

## Pupil Passport and Learning Plan for Jane Smith



Stage: **EHC Plan**

Date of birth: 01/01/2010 Tutor group: Mars 8 Year group: 8

Responsible Staff Member: Mrs JB Start date: 9/3/2023 Review date: 7/6/2023 Plan number: 5

Broad Area of Need: Communication and Interaction

Broad Area of Need 2: Cognition and Learning

SEND Needs: Considerable learning needs, very poor working memory. Difficulty following instructions. 1:1 support in class.

SEND Notes: ASD, communication and interaction is poor. Use simple language and ensure she understands what is being said to her. Difficulty recalling basic instructions.

Important documents to read: EHCP

Access arrangements: Y Access Arrangement Notes: Scribe, extra time. Laptop recommended: N

CAT4 Average: 83 CAT4 Verbal: 93 CAT4 Non Verbal: 81 CAT4 Spatial: 83 CAT4

Quantitative: 76

Pupil Premium: Y Medical Needs: N English as an Additional Language: N

First language: ENG Reasonable adjustments to material objects (Staff initials and end date):

EAL Code: INDES: yes

### All about me

<b>My strengths and interests</b>	<b>Support outside school</b>	<b>Formal assessments/ diagnosis</b>
'My family are important to me'. 'I like having help in lessons as some things are too hard'. 'I would really like a best friend, that's very important'. 'I love Pip the dog!'	Family	ASD  Beery Test of Visual Motor Integration

### Needs and support

Description of Need	Classroom Strategies	Reasonable Adjustments/Access Arrangements
<p>1. Cognition and learning Jane is working below age-expected expectations in all areas of the curriculum.</p> <p>Jane has attention and concentration difficulties and is reliant on adults prompting her at regular intervals, requiring mediation to stay focused. Jane is less intimidated by tasks than she used to be. She can still hesitate if she's told that they are "challenging" or "tricky", like open-ended writing, but is becoming more open to attempting them with adult support. She will only not engage if she is preoccupied with another problem/emotion. This is more of a distraction than a refusal. She can find it difficult to transition to a new activity, particularly if she is enjoying the current one.</p> <p>2. Communication and interaction Jane has a long history of speech, language and communication difficulties. Her expressive language is described as very immature, and her receptive language is delayed. She is slow to process verbal communication and will often misinterpret what is being asked of her. A test of her verbal abilities in December 2019 indicated that these are in the 'low range' which</p>	<p>1. Cognition and learning Jane will receive a suitably different curriculum, fully taking into account her individual needs. Tasks will be appropriately differentiated with opportunities for overlearning provided. Key points, vocabulary and information will be highlighted in teaching. Support with planning/editing and wordbanks will be used to support Jane's writing. Activities will be explained and modelled and staff will support Jane to maintain focus when required. Tasks and routines will be structured. Prompts and reminders to stay focused on all tasks will be provided where necessary, including help in achieving the expectation of sitting and listening during short teaching sessions without disrupting the learning of her peers. Staff will consistently provide specific positive reinforcement and praise daily, along with a reward system if deemed effective.</p> <p>2. Communication and interaction Staff will provide a reduced amount of language when talking to Jane and focus on key words, along with pre-teaching of topic vocabulary.</p>	<p>Use cross guard pencil grip Move n sit cushion Sloped writing Surface use Easy grip Scissors Laptop Attend Sensory Circuits Attend distal muscle development sessions</p>

