Letter join. Fine motor intervention with JN & KWDaily Write to the StartSpeech & Language intervention 3 times 10 minsClapping/musical instruments to count 2/3 syllable wordsIdentify m, p, t, k, f & sThree key word level interventionSpeed words – daily practice (SH)Slow paced phonics intervention - opportunities to consolidate (SH) |  |
| **Term 3** |  |  |  |  |

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| **Moving on (transition)** | **Things that have worked and should continue:** | **Next steps to think about:**  |
| X needs a high level of support in his academic, speech and motor skills development.He needs visual prompts and access to concrete apparatus.Learning needs to be at a slower pace for him to make progress – opportunities to consolidate learning also needs to be regular.X needs learning to be meaningful and practical. He needs regular physical learning breaks as he has a short concentration span and is easily distracted.  | Fine motor skills interventionsSpeech & language interventionsHigher level of support in classRegular learning breaksVisual and concrete apparatus | Monitor progress closely – seek further support if little progress is made.  |

**Access Arrangements** (e.g. scribe, extra time, reader)

**Scribe**

**Reader**

**Additional time (if he sits his SATS)**