

A: Personal Information



My Support Plan

Name:	Xxxxxxxxx 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:	LKS2, Year 3
Address:	X	Attendance (absence – hours per week/days) Include details of any reduced timetable or off-site education arrangements	As of October - 94.4% As of December – 93.1%
Main contact:	Xxxxxxx Xxxxxxx, SENDCo	Email:	X

B: All about me

XXXXXX IS UNABLE TO VERBALISE HIS ANSWERS TO THESE QUESTIONS SO THEY WERE INTERPRETED BY FAMILIAR ADULTS.

I am 7 years old

I communicate by: single words, vocalisations and pulling adults to where I need them to be.

What you can do to help me:

Be patient with me, give me lots of praise and keep my tasks short and motivating.

What is important to me:

Being liked by my friends, being allowed to run around a lot and playing ball games.

What people like and admire about me:

I am very kind and I notice when people need help.

My strengths and talents:

I am very kind and I am very skilled, physically.

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

I don't like feeling like I am being told what to do.

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

I want to do something that makes me feel confident and something to do with sport.

My favourite things:

Sensory activities and sports.

C: Professionals involved in my life

Name and Role	Written evidence from professional attached	Currently involved: start date/end date
Xxxxx XXXXXX, Autism Assessor	ASD report	Report dated XX.XX.XXXX
Xxxxx XXXXXX, SALT	SALT care plan XX.XX.XXXX	Currently involved
Xxxxx XXXXXX, Educational Psychologist	EP report	EP report dated 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, younger sister, and extended family.</p> <p>Xxxxxxx has a diagnosis of Autism Spectrum Disorder, language impairment, and traits suggestive of ADHD. He experiences significant delays in speech and language, ongoing difficulties with attention, emotional regulation, and social communication. Sensory sensitivities and behavioural challenges are prominent, particularly around food, hygiene, textures, and unexpected changes. He currently receives Speech and Language Therapy input.</p>
<p>What is working well for the child/young person and their family?</p>	<p>Xxxxxxx mother is proactive, engaged with professionals, and open to support. She works hard to manage his sensory needs and emotional wellbeing despite the challenges. Xxxxxxx has strong gross motor skills and has access to therapy support.</p>
<p>Further comments:</p> <ul style="list-style-type: none"> Family priorities e.g. relocation, housing, awaiting placement 	<p>No further comments</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, Xxxxxxx demonstrates emerging strengths in communication and social awareness, particularly when activities align with his interests. He is beginning to use single words functionally, such as "toilet" and "lunchbox", and communicates using a combination of gestures, vocalisations, pointing and leading familiar adults by the hand. He shows motivation to communicate with trusted adults and occasionally with peers he is fixated on.</p> <p>Xxxxxxx can copy actions, respond positively to adult modelling, and is beginning to seek comfort and reassurance from familiar adults when dysregulated. He shows early signs of empathy and will sometimes allow others into his play when they follow his lead. DfE SEND assessment data indicates small gains in expressive communication, increasing from 17 to 19, and receptive</p>	<p>Despite emerging strengths, Xxxxxxx communication difficulties remain significant and persistent. His spoken language is largely limited to single words or short phrases, with frequent echolalia, misused pronouns and atypical pitch and rhythm. His speech is often unclear, making it difficult for others to understand him. He experiences marked difficulties with expressive and receptive language, struggles to follow instructions and interprets language very literally, which significantly impacts his ability to engage in conversation, make choices and access learning independently.</p> <p>DfE SEND assessment data shows that interaction skills have remained static at 15, indicating limited progress in reciprocal communication despite consistent intervention. Socially, Xxxxxxx demonstrates limited reciprocal interaction skills; his interactions are often one-sided, impulsive and inflexible. He finds sharing, turn-taking and cooperative play</p>

