**Special School and Specialist Provision Personal Education Plan**

**Review of Previous PEP Targets**

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| **Term 1 Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| To be able to hold an object of reference for 5 seconds and visually regard it.  To communicate through sounds and intonation needs and wants.  I will use my voice to attract attention. | I can accept holding and object of reference with adult support. I can travel with an object of ref for 10 seconds.  Holding object of reference for 10 seconds without throwing it and without adult support.  I can vocalise to indicate I want attention or more of an activity 80% of the time. | Y  Y  Y |  |

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| **Term 2 Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| To pick up and explore objects and materials. | I can focus on objects placed on my tray. 80% of the time.  I can reach and grasp objects when requested to do so. 80%.  I can put one or both hands in media-paint, doh, baking, fabrics etc to find objects or make marks.  I can hold and briefly explore story and maths props. | Y |  |
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| **Term 3 Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| To take turns in interactions by quietening, stilling and responding to others  To show anticipation of simple games. | I can accept sitting with full adult support for 5 seconds on matted floor or rebound in sensory areas.  I can quieten when an adult talks to me at greeting time.  I can smile and show anticipation of a favourite song/game - bubbles.  I can focus on my photograph and track this to the wall.  I can track interesting props across a small group eg number and story props.  I can respond to interesting sounds in sensory stories. | Y  Y |  |

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| **Long Term Targets** | |
| **Is the child/young person on track to meet the long term targets?** | Y |
| **If not, what actions are you putting in place to help achieve these targets?** |  |
| **Is the child/young person on track to reach their end of year targets?** | Y |
| **Has a Boxall been completed? If so please feed into the next targets.** | N |

**EDUCATION PROFILE – Must be completed**

**All subjects that are studied MUST be included in the boxes on the left hand side with levels. Expected progress to be indicated.**

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|  | **Current School level** (if using school system please attach an explanation) | **Target Levels** | **At age related expectations?**  (delete as appropriate) | |
| **English Literature**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **English Language**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **Comprehension reading age**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **Accuracy reading age**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **Rate/ speed reading age**  **(where appropriate)** |  |  |  | |
| **Spelling age**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **Maths**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **Science**  **(where appropriate)** |  |  | Above  At Expected  Below | |
| **Please complete if the above categories are not appropriate** | Starting age | Current age/level | Key Start starting point | End of key stage target |
| **Cognition and learning** | Target 1: 3/9  Target 2: 3/9  Target 3: 3/7  59% progress |  |  |  |
| **Speech and communication** | Target 1: 3/5  Target 2: 4/9  39% progress |  |  |  |
| **Social and emotional** | Target 1: 4/9  Target 2: 3/7  50% progress |  |  |  |
| **Physical (where appropriate)** | Target 1: 3/8  56% progress |  |  |  |

**New Targets**

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| **Term 1 Targets** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium/**  **Bursary (cost linked to target** |
| I will visually fixate on an object and try and find/reach for it. (VI)  2. Extra Water  Confidence session in warm pool to ease physical discomfort  Next Steps: (Maths/Eng)  Improve expected progress across all areas to better than expected progress  Prioritise for lunch time ,  for swimming club  Input from lead for VI (MSI) | 1. I will anticipate and respond to familiar tactile or visual stimuli through my facial expressions and/or through vocalising. P1(i) Number, Priortised for Jessie’s Fund learning : listening and tracking sounds with emergent skills (Maths and English)  2. I x extra swimming session weekly: attendance on this day for session. Use of equipment ( pea POD) is timetabled and supports comfort, in class activity | Progress is better than expected in at least one area/subject  Use of the hydro pool will allow intensive interaction/communication to support teaching and learning | 1.cost of light /& movement toys TBC  ( £30),  IPAD& clamp  £650 TBC : rest from ICT budget  2.Band 5 2x adults  1x week per hour  X 39 = £716.04  Sub Total = £1396.04  3. Pea Pod (TBC)  £500 from specialist equipment fund if available |

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| **Term 2 Targets** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium/**  **Bursary (cost linked to target** |
| 1.To respond to sound and to auditory/visually track sound and respond by turning to and moving to sound/beat weekly in music environment  2. to support posture development/comfort whilst accessing learning activities  3. Attendance is above 92% and Imaan is accessing education, allowing her to better than expected progress when well.  Next Steps: (Maths/Eng)  To begin to track a moving light in the dark room, with support from VI specialist teacher. | Through Jessie fund additional music input to build on visual and auditory skills  Specialist equipment to improve posture, and ease pain in class lesson activity.  Monitor attendance and illness. | Progress is better than expected in the majority of curricular areas.  Imaan is enjoying the music session with Jessie’s fund which are allowing full sensory provision meeting both her visual and auditory needs  The use of the POD seat will allow greater comfort for Imaan to access whole class learning within classroom environment.  Attendance is 92% + | 1.cost of light /& movement toys TBC  ( £30),  IPAD& clamp  £650 TBC : rest from ICT budget  2. Band 5 2x adults  1x week per hour  X 39 = £716.04  Sub Total = £1396.04  3. Pea Pod (TBC)  £500 from specialist equipment fund if available |

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| **Long Term Targets (to the end of the school year)** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium/**  **Bursary (cost linked to target** |
| Parents to deliver homework based on VI tracking/responding through use of IPad with identified visual games which will bel given by class teacher and VI teacher.  2. To increase attendance to 95%  Next Steps: (maths/eng)  To functional vison to track very obvious visual stimuli | IPad to be purchased to support daily work on visual stimuli at home to extend and build on consistency of visual tracking and awareness.  Monitor attendance and illness. | Progress is better than expected in all areas.  Home work opportunity allows Imaan to focus and enhance the skills she is working on daily in school.  Attendance is reaching 95% |  |

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| **Extended/out of school targets** | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** |
| To access holiday club provision | School and Social worker to help parents identify holiday club provision that will allow Imaan to continue with swimming/hydro opportunity and visual stimuli. | Parents and Imaan’s needs are met with continual educational/sensory provision needs being met |

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| **General Behaviour** | | | |
| **Issues** | **Action – what will you do?** | **Who will do it?** | **When will they do it?** |
| n/a |  |  |  |

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| http://10.128.163.162/images/spacer180.gif **Any Comments** |  |
| http://10.128.163.162/images/spacer180.gif **Transition Plans – Where applicable** |

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| **Child’s views** | |
| **Well Being -** | **I am well cared for and supported in school.** |
| **Achievement -** | I have made better than expected progress. |
| **Attendance -** | My attendance is 89% |
| **Support -** | I am supported in class. There are 8 children and 2 adults in my classroom. |
| **Relationships -** | I have good relationships with my key staff. |
| **Aspirations -** | I will have access to the OT support I need. |

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| **Planning** | |
| **Plan Revision** |  |
| **Plan effective from** |  |
| **Date of Next PEP** | 2nd February 2019 |