

A: Personal Information



My Support Plan

Name:	XXXXXXXX XXXXXXXX
D.O.B:	XX/XX/XXXX
Home language:	XXXXXX
Gender:	Male
Ethnicity:	XXXXXX
Primary area of need:	<p>Communication and Interaction</p> <p>Cognition and Learning</p> <p>Social, Emotional Mental health</p> <p>Physical and/or Sensory</p>
Other identified needs: (choose all that apply*)	<p>Executive Functioning and Working Memory</p> <p>Attention and Concentration</p> <p>Social Communication</p> <p>Hearing Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical Difficulties</p> <p>Social, Emotional and Mental Health</p> <p>Speech, Language and Communication</p> <p>Specific Learning Difficulties</p> <p>Visual Impairment</p>
Social Care needs: (choose all that apply*)	<p>Child in Need</p> <p>Child Protection</p> <p>Child in Care</p> <p>Other</p>

Details of setting:

Early Years Setting /school/college:	Xxxxxxx	My Key stage/year group:	Key Stage 1, Year 2
Address:	X	Attendance (absence – hours per week/days) Include details of any reduced timetable or off-site education arrangements	96.2%
Main contact:	Xxxxxxx Xxxxxxx, SENDCo	Email:	X

B: All about me

Hints and Tips: Pupils may express their views through drawing, symbols, or other creative methods.

I am 6 years old

I communicate by: 1 or 2 word phrases, pointing and leading, dysregulation.

What you can do to help me:

Communicate clearly
Keep my environment safe

What is important to me:

Cars, trains and other vehicles
My familiar people

What people like and admire about me:

Always walks into school with a huge smile!

My strengths and talents:

Watching people draw and then I can copy their drawing.

My fears / worries / things I don't like:

Messy hands - pen marks, mud etc.

My dream is to / in the future I want to:

Something to do with transport (assumed – Xxxxxx is unable to explain)

My favourite things:

Shapes
Trains
Transport
Interactive whiteboard
Whiteboard and whiteboard pens
Puzzles
Racing cars
Special time

C: Professionals involved in my life

Name and Role	Written evidence from professional attached	Currently involved: start date/end date
Xxxxxx Xxxxxx, Paediatrician	N/A	Ongoing
Xxxxxx Xxxxxx, SALT	Recent care plan XX.XX.XXXX	Ongoing
Xxxxxx Xxxxxx, Educational Psychologist	Ep report dated XX.XX.XXXX	XX.XX.XXXX
Xxxxxx Xxxxxx, Child Development Centre	Full ASD diagnostic report XX.XX.XXXX	XX.XX.XXXX

