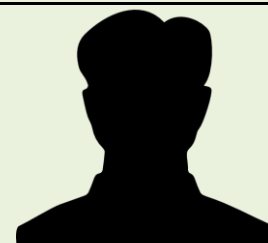




## STUDENT SUPPORT PLAN

**Name: A. Student**  
**TG: Year 8**  
**DOB: 01/01/20**



<p><b><u>Reading age:</u></b> 11y 4m</p> <p><b><u>Spelling age:</u></b> 11y 0m</p>	<p><b><u>Documents available</u></b></p> <p>SDQ <input checked="" type="checkbox"/></p> <p>Boxall <input type="checkbox"/></p> <p>EP <input checked="" type="checkbox"/></p>	<p><b><u>Primary area of need</u></b></p> <p>Communication and Interaction <input checked="" type="checkbox"/></p> <p>Cognition and Learning</p> <p>Social, emotional, and mental health</p> <p>Sensory and/or physical</p>	<p><b><u>Support details/further reading</u></b></p> <p style="text-align: center;"><a href="#">EHCP Plan</a></p> <p><b>Key Adults:</b> Miss A. Teacher Mr L.S. Assistant</p>
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<b><u>My strengths:</u></b>	<b><u>I really like:</u></b>	<b><u>My aspirations:</u></b>
<p>I am enthusiastic about learning and want to do my best.</p> <p>I try hard with my homework</p> <p>I like to work on my own and really enjoy</p>	<p>Art</p> <p>Running</p> <p>Swimming – I am part of a club</p> <p>Working on computers – I have built one at home with the help of my family members.</p>	<p>I would like to do a job that is creative in the future.</p>

<b>Nature of Difficulty</b>	<b>This means that:</b>
<ul style="list-style-type: none"> <li>• Diagnosis of ASD at age 9</li> </ul>	<ul style="list-style-type: none"> <li>• I am not good if my routine is changed without warning.</li> <li>• Loud noises affect me and make it hard for me to concentrate.</li> <li>• I need firm and consistent boundaries.</li> <li>• I might need support to navigate working in groups.</li> </ul>

<b>Triggers</b>	<b>De-escalator - tips</b>
<b>A sudden change in routine</b>	If possible, let A.student know in plenty of time if changing classroom etc. A.Student will sometimes need timeout with his support assistant to process changes to routine (e.g. supply teacher)
<b>Loud classroom environment</b>	If A.Student starts to show signs of distress (fidgeting, tapping the desk) allow him time out of the classroom as a sensory break.
<b>Group work</b>	Allow A.Student to choose the group he would feel most comfortable working in. Ensure that A.Student is assigned a role within the group and understand how to participate effectively.

General information about A. Student	General Strategies to Support
<p>A.Student is an articulate and polite young man who is very keen to do well. He has made rapid progress and enjoys learning.</p> <p>A.Student really enjoys using technology and is keen to share his achievements.</p> <p>Can be prone to meltdowns when outside of comfort zone (drama, music) but still wants to be a part of these lessons. Use the LSA support to help navigate these challenges.</p> <p>Has a fantastic relationship with Miss. A.Teacher</p>	<p>A.Student will have a 'safe space' to go to when feeling overwhelmed, particularly during unstructured times of the day (break,lunch)</p> <p>Parents have requested that all assigned homework be recorded in A.Students homework diary to allow easy tracking at home.</p> <p>Although A.Student is achieving well, he will benefit from regular check ins and help in organising his approach.</p> <p>Ask A.Student to explain the task before they start to avoid any confusion on what is expected.</p>

<u>Intervention Tracker</u>			
Date	Intervention	Staff	Progress made
Jan 2019	Social Interaction – lunchtime club	Mrs A.Support	Better understanding of social cues and new friendships formed that have lasted throughout Year 7.

### Progress Tracker:

Year 7	English		Maths	Science
Target	Level 2		Level 2	Level 2
Mid Term	Level 2 - emerging		Level 1 – emerging	Level 1 - Secure
	Reading +4m	Spelling +2m		
End Term	Level 2- secure		Level 2 - secure	Level 1 - Secure
	Reading +5m (11y 1m)	Spelling +6m (10y 2m)		

Year 8	English		Maths	Science
Target	Level 3		Level 3	Level 2