

Details of setting:

Early Years Setting /school/college:	Xxxxxx	My Key stage/year group:	KS1, Year 2
Address:	X	Attendance (absence – hours per week/days) Include details of any reduced timetable or off-site education arrangements	100%
Main contact:	Xxxxxx Xxxxxx, 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:

Verbally communicating, occasionally communicate through physical interactions.

What you can do to help me:

Fidget toys.

What is important to me:

My family, my friends and everything like my teachers. That's what I think about before bed.

What people like and admire about me:

That I am kind and nice and that I carry all my stuff.

My strengths and talents:

Picking up 14 chairs.

Tennis, Football – favourite position defender and striker.

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

The devil, I'm scared of when I die.

If I go to army.

Other children being in my personal space.

Girl stuff

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

I would like to be a footballer and a police officer.

My favourite things:

Football, basketball, tennis, books, race cars, Ronaldo and toys I love toys.

C: Professionals involved in my life

Name and Role	Written evidence from professional attached	Currently involved: start date/end date
Xxxxxx Xxxxxx, CAMHS	Been re-referred through GP for assessment.	Referral date: XX.XX.XXXX
Xxxxxx Xxxxxx, Ed Psych	Report attached.	Assessment date: XX.XX.XXXX
Positive Behaviour Support team	Referred but not accepted due to lack of diagnosis	Referral date: 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 with his mother. There are no reported physical health or developmental concerns; Xxxxx's cognitive, speech, and physical abilities are considered typical for his age. The main issue relates to emotional and behavioural regulation both at home and school. His mother reports that he can be impatient, struggles to follow instructions, and sometimes lashes out when frustrated, although these behaviours have improved recently. There is currently no direct health service involvement, though educational psychology and the school's Special Educational Needs Coordinator (SENCO) are engaged.</p>
<p>What is working well for the child/young person and their family?</p>	<p>At home, his mother reports improvement in Xxxxxx's behaviour, particularly a reduction in physical outbursts. She attributes this to spending more quality time with him, using a reward chart, and engaging in shared play and games. These positive interactions appear to strengthen their relationship and help Xxxxxx respond better to expectations. His mother is also working collaboratively with school staff, attending meetings, and is open to advice and support.</p>
<p>Further comments:</p> <ul style="list-style-type: none"> Family priorities e.g. relocation, housing, awaiting placement 	<p>Xxxxxx's mother's main priority is supporting Xxxxxx's emotional and behavioural regulation so he can succeed at school and home.</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	Xxxxxx ‘s speech, language and understanding are age-appropriate. He can express himself clearly and articulately when calm and engaged, using imaginative and descriptive language. He enjoys conversation and is confident in sharing his ideas, interests and achievements. Xxxxxx is sociable and, when settled, interacts positively with peers and adults. He can engage well in one-to-one discussions and benefits from structured opportunities to share his views.	Xxxxxx’s communication becomes dysregulated when he is frustrated or anxious. He frequently talks very loudly, struggles to listen, and often talks over others, which disrupts effective two-way communication. He can dominate interactions and sometimes attempts to control or intimidate others—including staff, peers and his mother—when under stress or seeking control. Xxxxxx finds it difficult to verbalise emotions or communicate his needs appropriately, and when unable to do so, may become physical. He shows emotional insecurity and finds it hard to accept support or vulnerability, which impacts his ability to build trust and engage cooperatively. These communication patterns can make social interaction unpredictable and, at times, unsafe for others.
Cognition and Learning	Xxxxxx is a cognitively able child with no identified learning difficulties or delays. He demonstrates age-appropriate reasoning, problem-solving and comprehension skills, and can plan and organise ideas when regulated. He enjoys reading and is proud of his abilities, particularly in English.	Xxxxxx’s learning is significantly impacted by his emotional and behavioural needs. Although cognitively able, he often avoids demands, refuses tasks and finds it difficult to sustain attention. His impulsivity, distractibility and controlling behaviours interfere with his ability to engage with learning