	<p>communication from 11 to 12, reflecting emerging skills when supported consistently.</p>	<p>extremely challenging and may use physical behaviours such as pushing or shouting to initiate interaction. Eye contact and use of facial expressions remain limited, and he becomes distressed when he does not have control within play. These difficulties significantly impact his ability to form and sustain meaningful peer relationships.</p>
<p>Cognition and Learning</p>	<p>As outlined in the recent EP findings, Xxxxxxx demonstrates curiosity and motivation when engaging in self-chosen, interest-based activities, particularly those involving sensory or physical elements. He shows strengths in visual memory, such as remembering where preferred items are located and demonstrates problem-solving through trial and error during play.</p> <p>DfE SEND assessment data shows small increases in play skills from 15 to 17 and exploratory skills from 14 to 16. With visual cues, modelling, repetition and adult support, Xxxxxxx can participate in familiar routines and complete structured tasks for short periods, indicating emerging learning skills when the environment and expectations are carefully adapted.</p>	<p>Despite these emerging strengths, Xxxxxxx is working significantly below age-related expectations and is currently functioning at a Reception level despite being in Year 3. He has difficulty retaining new information, following structured learning routines, and engaging with adult-led tasks unless they are directly linked to his interests. His attention span is extremely limited and he requires continuous adult support, repetition, visual aids and a highly individualised approach to access learning.</p> <p>DfE SEND assessment data indicates only a minimal increase in problem-solving skills from 10 to 11, highlighting very slow progress despite intervention. Xxxxxxx does not tolerate group learning, struggles to remain seated and frequently disengages or disrupts lessons when not closely supported. His play remains repetitive and rigid, with limited imaginative or pretend play unless heavily scaffolded. Transitions and changes to routine are particularly challenging and further limit his ability to engage consistently in learning activities. Despite a personalised timetable and full implementation of EP recommendations, Xxxxxxx continues to make little progress.</p>
<p>Social, Emotional and Mental Health</p>	<p>As outlined in the recent EP findings, Xxxxxxx is beginning to develop early emotional awareness and regulation skills with consistent adult support. He responds positively to reassurance and has started to seek comfort from familiar</p>	<p>Despite these emerging skills, Xxxxxxx continues to experience significant and ongoing difficulties with emotional regulation. DfE SEND assessment data shows that social</p>

	<p>adults when upset. He occasionally demonstrates empathy, such as offering comfort to others who are distressed.</p> <p>DfE SEND assessment data shows a small increase in emotional regulation from 7 to 9, indicating emerging regulation skills when supported within predictable and well-structured environments. When calm, Xxxxxxx can engage in sensory or movement-based activities that help support emotional regulation.</p>	<p>skills remain static at 24 and awareness of self remains at 11, indicating limited progress despite targeted intervention.</p> <p>Xxxxxxx displays frequent and intense emotional outbursts in response to minor frustrations, changes in routine or sensory overload. These behaviours include shouting, screaming, throwing objects, aggression and running from the classroom, often requiring high levels of adult intervention to manage safely. He has a low frustration tolerance and finds it difficult to cope with denied requests, unfamiliar adults or transitions. His anxiety is heightened by unpredictability and sensory sensitivities, particularly noise and he lacks independent self-regulation strategies. These difficulties significantly impact his access to learning, peer relationships, and emotional wellbeing, despite extensive and consistent support being in place.</p>
<p>Sensory and/or Physical</p>	<p>As per the recent EP findings, Xxxxxxx has strong gross motor skills and enjoys physical activity. He is physically capable, able to move independently through walking, running, climbing, crawling and jumping, and demonstrates good coordination and hand-eye skills. He enjoys movement-based activities and can complete some self-care tasks with adult support, such as feeding himself, drinking from an open cup and attempting to dress.</p> <p>With structured routines supported by visual and auditory cues, Xxxxxxx is beginning to show awareness of his sensory needs, such as removing uncomfortable clothing or using sensory tools. He responds positively to predictable routines and adult guidance in managing physical tasks.</p>	<p>DfE SEND assessment data shows no progress in this area, with mobility remaining at 22, life skills at 16 and sensory processing at 14, despite consistent and appropriate sensory provision being in place. Xxxxxxx presents with significant sensory processing differences that continue to impact his daily functioning.</p> <p>He seeks tactile input by chewing clothing and engaging with specific textures while also demonstrating strong sensory avoidance, particularly relating to clothing, food, hygiene and physical contact. He is highly sensitive to noise and becomes overwhelmed in busy or loud environments, leading to shouting, covering his ears or dysregulated behaviour. Clothing textures, labels and footwear can cause significant distress. Transitions and unexpected sensory experiences frequently trigger meltdowns or refusal behaviours,</p>