D: Background Information

<p>Outline any significant developments:</p> <ul style="list-style-type: none"> • Family circumstances • Education • Medical/Health/external professionals 	<p>Xxxxxx lives in a stable and supportive family home with both parents and a younger sibling. Xxxxxx is the main language spoken at home, with English used as an additional language. His parents are highly involved in his care and education and have taken an active role in supporting his development, particularly in relation to his communication needs. They provide daily structured input at home and have arranged both UK-based and overseas Speech and Language Therapy to compensate for limited local provision. Xxxxxx has experienced longstanding sleep difficulties, which have affected family routines, and his parents report early concerns about delayed and regressive speech and social development, particularly during the COVID-19 lockdown period.</p> <p>In terms of education, Xxxxxx attended Xxxxxx Nursery, where a My Support Plan was introduced. He joined Xxxxxx Primary School in Nursery in September 2022 and is currently in Year 2, with generally good attendance. As his needs became clearer, it was identified that he was unable to cope within a large mainstream classroom environment. He now attends a full-time SEN HUB within Xxxxxx Primary School, which provides a more structured and supportive setting. Despite this, the school recognises that Xxxxxx has severe, complex and long-term special educational needs that cannot be fully met within the current provision.</p> <p>From a medical and professional perspective, Xxxxxx was diagnosed with Autistic Spectrum Disorder in 20XX by a Consultant Paediatrician at Xxxxxx Xxxxxx. Subsequent educational psychology assessment indicates extremely low intellectual functioning, consistent with Moderate Learning Difficulties. His hearing and vision are reported to be within normal limits. Xxxxxx is known to NHS Speech and Language Therapy and Occupational Therapy, although the level of support available has been limited, leading his parents to commission private Speech and Language Therapy. He was most recently reviewed by a Speech and Language Therapist from the Mainstream Schools Team in September 2025. Ongoing multi-agency involvement, particularly from Speech and Language Therapy and Occupational Therapy, remains essential to support his development and access to education.</p>
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<p>What is working well for the child/young person and their family?</p>	<p>Xxxxxx benefits from a highly committed and supportive family who place his wellbeing and development at the centre of family life. His parents have a strong understanding of his needs and are proactive in seeking support, particularly in relation to his communication and learning. They provide consistent structure at home, limit environmental stressors such as screen time, and actively reinforce learning through daily routines and therapeutic activities. Xxxxxx responds positively to this predictability and to the high level of adult attention and reassurance he receives, which helps him remain calm and regulated. The strong attachment between Xxxxxx and his parents, particularly his father, provides him with emotional security and contributes to his generally settled presentation both at home and in school.</p> <p>Within education, Xxxxxx is currently accessing a provision that is better matched to his needs through full-time placement in the SEN HUB. The structured environment, small group size, high staff-to-pupil ratio and consistent use of visual supports are enabling him to engage more effectively than in a mainstream classroom. He responds well to predictable routines, adult-led activities, visual timetables and one-to-one support, and he shows strengths in calm compliance when expectations are clear. His interests, particularly in vehicles and visual learning tasks, are being used successfully to motivate him and support engagement. School and parents maintain ongoing communication, which supports consistency across settings and helps strategies to be reinforced at home.</p>
<p>Further comments:</p> <ul style="list-style-type: none"> Family priorities e.g. relocation, housing, awaiting placement 	<p>As a family, priorities are focused on securing a long-term educational placement that can meet Xxxxxx's complex and enduring needs. The family is supportive of the school's intention to pursue an Education, Health and Care Needs Assessment and recognises the importance of specialist provision for Xxxxxx's future development, safety and emotional wellbeing. At present, there are no reported plans for relocation or changes in housing; the key priority is awaiting assessment outcomes, funding decisions and identification of an appropriate specialist placement. The family's main concern remains understanding how best to support Xxxxxx's development and ensuring he receives coordinated, specialist input that allows him to make progress and develop independence over time.</p>

E: Strengths and Special Educational Needs

Hints and Tips: Useful Definitions

Co-production: child or young person's views, information from parents and setting assessment information collected over time.

Professionals: include information about their work here, such as what they did, when and the key points from their involvement.

APDR: Identification of need, identify barriers to learning, what has been tried so far, the impact of additional support and what needs to happen next.

Area of Need Provide a short description of needs that only applies to relevant areas	Strengths: Personal qualities and interests. Clubs/activities they participate in. Do they have leadership role/class responsibilities?	Special Educational Needs: Include key attainment data e.g. reading, spelling, SALT screening, assessment data, class observations and information from professional reports.
Communication and Interaction	<p>As per the recent EP findings, Xxxxxx demonstrates emerging strengths in communication and interaction when learning takes place within familiar, highly structured contexts and when activities are closely aligned with his interests. He is able to focus briefly on tasks of personal interest and displays clear curiosity and motivation through engagement with preferred activities, particularly those involving cars, vehicles and construction toys. These interests are consistently used within the Hub environment to support engagement and communication, in line with current recommendations.</p> <p>When emotionally regulated and supported by familiar adults, Xxxxxx is able to participate in simple turn-taking games and shared activities. He can respond to interactions initiated by others using his preferred communication methods, including single words, visuals and gestures. He is beginning to tolerate supported social interaction and can engage for short periods when expectations are clear, predictable and scaffolded.</p>	<p>Despite this progress, as outlined in the recent EP findings, Xxxxxx's communication difficulties remain severe and significantly below age-related expectations. His verbal communication is extremely limited and largely restricted to single words or repetitive phrases. His speech is often unclear and difficult to understand, which creates a substantial barrier to effective communication with both adults and peers. When Xxxxxx is unable to make himself understood, he experiences visible frustration, which frequently leads to emotional outbursts, withdrawal or avoidance of interaction.</p> <p>Xxxxxx continues to experience significant receptive language difficulties. He relies heavily on simplified instructions, consistent routines, repetition and visual supports in order to understand expectations. Without these supports, he is unable to process or respond appropriately to spoken language. Socially, Xxxxxx generally plays alone and struggles to initiate, sustain or extend shared activities. He demonstrates inconsistent eye contact and limited social awareness and he requires high levels of adult</p>