	<p>He has shown creativity and curiosity when he feels confident and secure, and he can achieve well in supportive conditions with clear structure and praise.</p>	<p>and complete work. Frequent disruption and the need for removal from class have limited his access to the curriculum. These barriers have already affected his progress and will continue to inhibit his academic achievement unless he develops self-regulation, focus and resilience. Xxxxxx requires consistent structure, calm adult support and clearly defined expectations to help him remain engaged and access learning successfully.</p>
<p>Social, Emotional and Mental Health</p>	<p>Xxxxxx is a lively and engaging child who enjoys school and has friends among his peers. He responds positively to praise and structured reward systems and takes pride in his achievements. When calm and regulated, he can be warm, humorous and cooperative, forming positive relationships with trusted adults. He benefits from clear, predictable routines and consistent boundaries.</p>	<p>Xxxxxx experiences severe and persistent difficulties with emotional regulation, impulse control and managing change. He has a very low tolerance for frustration and often reacts with intense outbursts to seemingly minor triggers. These episodes can include shouting, verbal abuse, physical aggression, spitting, threatening language and unsafe use of objects. He can dominate or manipulate situations and may attempt to intimidate others, including peers, staff and family members, when he feels challenged. Xxxxxx struggles to express emotions verbally and can become physical when he cannot communicate his needs.</p> <p>He demonstrates significant demand-avoidant behaviour and resistance to adult direction, finding it hard to accept help or acknowledge vulnerability. His strong need for control and difficulty managing disappointment frequently result in conflict. While sociable, his unpredictable behaviour risks damaging relationships and self-esteem. Xxxxxx requires consistent, specialist emotional-behavioural support, clear boundaries, co-regulation from adults and targeted teaching to develop emotional awareness, coping strategies and safe, trusting relationships.</p>

**Sensory and/or
Physical**

There are no concerns about Xxxxx's physical health, motor skills or general coordination. He enjoys PE and other active pursuits and demonstrates notable physical strength, balance and stamina. He enjoys participating in swimming, football and dodgeball, he is an active member of clubs for each of these sports. He loves to play and He benefits from opportunities for movement and physical activity as part of his school day.

Xxxxx can find it difficult to moderate his strength during play, sometimes exerting more force than intended, which can make peer interactions unsafe. He is often restless and fidgety, particularly during structured or group activities, and finds it difficult to remain seated or still. When dysregulated, he may engage in unsafe movement such as running, climbing or throwing objects. These behaviours can be linked to sensory-seeking needs and emotional dysregulation. Xxxxx requires supervision during transitions and active times, as well as access to structured sensory breaks and calm, movement-based activities to support self-regulation and safety.

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 3, Xxxxxx will recognise and manage his emotions using agreed self-regulation strategies, remaining calm and safe during school activities. He will follow adult direction and manage transitions with reduced incidents of aggression, shouting or unsafe behaviour.
2. By the end of Year 3, Xxxxxx will sustain attention and complete learning tasks with appropriate support, showing improved focus and reduced avoidance. He will follow instructions, stay on task within a group and make academic progress in line with his ability.
3. By the end of Year 3, Xxxxxx will express his needs and emotions appropriately using words or agreed signals, interact respectfully with others and listen without dominating. He will begin to accept help and feedback from adults and maintain positive, cooperative relationships.

Year 2 - Autumn Term – Cycle One

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 – First Cycle Include: Score 0-2 Date	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? 				
Emotional regulation and behaviour	By the end of the term, Xxxxxx will use an agreed self-regulation strategy (e.g. Zones of Regulation, break card, breathing or counting techniques) to calm himself or seek adult help in at least 3 out of 5	<ul style="list-style-type: none"> E.P report dated XX.XX.XXXXr ecommends that Xxxxxx accesses the use of trusted adults he can go to when dysregulated, including opportunities to reflect and plan alternative responses, which would support this outcome. 	Xxxxxx will be able to self-regulate, in order to remain in the mainstream classroom.	16.12.25 1	During Cycle One, Xxxxxx has made limited progress towards independently regulating his emotions. While he can sometimes calm with immediate adult intervention, incidents of dysregulation, impulsivity		Within one term, Xxxxxx will use a taught self-regulation strategy (e.g. Zones of Regulation