Exemplar 4 Secondary SEN Support Plan

Pupil Passport and Learning Plan for JS

<p>is reflective of her limited vocabulary knowledge, lack of verbal fluency and difficulty with abstract thinking. Jane has difficulties with maintaining eye contact or using non-verbal communication. In the past Jane has had enormous difficulties with reciprocal interactions with her peers, however this is improving.</p> <p>3. SEMH</p> <p>Jane has difficulties with emotional regulation. She struggles to express how she is feeling which can often lead to frustration and anger. She may become distraught, cry or even scream. She is beginning to describe her feelings using simple language, such as "I'm sad", but can often struggle to express/remember what has caused the upset. Jane would frequently self-harm by scratching or nipping herself when she was upset, triggered by perceiving herself as unable to do something or if someone has made her feel bad, but this occurs much less often now. A short amount of time with a known adult reassuring Jane often sees her mood calm down.</p> <p>Jane's social understanding is limited. She finds some social situations challenging and can become upset by the actions of her peers. She is reported to have one close friend in class (at primary school) and identifies others as friends, but these are not always reciprocal relationships. Jane can sometimes be oblivious</p>	<p>Staff will model language and encourage Jane to elaborate on what she is saying. Jane's understanding of language in text, teaching and social context will be checked. Jane's interests will be used, as well as cards and visual stimuli to encourage listening and following through on basic instructions and routines.</p> <p>3. SEMH</p> <p>The subject teacher should liaise with LSA and LSA to support this and take Jane to the Den as appropriate if overwhelmed.</p> <p>School will provide daily opportunities for Jane to work with her peers to practice her social communication and understanding, along with turn taking, initiating social interaction, voicing her thoughts along with listening to others.</p> <p>4. Sensory and physical</p> <p>Jane to use a cross guard grip for all writing tasks.</p> <p>Jane to have 'move n sit' cushion for all seated lessons, to aid concentration.</p> <p>Support to write Date and title, allowing Jane to concentrate on the work at hand.</p> <p>Practice chunking with new information. Use a laptop for extensive pieces of writing.</p>	
--	--	--

Exemplar 4 Secondary SEN Support Plan

*Pupil Passport and Learning Plan for JS*

<p>to peers' negative intentions and her lack of social understanding can potentially make her a target for unkind behaviour. She is very vulnerable to manipulation and bullying and can be drawn to children who have previously upset her even if they tell her to go away. However, at other times Jane can become highly distressed by others' actions whether intentional or because they have been misinterpreted by her. Jane can "overreact" to situations, such as children telling others to "shut up." She can require adult support to navigate these situations. She reacts strongly when she sees what she perceives as unkindness towards others.</p> <p>4. Sensory and Physical Development of motor skills and strength there in Development of Balance / core stability Improve seating / posture</p> <p>Jane experiences some sensory difficulties. She has difficulties with processing loud noises and will say that the noise hurts her ears. She reacts emotionally to different types of music and can become tearful or distraught at sad music and reacts better to up-beat music. Self-care routines often take her longer to perform than would be expected, for example, she can be a long time in the toilet, and she still often needs help with doing/undoing buttons and tying her shoelaces securely.</p>		
--	--	--

## Exemplar 4 Secondary SEN Support Plan

*Pupil Passport and Learning Plan for JS*

### Plan

Assess-What are we worried about?	Plan- What do we want to achieve?	Do- What will we do to make it happen?	Key staff
Fine and gross motor skills, visual motor integration, concentration and understanding. Pencil and scissor skills, self-care tasks.	Jane to be able to sit with correct posture at her desk, to aid concentration and prevent leg and hand/arm pain. Jane to have improved balance / core stability. Jane to be able to un/dress herself with buttons, zips, buckles etc.	Jane to be provided with move n sit cushion, cross guard pencil grip, sloped writing surface and easi grip scissors. Provide new information in smaller chunks. Laptop for extended writing tasks. Jane to take part in Sensory Circuit. Intervention with scissor skills and dressing skills.	<ul style="list-style-type: none"> <li>• Mrs JB (LSA)</li> <li>• Ms LE (LSA)</li> </ul>
Jane does not always understand instructions and lesson content.	For Jane to be as engaged as possible in all learning opportunities	Jane will have access to an LSA in all of her academic subjects. The LSA will chunk, prompt and use a range of language to support Jane's engagement in learning.	<ul style="list-style-type: none"> <li>• All relevant TAs</li> </ul>
Literacy	To extract relevant information from text.	Individual sessions with Learning Support Assistant support.	<ul style="list-style-type: none"> <li>• Mrs MS (LSA)</li> </ul>
Catch Up Numeracy Jane has difficulty understanding/interpreting word problems and performing division and multiplication. Sustain focus and concentration, speed of processing and absorbing information.	Be able to solve mathematical problems and connected methods independently.	Related provisions <ul style="list-style-type: none"> <li>• Catch up literacy</li> </ul> Individual numeracy interventions with concrete material and visual images, especially when the language is confusing.  Related provisions <ul style="list-style-type: none"> <li>• Catch Up Numeracy 2022/23</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs AF (LSA)</li> </ul>