	<p>DfE SEND assessment data from September to December demonstrates significant progress in this area, with interaction scores increasing from 14 to 19, expressive communication increasing from 3 to 15, and receptive communication increasing from 7 to 9, resulting in a total increase from 24 to 43. This progress reflects the impact of provision already in place, including consistent adult mediation, visual communication systems, simplified language, repetition and structured routines, all of which are implemented in line with EP and SaLT recommendations.</p>	<p>mediation to interpret social cues, understand others' intentions and respond appropriately.</p> <p>Although assessment data indicates progress, this has been achieved only through intensive, individualised support. Xxxxxx remains unable to generalise communication skills independently, and his profile continues to indicate a serious and ongoing level of need in communication and interaction.</p>
<p>Cognition and Learning</p>	<p>As per the recent EP findings, Xxxxxx demonstrates several emerging strengths in cognition and learning, despite notable and persistent developmental delays. He shows a clear capacity for rote learning and memory, particularly in spelling and word recognition, even when phonetic decoding, comprehension and conceptual understanding remain challenging. This strength is consistently observed when learning tasks are highly structured and repeated over time.</p> <p>Xxxxxx is increasingly able to recall familiar routines and respond to visual schedules and structured systems such as Now/Next boards. He can follow predictable sequences of activities when these are visually supported and reinforced by a trusted adult. This demonstrates that predictability, repetition and visual structure are effective learning tools for him and are appropriately embedded within his current provision.</p> <p>DfE SEND assessment data highlights substantial progress in this domain, with play skills increasing from 8 to 12, exploratory skills from 9 to 18, and problem-solving from 9 to 18, resulting in a total increase from 26 to 48. This progress reflects the effectiveness of the highly scaffolded, adult-led learning opportunities and structured environment currently in place.</p>	<p>Despite these gains, as identified in the EP assessment, Xxxxxx presents with an uneven cognitive profile. While he demonstrates strengths in rote recall and memorisation, he continues to experience significant difficulties with comprehension, reasoning and conceptual learning. He requires highly structured, scaffolded learning experiences with clear visual cues, repetition and the constant presence of a trusted adult in order to engage with tasks.</p> <p>Xxxxxx's ability to follow instructions, complete tasks independently and transfer learning across contexts is very limited. He struggles to sustain attention, particularly during adult-directed activities, and is unable to engage meaningfully with the curriculum without extensive support. Imaginative and symbolic play skills remain significantly underdeveloped, further limiting his ability to learn through play and interaction.</p> <p>Although progress is evident in assessment data, Xxxxxx remains well behind his peers developmentally, and his rate of progress continues to indicate a high and ongoing level of cognitive and learning need despite all recommended provision being in place.</p>