		significantly impacting his attention, emotional regulation and engagement in classroom routines.
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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. Classroom engagement and routine adherence: Xxxxxxx will be able to remain in the classroom for adult-led activities, understand classroom routines and boundaries, and follow instructions with minimal prompting.
2. Active participation in learning: Xxxxxxx will engage meaningfully with learning tasks, demonstrating progress through increased communication, task completion, and participation in group activities.
3. Positive social and communication skills: Xxxxxxx will initiate and respond to communication with adults, forming positive and cooperative relationships with staff, and demonstrating confidence in seeking support or sharing ideas appropriately.

Year 3 - 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	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 - Personalised curriculum, assistive technology or learning aids, individual or group work, therapeutic interventions. Include frequency and level of support.	<ul style="list-style-type: none"> Who will do it? By When? 	Include: Score 0-2 Date			
Cognition and Learning	To be able to follow class routines and adult-set boundaries (e.g. staying in a designated area, using indoor voice) in 4 out of 5 observed situations, with adult prompts	<ul style="list-style-type: none"> Use of clear, consistent visual boundaries (e.g. carpet spot, workstation, visual rules). Daily use of social stories and visual reminders about expected behaviours. Adult modelling and reinforcement with 	Xxxxxxx follows classroom boundaries and routines with minimal prompts, staying in designated areas and	15.12.25 1	As per the recent EP findings, Xxxxxxx continues to find classroom routines and boundaries highly challenging due to difficulties with attention, emotional regulation, sensory sensitivity, and understanding expectations. Provision		Within the next 8 weeks, Xxxxxxx will remain within a designated learning area and follow one agreed classroom

		<p>immediate praise for positive choices.</p> <ul style="list-style-type: none"> Supported by a familiar adult (TA or key worker) during transitions and new activities. 	<p>responding positively to adult direction in 4 out of 5 observed situations.</p> <p>By end of Autumn term</p>		<p>including clear visual boundaries, social stories, adult modelling, and consistent 1:1 support has been implemented in line with EP recommendations. Despite this, Xxxxxxx is only able to follow routines and boundaries for very short periods and requires frequent adult prompting and redirection. He often becomes dysregulated during transitions or when demands are placed upon him, resulting in disengagement or unsafe behaviours. Overall, this target has been partially achieved, with minimal sustained impact and no evidence of generalisation.</p>	<p>boundary (e.g. staying on carpet spot or at workstation) for up to 5 minutes, with continuous adult support, in 3 out of 5 observed opportunities.</p>
Communication and Interaction	<p>To respond to a single-step instruction (e.g. "sit down," "put it in the box") given in their preferred form of communication (e.g. sign, visual, verbal) in 4 out of 5 opportunities, across three different activities.</p>	<ul style="list-style-type: none"> Staff to consistently use the child's preferred communication method (e.g. PECS, signing, visual symbols, Makaton, AAC device). Opportunities for communication embedded across daily routines and structured activities. Use of repetition and modelling to reinforce understanding. TA/key adult to track responses and provide immediate feedback. 	<p>Xxxxxxx responds appropriately to single-step instructions delivered in their preferred communication method (signing, visuals) in 4 out of 5 opportunities across a range of activities.</p>	<p>15.12.25</p> <p>0</p>	<p>As outlined in the EP report, Xxxxxxx presents with significant expressive and receptive language difficulties and often masks his lack of understanding by nodding or smiling. Staff have consistently used visuals, simplified language, repetition, and modelling to support this target. While Xxxxxxx can respond to single-step instructions when highly motivated or supported 1:1, his responses remain</p>	<p>Within the next 8 weeks, Xxxxxxx will respond to one familiar single-step instruction paired with a visual cue or object, with adult support, in 3 out of 5 opportunities within a</p>

