



Appendix 2

**INCLUSIVE SCHOOL PROVISION PLAN (ISPP) - Version 1**

<b>Child's Name</b>	Jay Smith	<b>Date of Birth</b>	01/01/07
<b>School/Setting</b>	The Wellbeing School		
<b>SENCo</b>	Mr Brown		
<b>Additional Inclusion Funding (AIF) Request (Please circle)</b>			
	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>
<i>Amount agreed</i>	<i>(Please complete after confirmation of funding from forum)</i>		
<i>Start Date</i>		<i>Review Date</i>	

<b>Summary of special educational needs</b>
<ol style="list-style-type: none"> <li>Jay has autism spectrum condition and acute anxiety which greatly affects his ability to learn. He finds it especially difficult when a task in which he is involved is interrupted and reacts very strongly, including banging his head. Jay's progress across the curriculum is impeded by his anxiety. Jay has begun to refuse to attend school on days when his anxiety is significantly heightened.</li> <li>Jay can be focused on the task in hand and has an eye for detail. He can recall facts which interest him such as those about historical figures. However Jay struggles to structure either his written work or the way he communicates verbally. Jay's weak auditory memory skills can often cause him difficulty in understanding, especially if too much information is given at once.</li> <li>Jay is disorganised and often requires support to prepare and settle to an activity.</li> <li>Although Jay is able to communicate verbally, his social speech and language skills are delayed and his use and understanding of language can be very literal. Jay has great difficulty recognising how other people are feeling and is uncomfortable working in groups.</li> <li>Jay does not have established friendship patterns. He chats easily with others about subjects that interest him, but has no regard for social rules and therefore loses potential friends quickly.</li> </ol>

<b>OUTCOMES</b>	
What are the expected outcomes that Jay will achieve over the next 12 months.	1. Jay has increased attendance at school from 75% to 90%

<p><i>(Please add as many outcomes as required)</i></p>	<p>2. Jay's tolerance of interruption has improved so that he needs time out of the classroom no more than once a week.</p>
	<p>3. Jay produces a coherent piece of written work that reflects his knowledge and understanding with minimal prompts from an adult.</p>
	<p>4. Jay has developed his personal organisational skills so he is independently ready to work.</p>
	<p>5. Jay has at least two friends whom he sees out of school times and Jay reports being more confident in developing and maintaining friendships.</p>

Details of provision/Intervention to meet outcomes	Grouping (Ratio)	Session	
		Duration	Frequency
<p>1. The school counsellor will meet with Jay to provide him with supportive counselling. Jay will have a code word to communicate when he is feeling anxious which allows him to leave the classroom to access a quiet room.</p>	1:1	1 – 2 hours	Per week
<p>2. Jay will have a multi-sensory teaching programme focused on developing his literacy, organisation and memory skills. A teaching assistant will deliver this programme with weekly supervision from the class teacher.</p>	1:1	1 hour	Per day
<p>3. Jay will receive a laptop with mind mapping and voice recognition software to help him structure his thoughts for use across the curriculum and which will be available in all lessons. A teaching assistant will support his use of the software every morning in class.</p>	1:1	30 mins	Per day
<p>4. Jay will have a visual timetable, drawn up by the school SENCo. The SENCo will spend time practising using the timetable and review its use with him once a month.</p>	1:1	Half a day  1 hour	Initial set up.  Per month

5. Jay will be provided with training from a HLTA about practising dialogue in social situations with two other children. The session will be developed under the direction of the Educational Psychology Team who will train the HLTA to deliver the sessions and work to review his progress on a termly basis	1:3	30 mins	Per week
6. Jay will be included in a small social skills training group which focuses on the development of friendship skills.	1:5	45 mins	Per week
Summarise how the additional provision will enable the child/young person towards greater independence.	The provision suggested focuses on providing targeted 1:1 support to develop key areas for fixed periods of time. There is expectation that Jay will generalise those skills learnt back in his classroom. This will be monitored and initially there may be a need to aid this generalisation with additional support but focus will be kept on developing Jay as an independent learner.		

### Parent / Carer's view

Jay has a younger brother and sister. We always thought Jay was a little different and when he was 8 he was referred to the consultant paediatrician who via CAMHS told us that Jay had autism. We are still learning how to help Jay cope with change and manage situations better.

Jay loves books, although he struggles sometimes to take it all in and finds it difficult to read them on his own. Jay has always been anxious but his anxiety issues greatly increased recently, especially since he started year 6. Overall we're probably more worried about his emotional state, and friends, than his academic achievements. I really want him to overcome this so that he can attend school regularly, participate in his lessons and fulfil his dreams. He really wants to do well at school.

### Pupil's views

I really enjoy spending time with my dog, Dizzy. I find school difficult and get really worried about it. I like Mrs Hay who spends time with me during the school day and makes me feel calmer. She has taught me how to breathe slowly. I know I can get really upset sometimes and stressed out.

I want to have friends but I can find it difficult to know how to play their games. Normally I walk around the playground by myself which can be ok but it would be good to have a friend.

### Staff member responsible for completing the plan

Name: Mr Brown	Designation: SENCo	Date: XX/XX/XXXX
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