<p style="text-align: center;">Social, Emotional and Mental Health</p>	<p>As per the recent EP findings, there is evidence of developing self-awareness and emotional recognition. Xxxxxx is increasingly able to seek comfort and reassurance from trusted adults, particularly when he feels overwhelmed or distressed. This demonstrates emerging attachment, emotional connection and recognition of others as sources of support.</p> <p>Xxxxxx also demonstrates emerging self-help skills, including feeding and dressing with adult support and drinking from an open cup. These skills reflect developing independence and emotional regulation within familiar, predictable routines. When appropriately supported, Xxxxxx can engage calmly in preferred activities and benefit from consistent adult reassurance.</p> <p>DfE SEND assessment data reflects progress in this area, with social skills increasing from 6 to 13 and awareness of self increasing from 8 to 11, resulting in a total increase from 27 to 37. This progress highlights the positive impact of the structured, supportive environment currently in place.</p>	<p>Despite these emerging strengths, Xxxxxx's emotional regulation remains a significant and ongoing area of concern, as outlined in the recent EP findings. His regulation score has remained unchanged at 13, indicating continued difficulty managing emotions independently. He becomes easily overwhelmed during transitions, unexpected changes or when tasks exceed his level of understanding.</p> <p>These difficulties frequently result in intense meltdowns, which may include crying, shouting, lying on the floor, scratching or throwing objects. Xxxxxx can also display impulsive and unsafe behaviours, including running away, attempting to leave the classroom or school environment, attempting to activate fire alarms or engaging in public urination. These behaviours are linked to anxiety, limited social understanding and poor impulse control, and present a significant risk to his safety without constant adult supervision.</p> <p>Xxxxxx's attention span remains extremely short, and without one-to-one adult support he is unable to remain focused, re-engage with learning or regulate his behaviour. Despite consistent implementation of recommended strategies, his SEMH needs continue to significantly impact his access to learning and daily functioning.</p>
<p style="text-align: center;">Sensory and/or Physical</p>	<p>As per the recent EP findings, Xxxxxx's fine and gross motor skills are developing. He is increasingly able to manipulate objects, balance items, grasp materials and navigate his environment with growing confidence and independence. He demonstrates emerging coordination and control over his movements, which supports his engagement in play-based and practical learning activities.</p> <p>DfE SEND assessment data shows stability in mobility, remaining at 22, and progress in sensory processing, increasing from 14 to 17. This indicates that Xxxxxx is beginning to tolerate</p>	<p>Despite these emerging physical skills, Xxxxxx presents with significant sensory processing differences that continue to affect his daily functioning, as outlined in the EP findings. He demonstrates heightened sensitivity to certain sounds, textures, clothing and foods. He frequently avoids specific materials, becomes distressed by loud noises and shows limited engagement in sensory exploration activities such as messy play.</p> <p>Although sensory strategies and environmental adaptations are in place, these sensory challenges continue to impact Xxxxxx's comfort, participation and engagement in classroom and social experiences. DfE SEND assessment data shows no progress in life skills, remaining at 15, indicating ongoing difficulties with</p>

	<p>some sensory input more effectively when appropriate strategies and supports are in place.</p>	<p>independence and self-help skills. His limited engagement in physical and sensory activities, combined with restricted independence in daily routines, continues to significantly impact his learning and overall development.</p>
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F: Outcomes and Review

Hints and Tips:

Outcome: A skill that you will have at some point in the future.

Provision: 'additional to and different from' what is available to all children/ young people and beyond OAP.

OAP: High quality and adaptive teaching strategies that are in place for the child/ young person and any reasonable adjustments that are part of a setting's core offer.

Hints and Tips:

	Guiding Questions	Example
Specific	What exactly should the CYP achieve?	"To use visual timetable to transition between activities..."
Measurable	How will we know the child has achieved it?	"...on 4 out of 5 occasions."
Achievable	Is this realistic given the child's needs and support?	Linked to CYP needs
Relevant	Does the outcome support the child's learning or development?	Linked to curriculum access/development
Time -bound	When should this be achieved by?	"..within the next 6 weeks."

Examples:

- "Within 8 weeks, X will independently complete a 2-step maths problem using manipulatives in 4 out of 5 lessons."
- "Within 6 weeks, X will initiate a peer interaction using a sentence starter during 3 playtimes per week."
- "Within the next 6 weeks, X will use a calm-down strategy when upset, reducing incidents from 4 to 1 per week."

Hints and Tips:

- Review SMART outcomes according to the needs of the child/ young person.
- What impact has the target had on the child/ young person's learning?
- Do new outcomes need to be identified?
- Does support need to continue or does different support need to be implemented?