		<ul style="list-style-type: none"> Embedded daily 	By end of Autumn term		inconsistent and context-dependent. DfE SEND assessment data shows only a minimal increase in receptive communication (11 to 12), indicating very limited progress despite appropriate provision being in place.	structured activity.
Social, Emotional and Mental Health	To transition between two familiar activities within 2 minutes, using a visual or verbal cue, in 4 out of 5 opportunities.	<ul style="list-style-type: none"> Use of a visual timetable and countdown system (e.g. "first-then" boards, timers). Key adult to prepare and prompt child before transitions using consistent language or visuals. Incorporate transition practice into daily routines (e.g. snack to carpet, outdoor to classroom). Praise and rewards for smooth transitions. 	<p>Xxxxxxx moves calmly between familiar activities (e.g. from play to table work, choosing time to task) within a time frame using visual or verbal cues, in 4 out of 5 opportunities.</p> <p>By end of Autumn term</p>	15.12.25 0	As per the EP findings, transitions remain a significant trigger for Xxxxxxx's dysregulation due to sensory sensitivities, anxiety, and difficulty coping with change. Visual timetables, countdowns, verbal prompts and adult preparation have been consistently implemented. Despite this, Xxxxxxx continues to struggle to transition within the expected timeframe and often requires extended adult support, regulation breaks or removal from the environment. Progress towards this target has been minimal and inconsistent.	Within the next 8 weeks, Xxxxxxx will transition between two familiar activities with adult support and a visual cue, within 5 minutes, in 3 out of 5 opportunities.
Cognition and Learning	To accurately count up to 5 objects using visual supports (e.g. number cards, pictures, real objects) in 4 out of 5 sessions.	<ul style="list-style-type: none"> Use of multi-sensory counting activities (e.g. objects, songs, counting games). 	Xxxxxxx can independently counts up to 5 objects accurately	15.12.25 0	The EP assessment confirms that Xxxxxxx is working at a Reception level and has significant difficulties retaining new learning. Multi-sensory activities,	Within the next 8 weeks, Xxxxxxx will match quantities up to 3 objects to

		<ul style="list-style-type: none"> • Use of visual number lines, number cards, and manipulatives. • Short, focused maths sessions within a personalised curriculum. • Adult to model counting and prompt child to use one-to-one correspondence. - small group support, 3–4 times weekly (10–15 minutes each session). 	<p>using visual supports.</p> <p>By end of Autumn term</p>		<p>manipulatives, small-group support, and adult modelling have been implemented consistently. While Xxxxxxx can occasionally count objects alongside an adult, he is not yet able to do so independently or consistently. DfE SEND assessment data shows only a minimal increase in problem-solving skills (10 to 11), indicating that cognitive progress remains very limited despite appropriate provision.</p>	<p>a model or adult demonstration, with adult support, in 3 out of 5 sessions.</p>
Cognition and Learning	<p>To correctly identify and name (or point to) each of the SATPIN letters when shown visual prompts in 4 out of 5 trials.</p>	<ul style="list-style-type: none"> • Daily 1:1 phonics sessions using a structured, cumulative phonics programme. • Use of tactile and visual letter cards, letter-sound matching games, and interactive whiteboard resources. • Reinforcement through 1:1 personalised tasks (e.g. name recognition, familiar words). 	<p>Xxxxxxx correctly identifies and names (or points to) SATPIN letters when shown visuals in 4 out of 5 trials during phonics sessions.</p> <p>By end of Autumn term</p>	<p>15.12.25</p> <p>0</p>	<p>As per the EP report, Xxxxxxx experiences significant attention, language and sensory difficulties that impact his ability to engage with formal phonics learning. Daily 1:1 phonics sessions, tactile resources, and visual prompts have been provided. However, Xxxxxxx continues to show limited engagement and retention, with skills not yet embedded or generalised. His difficulty tolerating adult-led tasks and sustaining attention has significantly limited progress towards this target.</p>	<p>Within the next 8 weeks, Xxxxxxx will tolerate a shared phonics activity for up to 5 minutes and attend to an adult modelling one target letter sound, in 3 out of 5 sessions.</p>