	incidents of frustration or dysregulation.	<ul style="list-style-type: none"> • Visual emotion zones displayed on desk or wall. • Consistent, clear behaviour expectations and routines across settings. • Access to a calm, safe space within or near the classroom. • Positive reinforcement for use of regulation strategies. • 1:1 Drawing and Talking sessions • E.P report recommends that Xxxxxx accesses the Zones of Regulation approach to support his understanding of emotions and development of self-regulation strategies, which would support this outcome. • Individualised behaviour plan • Sensory Circuit OT intervention each week • Access to short sensory breaks or movement time supported by an adult. • E.P report recommends that Xxxxxx accesses advance warnings of transitions, such as five-minute countdowns, which would support this outcome. 			and unsafe behaviour continue to occur frequently, particularly when demands are placed or when he feels a loss of control. As outlined in the EP report, Xxxxxx's emotional regulation and behavioural regulation are clinically elevated, and he requires significant adult co-regulation and consistent structures to remain safe and engaged. The original target has been only partly achieved and remains highly dependent on frequent 1:1 adult support and structured interventions .	strategy, break request or supported reflection with a trusted adult) with adult prompting to reduce escalation in 3 out of 5 observed incidents of dysregulation.
Learning, focus and independence	By the end of the term, Xxxxxx will engage in learning tasks for at least 15 consecutive minutes on 4 out of 5 occasions, following adult instructions and	<ul style="list-style-type: none"> • Clear, consistent routines and expectations for task completion. • Use of visual timetables. • Task chunking to support attention and organisation. • Positive praise and rewards for on-task behaviour. 	Xxxxxx will be able to focus, complete work and make progress.	16.12.25 0	Xxxxxx is a cognitively able pupil; however, his ability to access learning continues to be significantly impacted by difficulties with impulse control, attention and demand avoidance.	Within one term, Xxxxxx will engage in a learning task for up to 10 minutes with frequent adult check-

	<p>completing tasks with minimal prompts.</p>	<ul style="list-style-type: none"> • Access to short movement breaks between tasks. • 1:1 adult support during key learning times to reinforce focus and redirection. • Individual motivation system for sustained attention. • E.P report recommends that Xxxxxx accesses the Now/Next structure to support his ability to remain focused and engaged in tasks, which would support this outcome. • Daily communication between class teacher and SENCO/parent to monitor engagement. • Gradual reduction of adult prompts as independence improves. • E.P report recommends that Xxxxxx accesses impulse-control teaching such as counting to ten, writing down an answer before calling out, or asking permission before leaving his seat, which would support this outcome. • E.P report recommends that Xxxxxx accesses adult proximity and the use of eye contact to support attention and regulation during learning, which would support this outcome. • E.P report recommends that Xxxxxx accesses choice-based and indirect instructions, offering acceptable options to promote cooperation and sustained engagement, which would support this outcome. 			<p>Despite structured routines and adult support, he often avoids tasks, disengages quickly or disrupts learning when dysregulated. As noted in the EP report, his cognitive regulation is a relative strength, but emotional and behavioural regulation significantly interfere with sustained engagement. Progress towards the original target has been inconsistent and remains reliant on high levels of adult input.</p>	<p>ins and support, using agreed strategies to manage impulses, in 3 out of 5 observed sessions.</p>
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<p>Communication and social interaction</p>	<p>By the end of the term, Xxxxxx will communicate his needs and emotions verbally or with an agreed visual cue in 3 out of 5 opportunities, avoiding physical or intimidating responses.</p>	<ul style="list-style-type: none"> • Modelling of appropriate communication by adults. • Visual prompts and sentence stems for expressing feelings (“I feel... because...”). • Clear, calm adult tone and consistent responses. • Opportunities for structured cooperative play and turn-taking games. • 1:1 Drawing and Talking sessions • E.P report recommends that Xxxxxx accesses visual and communication supports, including social stories and visual cues, to enable him to communicate needs and emotions appropriately, which would support this outcome. • Weekly Building Bricks intervention. • Close home–school communication to reinforce consistent language of emotion and problem-solving. • E.P report recommends that Xxxxxx accesses visual supports including role play, social stories and detailed visual timetables so that he understands expected behaviours, which would support this outcome. • E.P report recommends that Xxxxxx accesses specific and immediate reinforcement for positive behaviour, including points, targeted praise and appropriate rewards, which would support this outcome. 	<p>Xxxxxx will be able to communicate his needs and request help.</p>	<p>16.12.25 1</p>	<p>When calm, Xxxxxx communicates confidently and enjoys interacting with peers and adults; however, during periods of stress or frustration his communication becomes loud, dominating or physical. The EP report highlights that Xxxxxx struggles to verbalise emotions and may use intimidating or unsafe behaviours when unable to express needs appropriately. Progress towards the original target has been limited, as Xxxxxx continues to require adult support to communicate safely and appropriately in emotionally charged situations .</p>	<p>Within one term, Xxxxxx will communicate a need or emotion using words or an agreed visual support, with adult prompting, in 3 out of 5 opportunities, avoiding physical or threatening behaviour.</p>
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Year 2 - Spring Term – Cycle Two