## Exemplar 4 Secondary SEN Support Plan

*Pupil Passport and Learning Plan for JS*

Parent / Guardian contribution	Jane can struggle with understanding new mathematical concepts or methods. Once she understands a method she can repeat it but can easily get confused when there is any deviation. She can also forget things that she has learned recently but not used for a while. Recently she has had problems with time and timetables and also with division.
Pupil contribution	See all about me section.

## Review

Parent / Guardian contribution	Jane continues to do well at school. We have to help a lot at home with homework, and have noticed that she is finding it difficult. The new resources to support following the OT report have been very helpful to Jane and she said she likes that LSAs who help her.
Pupil Contribution	I like my new cushion. I am pleased that the LSAs help me to carry it because it doesn't fit in my bag.
School review	Progress to targets- less than expected. Jane continues to have significant difficulties accessing the curriculum. Teachers and LSAs have concerns that she does not understand even basic concepts and can become distressed at times. LSAs report that they have to reframe even the simplest tasks and Jane continues to only be able to process one step at a time.

## Provisions

Name	Area of concern	Start date	End date	Session frequency	Session length
Hackney LIT Y 2021/22 (archived)	Cognition and Learning Needs	06/09/2021	22/07/2022	6 times per fortnight	1 hour
Nurture group 2021/22 (archived)	Social, Emotional and Mental Health Difficulties	06/09/2021	22/07/2022	8 times per fortnight	1 hour

## Exemplar 4 Secondary SEN Support Plan

### *Pupil Passport and Learning Plan for JS*

LSA in class support 2021/2022 (archived)	All SEND Needs	06/09/2021	22/07/2022	55 times per fortnight	1 hour
Alpha Inclusion Mentoring 2021/22 (archived)	Social, Emotional and Mental Health Difficulties	16/09/2021	17/12/2021	1 time per week	45 min
Catch Up Numeracy 2021/22 (archived)	Cognition and Learning Needs	04/10/2021	04/07/2022	2 times per week	15 min
Alpha Inclusion Group 2021/22 (archived)	Social, Emotional and Mental Health Difficulties	06/01/2022	31/03/2022	1 time per week	1 hour
Referral to MHST 2022/23	Social, Emotional and Mental Health Difficulties	02/03/2022		1 time in total	
Red/Green Card 2021/22 (archived)	Cognition and Learning Needs	07/03/2022			
LSA in class support 2022/23	All SEND Needs	05/09/2022	21/07/2023	38 times per fortnight	1 hour
Nurture Form Time Y8 2022/23	Social, Emotional and Mental Health Difficulties	05/09/2022	20/07/2023	1 time per week	35 min
Catch up Literacy	Cognition and Learning Needs	31/10/2022	16/12/2022	2 times per week	20 min
Catch Up Numeracy 2022/23	Cognition and Learning Needs	01/12/2022	31/03/2023	2 times per week	30 min

## Exemplar 4 Secondary SEN Support Plan

*Pupil Passport and Learning Plan for JS*

Name	Area of concern	Start date	End date	Session frequency	Session length
Listening Service 2022/23	Social, Emotional and Mental Health Difficulties	06/01/2023		1 time per week	30 min
Catch up literacy	Cognition and Learning Needs	10/01/2023	31/03/2023	2 times per week	15 min
Catch up Literacy	Cognition and Learning Needs	31/03/2023	26/05/2023	2 times per week	20 min
Sensory Circuits Summer 1 22/23	Sensory and/or Physical Needs	18/04/2023	18/07/2023	1 time per week	25 min
Distal Muscle strengthening	Sensory and/or Physical Needs	24/04/2023	26/05/2023	2 times per week	15 min

