

# Pupil Passport for Billy Smith

## What's important to me

- To have time alone at school and at home to do my own things
- Routine and to know what is going to happen
- To have time to prepare for new situations
- Being outdoors in nature
- Plenty of physical activity – running, climbing, riding my bike to help burn off my energy
- Having a healthy diet



## What people like and admire about me...

- I am really good at using the computer independently
- I have lots and lots of energy
- I am very curious and like learning
- I am very trusting
- I am affectionate

## Likes and dislikes...

- Helping to sweep and tidy up
- Jimmy – my family dog
- I like Crusty Monsters computer game
- Spongebob Squarepants and transformers cartoons on TV
- To eat sweets and crisps even though I shouldn't because of my allergies

I dislike: loud music, windy weather, lorries, perfume and other strong smells

## How best to support me...



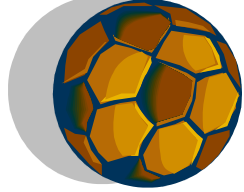


- Help me to be more independent and don't do everything for me, even if it takes longer
- Give me clear instructions whilst looking directly at me
- Praise and encouragement when I do well
- Adult support to move from one activity to another and interact with other children and adults
- Don't give me any sugary foods and dairy products
- Encourage me to wear my glasses

## I communicate by...

- I can talk and make decisions for myself.
- When I am unhappy I may run off and hide in a safe place I know.
- When I am scared and distressed I may bite my arm or hit myself in the head.

# SEN Support Plan for Billy Smith at Grover Park Primary School

This support plan is from 7 July 2015 – 6 July 2016

SEN Goal/ Outcome		My goals for this year	My goals for this term	How we will measure progress	How did I do?
					
1	Attention, concentration and memory skills	I will maintain my attention for 15-20 minutes whilst completing a whole class task.	I will maintain my attention for 15-20 minutes whilst completing a literacy task	Daily self-check list following task monitored by class teacher and TA	
2	Social and social communication skills.	I will be able to have a conversation with a peer (at least three turns each), using a good conversation starter and demonstrating good listening and good topic maintenance.	I will be able to have a conversation with a peer (at least three turns each), using a good conversation starter in my group with visual prompts	Speech and language therapist through weekly observation	
3	Confidence and self-esteem.	I will be able to tell other children what to do.	I will tell younger children what to do	Teacher observation Confidence in ability scale	
4a	Motor and sensory skills.	I will recognise the home keys on the keyboard and touch type a simple sentence	I will recognise the home keys on the keyboard	Typing speed for a simple sentence	
4b	Motor and sensory skills.	I will bounce and catch a small ball against the floor or wall with two hands, without dropping it.	I will throw and catch a small ball without dropping it 8 out of 10 times	Weekly assessment by TA	
5	Self-care and independence skills.	I will be able to go to Secondary School with my friend	I will start to walk to school with my friend	Mum will monitor	
6	Literacy skills	I will be able to answer inference questions based on a simple text	I will be able to answer 'Level C' questions in Language for Thinking	Language for thinking assessment.	
7	Numeracy skills	I will be able to give change for £5	I will be able to give change for £1	Teacher assessment	

## Actions and Resources

SEN Goals/ Outcomes		Actions to help me achieve this	Who	When	Resources
1	Attention, concentration and memory skills	Structure my work, task planner, pre – teach me, word prompts, word webs Move and sit cushion	Class teacher and TA with support from Speech Therapist	Daily	School resources
2	Social and social communication skills.	Language prompts Talkabout book Visual prompts Practice with my talk partner in a quiet space	Speech therapist with support from TA	Weekly session 45 mins	Speech therapist
3	Confidence and self-esteem.	Working with younger class. I will be a reading buddy for a younger child	SENCO to arrange	Daily for 10 mins	School resources
4	Motor and sensory skills.	Group gross motor skill session Small ball for playground to practice with my friends	TA	Weekly session 30 mins	School budget
4	Motor and sensory skills.	Touch Typing sessions for 12 weeks Practice on the laptop at home and in school	Islington Dyslexia Association	Weekly 1hr	Parents £20
5	Self-care and independence skills.	I will join a friend on the way to school.	Mum to arrange	Daily	N/A
5	Self-care and independence skills.	3 after school clubs; yoga, multi-skills, gardening	School to offer clubs termly	3 clubs per week	Parents
6	Literacy skills	Beanstalk Readers and books	Beanstalk Volunteer	2x30 mins per week	School budget
6	Literacy skills	Language for Thinking programme Catch up reading sessions	TA	30 mins per week	School budget
7	Numeracy skills	Small group maths session Shop with my Mum and practice using coins.	TA	2x20 mins per week	School budget

## Summary of discussion at review held on date of review

Name of person involved in review	Role	Invited	Attended meeting	Report provided
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p><b>Child / young person's views</b></p> <p><b>Parent/ Carer views</b></p> <p><b>Setting/ school/ college views</b></p> <p><b>Other views</b></p>				
<p><b>Recommendations/ actions from the review</b></p>				