0 – not achieved

1 – Partly achieved

2 – Achieved

Long-term outcome (s): A skill/s that the pupil is expected to have mastered by the end of their current key stage or shortly thereafter. These outcomes should contribute meaningfully to preparation for adulthood e.g. employment, community participation and health and wellbeing.

1. By the end of Year 2, Xxxxxx will be able to attend to an adult-directed task for up to 10 minutes on 3 out of 5 occasions.
2. By the end of Year 2, Xxxxxx will be able to use a learnt strategy to regulate his emotions so that he does not engage in behaviours that may cause harm to himself or others.
3. By the end of Year 2, Xxxxxx will be able to communicate his physical needs and chosen activity to a familiar adult using his preferred method of communication at least once per day.

Year 1 Summer term – Cycle one

Outcomes & Provision				Outcomes Review			
Special Educational Need As stated in section E	Short-term outcome What is the area of concern? SMART target which is achievable within a term to work towards removing the barriers to learning. Specify the linked long-term outcome.	What we need to do to achieve the outcome: Action that is additional to and different from quality first teaching/OAP - <i>Personalised curriculum, assistive technology or learning aids, individual or group work, therapeutic interventions. Include frequency and level of support.</i>	What will success look like? • Who will do it? • By When?	Outcome Review – First Cycle Include: Score 0-2 Date	What is working well and why?	What needs to be improved?	New Outcome (if applicable)
Sensory and Physical	To take part in carpet time by sitting on his carpet spot.	<ul style="list-style-type: none"> • An adult to sit with Xxxxxx on the carpet to support him engaging with the learning. • Now and next board to emphasise engagement. • Fidget toys • Wobble cushion • Visuals showing 'good sitting' 	Xxxxxx will sit independently on the carpet for a 5 minute period on 2 out of 5 occasions.	1.7.2025 0	Xxxxxx has been fully assessed using the DfE SEND assessment tool and re-assigned more appropriate targets based on prioritised need.		
Communication and Interaction	Xxxxxx to begin using key words to communicate what he wants with his adults as well as guiding them.	<ul style="list-style-type: none"> • Adults to put the word Xxxxxx says into a sentence for him e.g. would like more or are you finished? • Adult to use visuals cards to support words. 	Xxxxxx will use single words to communicate his needs e.g. coat, toilet,	1.7.2025 2	Xxxxxx has been fully assessed using the DfE SEND assessment tool and re-assigned more appropriate targets based on prioritised need.		

		<ul style="list-style-type: none"> All adults to continue to model words for Xxxxxx to use. Adults to encourage Xxxxxx to repeat words. 	thirsty on 4 out of 5 occasions that he is trying to communicate need.		
Cognition and Learning	To follow instructions including 'wait' consistently.	<ul style="list-style-type: none"> Adult to repeat the instruction to Xxxxxx if he needs reminding. Adult to use key words that Xxxxxx understands in order to support him in independently following an instruction. 	Xxxxxx will follow some instructions given by an adult including 'line up' and 'wait'.	1.7.2025 0	Xxxxxx has been fully assessed using the DfE SEND assessment tool and re-assigned more appropriate targets based on prioritised need.
Cognition and learning	Xxxxxx will say lunchtime, Phonics and carpet time when asked what part of the day it is.	<ul style="list-style-type: none"> Now and next board to prepare Xxxxxx for changes in the day. Routine and consistency in daily activities to allow Xxxxxx independence during the day – Visual timetable. 	Xxxxxx shows an understanding of parts of the day and will be comfortable during transitions.	1.7.2025 1	Xxxxxx has been fully assessed using the DfE SEND assessment tool and re-assigned more appropriate targets based on prioritised need.