Year 3 - 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: <i>Action that is additional to and different from quality first teaching/OAP - 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 – First Cycle Include: Score 0-2 Date	What is working well and why?	What needs to be improved?	New Outcome (if applicable)
Cognition and Learning	Within the next 8 weeks, Xxxxxxx will remain within a designated learning area and follow one agreed classroom boundary (e.g. staying on carpet spot or at workstation) for up to 5 minutes, with continuous adult support, in 3 out of 5 observed opportunities.	<ul style="list-style-type: none"> Continued use of a personalised timetable with reduced expectations and clear structure Consistent 1:1 adult support throughout adult-led activities Use of clear visual boundaries (e.g. carpet markers, workstation) Daily use of simple, personalised social stories supported by photographs Immediate positive reinforcement for boundary adherence Reduced verbal language and use of modelling and visual cues Ongoing monitoring and adjustment in response to Xxxxxxx's regulation levels 	Xxxxxxx will remain in the mainstream classroom safely and be able to attend for up to 5 minutes with adult support.				

		<ul style="list-style-type: none"> • Twice weekly Attention Hillingdon Intervention sessions 					
Communication and Interaction	<p>Within the next 8 weeks, Xxxxxxx will respond to one familiar single-step instruction paired with a visual cue or object, with adult support, in 3 out of 5 opportunities within a structured activity.</p>	<ul style="list-style-type: none"> • Continued 1:1 adult support during all adult-led tasks • Use of real objects and photographs rather than abstract symbols • Reduction of verbal language alongside consistent visual cues • Repetition of the same instruction across familiar routines • Modelling and hand-over-hand support where appropriate • Ongoing SALT-informed strategies embedded throughout the day, as well as twice weekly 1:1 intervention 	<p>Xxxxxxx will be able to follow a simple one-step instruction, improving attention, engagement and safety.</p>				
Social, Emotional and Mental Health	<p>Within the next 8 weeks, Xxxxxxx will transition between two familiar activities with adult support and a visual cue, within 5 minutes, in 3 out of 5 opportunities.</p>	<ul style="list-style-type: none"> • Continued personalised timetable with flexible transition times • Use of first-then boards • Timers and verbal countdowns delivered by a familiar adult • Regulation breaks built in before and after transitions • Access to sensory tools during transitions 	<p>Xxxxxxx will be able to regulate his management of transitions, with support.</p>				

		<ul style="list-style-type: none"> • Praise and reassurance immediately following successful transitions 					
Cognition and Learning	<p>Within the next 8 weeks, Xxxxxxx will match quantities up to 3 objects to a model or adult demonstration, with adult support, in 3 out of 5 sessions.</p>	<ul style="list-style-type: none"> • Short, highly structured 1:1 maths sessions • Use of concrete, motivating objects linked to Xxxxxxx's interests • Adult modelling of one-to-one correspondence • Visual number cards • Repetition of the same activity across sessions to support retention • Frequent praise and immediate feedback 	<p>Xxxxxxx will develop increased confidence when working with small numbers.</p>				
Cognition and Learning	<p>Within the next 8 weeks, Xxxxxxx will tolerate a shared phonics activity for up to 5 minutes and attend to an adult modelling one target letter sound, in 3 out of 5 sessions.</p>	<ul style="list-style-type: none"> • Continued daily 1:1 phonics exposure at Xxxxxxx's level • Reduced expectation from identification to tolerance and attention • Use of tactile and sensory-based letter resources • Sessions delivered when Xxxxxxx is regulated and receptive • Highly motivating reinforcement linked to Xxxxxxx's interests 	<p>Xxxxxxx will tolerate a shared phonics activity for up to 5 minutes and attend to an adult modelling one target letter sound.</p>				

		<ul style="list-style-type: none">• Close monitoring of engagement rather than accuracy						
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