## Files

Name	Time uploaded	Type
210205 EHCP Final (4th) JS.pdf	4/9/2021 10:42	Pupil document
K3 EP report 2017.pdf	4/9/2021 10:42	Pupil document
JS Boxall.pdf	18/1/2022 12:21	Pupil document
Alpha Inclusion report Dec 21 JS.pdf	3/2/2022 13:03	Pupil document
Alpha Inclusion report Dec 21 JS2.pdf	3/2/2022 13:03	Pupil document
Alpha Inclusion report Dec 21 JS3.pdf	3/2/2022 13:04	Pupil document
Alpha Inclusion report Dec 21 JS4.pdf	3/2/2022 13:04	Pupil document
Boxall Summer 2022 JS.pdf	24/5/2022 10:03	Pupil document



Area of Need	1	2	3	4	5	6	7
Speech and Language	<ul style="list-style-type: none"> <li>- Development is not in-line with the typically developing child or young person (CYP)</li> <li>- An aspect of communication does present difficulties, as checked by use of recognised communication screen. Communication is not following a typical developmental pattern in relation to chronological age and is not developing in line with other skills.</li> <li>- One aspect of communication is presenting difficulties, as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months. It is developing in line with other skills but impacting on literacy and ability to access the curriculum</li> <li>- Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 6 – 12 months or is not following a typical pattern of development in one or more aspect. Communication developing in line with other skills but impacting on literacy and ability to access the curriculum</li> <li>- CYP is not able to effectively and consistently communicate with range of people and in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6 – 12 months or is not following a typical pattern of development in one aspect. It is developing more slowly than other skills, with a gap of 6 – 12 months</li> <li>- Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months Communication developing in line with other skills but impacting on literacy and ability to access the curriculum</li> <li>- Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in one aspect. Communication developing more slowly than other skills, with a gap of 6 – 12 months</li> <li>- CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in a range of situations for 25% of the time</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in two or more aspects. It is developing more slowly than other skills, with a gap of 12 - 24 months</li> <li>- Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6 – 12 months or is not following a typical pattern of development in two aspects and is developing more slowly than other skills, with a gap of 6 – 12 months</li> <li>- Four aspects of communication are presenting difficulties Communication following typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in one aspect. Communication developing more slowly than other skills, with a gap of 12 -24 months</li> <li>- CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in a range of situations for 25% of the time</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 12 -24 months or is not following a typical pattern of development in two or more aspects. Communication developing more slowly than other skills, with a gap of 12 -24 months</li> <li>- Two/Three aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in two or more aspects Communication developing more slowly than other skills, with a gap of 12 - 24 months</li> <li>- Two/Three/Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 3 – 4 years or is not following a typical pattern of development in all aspects. Communication developing in line with other skills but impacting on literacy and ability to access the curriculum</li> <li>- Three/Four aspects of communication are presenting difficulties Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects. Communication developing in line with other skills but impacting on literacy and ability to access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 24 – 36 months or is not following a typical pattern of development in two or more aspects Communication developing more slowly than other skills, with a gap of 24 – 36 months</li> <li>- Two/three aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 24- 36 months or is not following a typical pattern of development in three or more aspects Communication developing more slowly than other skills, with a gap of 12 - 24 months</li> <li>- Three/Four aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 3 - 4 years, or is not following a typical pattern of development in all aspects Communication developing more slowly than other skills, with a gap of 12 - 24 months</li> <li>- CYP is not able to effectively communicate with familiar people. CYP will be unable to communicate in a range of situations for 25% of the time</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 3 – 4 years or is not following a typical pattern of development in three or more aspects Communication developing more slowly than other skills, with a gap of more than 3 years</li> <li>- Two/Three aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 3- 4 years or is not following a typical pattern of development in all aspects of communication developing more slowly than other skills, with a gap of 24 – 36 months</li> <li>- Three/Four aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 3 – 4 years or is not following a typical pattern of development in all aspects Communication developing more slowly than other skills, with a gap of more than 24 – 36 months</li> <li>- CYP is not able to effectively communicate with familiar people. CYP will be unable to communicate in familiar situations for 25% of the time</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication presenting difficulties Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects Communication developing more slowly than other skills, with a gap of more than 3 years</li> <li>- Two/Three aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 3- 4 years or is not following a typical pattern of development in all aspects Communication developing in line with other skills but impacting on literacy and ability to access the curriculum Communication developing more slowly than other skills, with a gap of 24 – 36 months</li> <li>- Four aspects of communication presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects Communication developing more slowly than other skills, with a gap of more than 3 years</li> <li>- CYP is not able to effectively communicate with familiar people. CYP will be unable to communicate in familiar situations for more than 25% of the time</li> </ul>