Year 2 - Autumn Term – Cycle two

Outcomes & Provision				Outcomes Review			
Special Educational Need	Short-term outcome	What we need to do to achieve the outcome:	What will success look like?	Outcome Review – Second Cycle	What is working well and why?	What needs to be improved?	New Outcome (if applicable)
As stated in section E	What is the area of concern? SMART target which is achievable within a term to work towards removing the barriers to learning. Specify the linked long-term outcome.	Action that is additional to and different from quality first teaching/OAP - <i>Personalised curriculum, assistive technology or learning aids, individual or group work, therapeutic interventions. Include frequency and level of support.</i>	<ul style="list-style-type: none"> Who will do it? By When? 	Include: Score 0-2 Date			
Social, Emotional and Mental Health	To show enjoyment when looking in a mirror, on 3 out of 5 occasions.	<ul style="list-style-type: none"> Adult modelling – using a mirror, identifying own facial features, pulling faces, talking about what they can see Immediate and specific praise when Xxxxxx uses the mirror. Modelling identifications for Xxxxxx ‘I can see Xxxxxx’s nose. Where is Xxxxxx’s nose?’ 	Xxxxxx will be able to identify his own facial features when looking in a mirror on 4 times out of 5. He will enjoy reacting to his own silly faces on 2 times out of 5.	15.12.25 0	As per the recent EP findings, Xxxxxx is developing early self-awareness and shows emerging recognition of himself within familiar, low-demand contexts. Provision including adult modelling, use of mirrors, explicit labelling of facial features, and immediate praise has been consistently implemented. While Xxxxxx will occasionally tolerate looking in the mirror with adult support, his engagement remains brief and inconsistent and is often disrupted by sensory sensitivities or emotional dysregulation. The impact of this target has therefore been limited, with no		Within the next 8 weeks, Xxxxxx will tolerate looking in a mirror alongside a familiar adult for up to 1 minute, with adult modelling and reassurance, on 3 out of 5 occasions.

					evidence of generalisation beyond highly supported situations.	
Sensory and Physical	To navigate fastenings when dressing himself, such as zips, buttons and clips.	<ul style="list-style-type: none"> • Continuous provision to include dressing away with items of clothing and fastening pads with zips, clips buckles etc • Daily 1:1 practice/guidance with adult • Modelling of vocabulary 'I am zipping – I am pulling up' • Hand-over-hand guidance when necessary 	Xxxxxx will be able to pull up and zip his trousers independently. On 4 out of 5 occasions.	15.12.25 0	As outlined in the EP findings, Xxxxxx demonstrates emerging fine and gross motor skills but continues to experience significant sensory sensitivities and limited independence in self-help tasks. Provision including daily 1:1 practice, dressing resources, modelling, and hand-over-hand support has been implemented. Despite this, Xxxxxx remains reliant on adult support and shows limited tolerance for dressing tasks, particularly when fastenings require sustained attention or involve uncomfortable textures. Progress towards independent fastening has been minimal.	Within the next 8 weeks, Xxxxxx will tolerate supported practice with one clothing fastening (e.g. zip or clip) for up to 2 minutes, with adult assistance, on 3 out of 5 occasions.
Communication and Interaction	To be able to look between 2 objects when shown them, recognising there are 2 objects present.	<ul style="list-style-type: none"> • Adult to start off with 2 enticing objects – trains, cars, vehicles, then gradually reduce interest and focus on existence of any 2 items. • Immediate, specific praise 	When shown 2 objects, Xxxxxx will look at both acknowledging their presence, on 5 out of 5 occasions.	15.12.25 1	As per the recent EP findings, Xxxxxx continues to experience significant difficulties with joint attention and social communication. Provision including use of highly motivating objects, adult modelling, and specific	Within the next 8 weeks, Xxxxxx will look towards a second object when it is pointed to or named by an adult,