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? <ul style="list-style-type: none"> Who will do it? By When? 	Outcome Review – Second Cycle Include: Score 0-2 Date	What is working well and why?	What needs to be improved?	New Outcome (if applicable)
Emotional regulation and behaviour	Within one term, Xxxxxx will use a taught self-regulation strategy (e.g. Zones of Regulation strategy, break request or supported reflection with a trusted adult) with adult prompting to reduce escalation in 3 out of 5 observed incidents of dysregulation.	<ul style="list-style-type: none"> Implementation of recommendations from the EP report, including access to trusted adults for supported reflection and repair Frequent 1:1 adult support throughout the day for co-regulation and behaviour management Sensory circuits intervention to support regulation and readiness for learning Wave 3 individual behaviour plan and risk assessment, reviewed regularly Behaviour motivation assessment to identify effective reinforcers PDA screener completed to inform adult understanding and response strategies 	Xxxxxx shows reduced intensity and duration of emotional outbursts, accepts adult support more readily, and is able to return to learning or activity more quickly following dysregulation.				

		<ul style="list-style-type: none"> • Use of social stories and visual behaviour reminders personalised for Xxxxxx 					
Learning, focus and independence	<p>Within one term, Xxxxxx will engage in a learning task for up to 10 minutes with frequent adult check-ins and support, using agreed strategies to manage impulses, in 3 out of 5 observed sessions.</p>	<ul style="list-style-type: none"> • Frequent 1:1 adult support during learning to maintain focus, manage impulses and provide reassurance • Implementation of EP-recommended strategies such as adult proximity, indirect instructions and clear choices • Visual timetables, Now/Next structure and visual behaviour reminders used consistently • Learning tasks adapted to reduce demand and perceived pressure • Opportunities for movement and sensory regulation embedded through sensory circuits 	<p>Xxxxxx remains engaged for longer periods, follows adult instructions with support, and completes learning tasks with fewer incidents of refusal or disruption.</p>				
Communication and social interaction	<p>Within one term, Xxxxxx will communicate a need or emotion using words or an agreed visual support, with adult prompting, in 3 out of 5 opportunities, avoiding physical or threatening behaviour.</p>	<ul style="list-style-type: none"> • Regular 1:1 adult support to model and scaffold appropriate communication during emotionally challenging situations • Lego therapy intervention to support turn-taking, cooperation and social communication • Use of social stories, role play and visual communication 	<p>Xxxxxx uses appropriate language or visual cues to express needs or feelings, leading to safer interactions with peers and adults and reduced incidents of</p>				

		<p>supports as recommended in the EP report</p> <ul style="list-style-type: none">• Visual behaviour reminders and clear expectations displayed and reinforced consistently• Supported reflection and repair with a trusted adult following incidents	<p>physical or intimidating behaviour.</p>				
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