Exemplar 4 Secondary SEN Support Plan  
Pupil Passport and Learning Plan for JS

Area of Need	1	2	3	4	5	6	7
				<ul style="list-style-type: none"><li>- CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in familiar situations for 25% of the time</li></ul>			

Exemplar 4 Secondary SEN Support Plan

Pupil Passport and Learning Plan for JS

Area of Need	1	2	3	4	5	6	7
<p>Social communication and interaction The child or young person (CYP):</p>	<ul style="list-style-type: none"> <li>- development is not in-line with the typically developing child or young person</li> </ul>	<ul style="list-style-type: none"> <li>- may have difficulty in initiating social interactions</li> <li>- may appear to have a decreased interest in social interactions</li> <li>- social approaches may be atypical and unsuccessful</li> <li>- is interested in CYPs of their age and wants to have friends but may need help with this</li> <li>- may show an inflexibility of behaviour which causes interference with functioning</li> <li>- may have difficulty switching between activities – may have problems of organisation and planning which hamper independence</li> <li>- mostly is unable to work on same tasks as others the same age that do not have additional needs</li> <li>- is unable to learn in the whole class group</li> <li>- may need planned strategies to support with transitions and flexibility</li> <li>- is unable to manage their level of mild anxiety with minor adaptations</li> </ul>	<ul style="list-style-type: none"> <li>- As well as point 2, the CYP:</li> <li>- shows a deficit in verbal and non-verbal social communication skills</li> <li>- shows a limited interest in interactions with CYP of their own age</li> </ul>	<ul style="list-style-type: none"> <li>- has difficulties with social skills even when support is in place</li> <li>- displays distress and difficulty when changing focus or moving from one activity to another</li> <li>- restricted/repetitive behaviours are frequent enough to be obvious to all and interfere with functioning in a variety of contexts</li> <li>- is unable to interpret social cues</li> <li>- interprets speech literally and shows rigidity and inflexibility of thought processes</li> <li>- participates in solitary play which is unusually focused on a special interest</li> <li>- presents with moderate hypo/hyperactivity to sensory input and moderately unusual interests in sensory aspects of the environment</li> </ul>	<ul style="list-style-type: none"> <li>- is, for parts of the school day, considerably motivated to follow own (possibly sensory) agenda, which for some of the time distracts them from the adult-led agenda</li> <li>- shows high levels of anxiety to a degree that may have a negative impact on school engagement</li> <li>- may be pre-verbal or have very limited communication skills that require an augmented communication system</li> <li>- presents with high levels of hypo/hyperactivity to sensory input and highly unusual interests in sensory aspects of the environment</li> </ul>	<ul style="list-style-type: none"> <li>- has limited interaction and/or with narrowed special interests</li> <li>- communication is very often just to meet their needs</li> <li>- shows high levels of anxiety to a degree that may have a negative impact on school engagement and/or attendance</li> <li>- has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system</li> <li>- has impaired social development, rigidity of behaviour and thought and communications are enduring, consistently impeding their learning and leading to severe difficulties in functioning in the vast majority of contexts within school and home</li> <li>- significant difficulties persisting for the CYP as a result of their inflexibility and/or intrusive obsessional thoughts</li> </ul>	<ul style="list-style-type: none"> <li>- The child or young person (CYP):</li> <li>- rarely begins social interaction, and when he or she does, makes atypical approaches, to meet needs only, and responds only to very direct approaches</li> <li>- shows great distress in changing focus or activity or refuses</li> <li>- presents restricted, repetitive behaviours that markedly interfere with their functioning in all spheres, affecting daily life</li> <li>- has extreme difficulties in social motivation, which prevent the pupil or young person from engaging in social activities</li> <li>- shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing and ability to engage in all contexts</li> </ul>