		<ul style="list-style-type: none"> Modelling of vocabulary 'I can see two' 'There are two' 'Xxxxxx can see two' 			<p>praise has been implemented consistently. Xxxxxx will occasionally look between two preferred objects when highly motivated; however, this skill is not yet consistent and does not generalise to less preferred items or across contexts. The overall impact of this target has therefore been limited.</p>	<p>with adult prompting, on 3 out of 5 occasions.</p>
Cognition and learning	To use a visual routine to support his understanding of the day.	<ul style="list-style-type: none"> Xxxxxx will have a personalised timetable, identical to the larger whole class version. Explicit modelling of teacher 'ticking off' the main visual timetable so that Xxxxxx can initially copy, predict and eventually communicate and tick off independently. 	Xxxxxx will be able to independently 'tick off' an activity after completing it, on 3 out of 5 occasions.	15.12.25 1	<p>As identified in the EP report, Xxxxxx benefits from predictability, visual structure and repetition. Provision including a personalised visual timetable, modelling of "ticking off" activities, and consistent routines has been implemented. Xxxxxx demonstrates emerging awareness of daily structure and will occasionally engage with the visual timetable alongside an adult. However, he remains unable to use the routine independently and becomes dysregulated during transitions, limiting the impact of this target.</p>	<p>Within the next 8 weeks, Xxxxxx will tolerate adult-led use of a visual timetable by attending to the adult ticking off one completed activity, on 3 out of 5 occasions.</p>

Year 2 - Spring Term – Cycle Three

Outcomes & Provision				Outcomes Review			
Special Educational Need As stated in section E	Short-term outcome What is the area of concern? SMART target which is achievable within a term to work towards removing the barriers to learning. Specify the linked long-term outcome.	What we need to do to achieve the outcome: Action that is additional to and different from quality first teaching/OAP - <i>Personalised curriculum, assistive technology or learning aids, individual or group work, therapeutic interventions. Include frequency and level of support.</i>	What will success look like? • Who will do it? • By When?	Outcome Review – Third Cycle Include: Score 0-2 Date	What is working well and why?	What needs to be improved?	New Outcome (if applicable)
Social, Emotional and Mental Health	Within the next 8 weeks, Xxxxxx will tolerate looking in a mirror alongside a familiar adult for up to 1 minute, with adult modelling and reassurance, on 3 out of 5 occasions.	<ul style="list-style-type: none"> Continued adult-led mirror play in calm, predictable environments Modelling and verbal labelling of body parts using simple, repetitive language Immediate, specific praise for engagement or tolerance Sessions delivered only when Xxxxxx is emotionally regulated Short, frequent opportunities rather than extended sessions 	Xxxxxx will recognise himself in the mirror, showing some awareness of his facial features and expressions.				
Sensory and Physical	Within the next 8 weeks, Xxxxxx will tolerate supported practice with one clothing fastening (e.g. zip or clip) for up to 2 minutes, with adult assistance, on 3 out of 5 occasions.	<ul style="list-style-type: none"> Daily short 1:1 dressing practice sessions Use of familiar, preferred clothing materials to reduce sensory distress 	Xxxxxx will become more aware of his clothing and how to take it on and off,				

		<ul style="list-style-type: none"> • Hand-over-hand support gradually faded where tolerated • Modelling of key vocabulary linked to actions • Praise focused on effort and tolerance rather than independence 	increasing independence.				
Communication and Interaction	Within the next 8 weeks, Xxxxxx will look towards a second object when it is pointed to or named by an adult, with adult prompting, on 3 out of 5 occasions.	<ul style="list-style-type: none"> • Continued use of highly motivating objects linked to Xxxxxx's interests • Adult modelling of attention shifting using pointing and simplified language • Immediate, specific praise for any attempt at shared attention • Short, structured interaction sessions delivered 1:1 • Reduction of verbal language to support processing 	Xxxxxx will develop his understanding of choice and notice adult modelling.				
Cognition and learning	Within the next 8 weeks, Xxxxxx will tolerate adult-led use of a visual timetable by attending to the adult removing one completed activity, on 3 out of 5 occasions.	<ul style="list-style-type: none"> • Continued use of a personalised visual timetable matching the class version • Adult modelling of checking and removing activities • Explicit preparation for transitions using Now/Next boards 	Xxxxxx will develop his independence in understanding structure.				

		<ul style="list-style-type: none">• Reassurance and regulation support before and after transitions• Consistent use of visuals across the school day					
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