My SEN Support Plan

Name:

Date of Birth:

Year group: 2/3

Area(s) of need: Cognition and learning

Outside professionals involved:

Start date of plan: Sep 21

I find it hard when:

* I see others able to get on with their work without help
* I have to wait
* I have to keep focused on a task for long periods independently

It helps me if you:

* Help me discreetly or as part of my group
* Give me extra time to process information
* Only give me one instruction at a time
* Have letter formations on the table in front of me.
* Give positive praise discreetly
* Give me lots of reminders about the day (visual timetable)

My family say about me:

* X can be badly behaved at home.
* X will not read or do any school work at home.
* X loves to be outside playing football.

Things I want you to know about me:

* I find it difficult to process instructions
* I have low self esteem
* I don’t like others seeing me have help
* I can find learning very tricky (especially reading and writing) but I am happy to share my ideas with an adult.
* I love being star of the day and like to be encouraged to get it

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| Year 2 | 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 | ***From Y2***   * Write 2-4 letter words when supported by an adult who sounds out the letters slowly. Very keen to write- especially during phonics. Focussed and successful with good independence- copy writing makes him feel so positive. * Recognise and say isolated single letter sounds (phase 2). Always keen, sometimes reluctant when writing in literacy rather than phonics. * Becoming more receptive to accepting help with my learning. Consistently seeks answers so he can complete a task. | *From Y1* ***From Y2***   * Writing - Identify and write initial sound/end sound of words independently. *In guided writing for example* * *Reading – Blend CV or VC words (it, in, at, am, on, up, an, if, so, us)* * *Recognise by sight tricky words – me and the* * Personal – begin the time to talk programme to help build self-esteem. | *From Y1* ***From Y2***   * Small group or 1:1 regular intervention time (10 minutes 3x a week) *Guided tasks, 1:1 in class support, reading support* * Repeated individualised activities (such as write the initial sound cards) * Reading at least 3x a week in school (with a focus on VC and CV words). Reading at least 4x a week at home (focussing on CV and VC words). Teacher to provide parent with resource. * TG to discuss with support staff Time to Talk programme – implement time in the week to carry out. | See blue!  TO DO: Phonics intervention (to pass Phonic Screening in the first instance)  Fantastic independence and willingness to have a go.  Attendance is an issue- affects confidence and understanding. |
| Term 2 | * Very enthusiastic in class, in all sessions. * Responds to support (e.g. small group work or scribing) very well. * Continues to struggle independently- gives up easily. * Likes whole class sessions such as phonics- success (guided by people around him) struggles to apply independently. * Quick on subitising and basic maths skills, struggles to apply. * Contributes ideas in whole class situations but struggles independently. * Still struggles independently and will have occasions of ‘can’t do’. | * Writing - Identify and write initial sound/end sound of words independently- in reading groups and guided writing for example. Expect X to have a go at this aspect, even in words that are more difficult. Closely monitor during phonics- particularly during the practice and apply stage (sentence building using the sounds learned) * Reading – Continue to blend CV or VC words (it, in, at, am, on, up, an, if, so, us). Moving on to CVC words when ready. * Recognise by sight tricky words – me and the | * Guided tasks, 1:1 in class support (at least x1 a week) reading support (2 x weekly) * Repeated individualised activities (such as read/write the initial sound cards) * Guided group reading at least 3x a week in school (Little Wandle) | Improved attitude towards work although remains heavily dependent on adult input and support.  Shows pride in his work meaning an improvement in handwriting and presentation.  An eagerness to join in whole class sessions, particularly reading groups.  Attendance remains an issue- often off Monday/Friday which affects him as he does not receive the input for a task or to complete the written work linked to it. |
| Term 3 | * Very enthusiastic in class, in all sessions. * Responds to support (e.g. small group work or scribing) very well. * Continues to struggle independently- gives up easily. * Likes whole class sessions such as phonics- success (guided by people around him) struggles to apply independently. * Quick on subitising and basic maths skills, struggles to apply. * Contributes ideas in whole class situations but struggles independently. * Still struggles independently and will have occasions of ‘can’t do’. | * Writing - Identify and write initial sound/end sound of words independently- in reading groups and guided writing for example. Expect X to have a go at this aspect, even in words that are more difficult. Closely monitor during phonics- particularly during the practice and apply stage (sentence building using the sounds learned) * Reading – Continue to blend CV or VC words (it, in, at, am, on, up, an, if, so, us). Moving on to CVC words when ready. * Recognise by sight tricky words – me and the | * Guided tasks, 1:1 in class support (at least x1 a week) reading support (2 x weekly) * Repeated individualised activities (such as read/write the initial sound cards) * Guided group reading at least 3x a week in school (Little Wandle) | \*\* Objectives to continue because this was a very short term (5 weeks) interrupted by SATs preparation\*\*  Attendance- Y involved. A 2 week holiday was taken.  Improvement towards the end of term- eagerness back! Still finds it incredibly difficult to work independently. Attitude is up and down- super eager turns quickly to despair!  Assessed as working below expected for Y2 (SCART 5)  Still to pass Y1 Phonics screening. |

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| Moving on (transition) Year 2- Year 3 | Things that have worked and should continue: | Next steps to think about: |
| Small group support needed.  Avoid working with Chester and Leon C. | * Positive praise with short, simple expectations for independent tasks. * Allow X to work independently and follow instructions himself | * Gentle push towards independence * Creating a ‘can-do’ attitude * Attendance has always been an issue |

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| Year 3 | 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 | * Very enthusiastic in lessons that interest him as long as he knows he has adult support and is not challenged. * Responds to support (e.g. small group work or scribing) whilst in the classroom with familiar adults and classmates. He is overly reliant on this however. * Continues to struggle independently- gives up easily. * Likes whole class sessions such as phonics- success (guided by people around him, enables him to work with some independence- he feels pride in this) struggles to apply independently. * Improving on subitising up to 5 and basic maths skills such as recognising numbers to 5. * Still struggles independently and will have regular occasions of disengagement. | * Writing - Identify and write initial sound/end sound of words independently- in reading groups and guided writing for example. Expect Xto have a go at this aspect, even in words that are more difficult. * Closely monitor during phonics- particularly during the practice and apply stage (sentence building using the sounds learned) * Reading – Continue to blend CV or VC words (it, in, at, am, on, up, an, if, so, us). Moving on to CVC words when ready. * Recognise by sight tricky words – me and the * Learn the letter names and letter sounds | * Phonics x2 weekly phase 2 – small group * Reading support 2x weekly – 1:1 * Fine motor x 2 weekly – small group * Lexia x3 weekly 1:1 * Maths/reading/writing sessions 1:1 x 3 weekly |  |
| Term 2 |  |  |  |  |
| Term 3 |  |  |  |  |

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| Moving on (transition) Year 3- Year 4 | Things that have worked and should continue: | Next steps to think about: |
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**Access Arrangements** (e.g. scribe, extra time, reader)

**Teacher signature**

**My signature**

**Parent /carer signature**