Psychological Advice

**This psychological advice is written as part of the Education, Health and Care (EHC) needs assessment for the below child/young person. This advice should be read alongside other supporting documents as well as the information provided by other professionals who are supporting the child/young person.**

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| **Surname** | O’Keffee | **Other Name/s** | Zack |
| **Date of Birth** | 06/10/2018 – 6 Years, 3 Months (LAC) | **Educational Setting** | Cutnall Green Primary School  Cutnall Green CofE Primary School  School Lane  Cutnall Green  WR9 OPH |

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| **Educational Psychologist** | Dr Scott I-Patrick *DEdPsych CPsychol* |

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| **Sources of information and involvement** | This psychological advice is based on a comprehensive review of documents submitted as part of the Education, Health, and Care Needs Assessment (EHCNA) for Zack O’Keeffe. Additionally, insights from the Joint Assessment Meeting (JAM) held on 11th February 2025 have been incorporated, providing updated perspectives on Zack’s educational and social-emotional needs.   * Adoption medical report, dated 1st June 2021, completed by Dr Lucy Coker. Document details prenatal exposure, premature birth, neonatal care, and subsequent care placement. * Health clinic letter dated 25th September 2023), completed by Community Paediatric Service. Document confirms Zack’s looked‐after status and developmental history. * Panel form dated January 2025, completed by Cutnall Green Primary School. Document summarises educational and social care details, including Zack’s challenges and existing support strategies. * Individual Education Plan (IEP) dated October 2024. Document outlines Zack’s academic strengths alongside concerns about self-regulation, frustration tolerance, and peer interactions. * EHCNA progress documentation and professional observations (Date unknown). Document reviews Zack’s progress across developmental domains, including cognition, social communication, emotional regulation, and sensory processing. * Pupil views document (Date unknown). Document captures Zack’s own perspectives on his strengths, difficulties, and preferences, offering insight into his educational experiences. * EHM FC & RS36 dated 13th December 2024. Document outlines Zack’s multi‐agency involvement, background, and care-related considerations. * Summary of need & recommendations report dated 18th November 2024, completed by Kate Collett. The document synthesises Zack’s sensory, communication, and support needs, with recommendations for targeted interventions. * EP consultation record dated 20th May 2024. Document provides detailed educational psychology insights, including observations on Zack’s turn-taking difficulties, emotional responses to unexpected changes, and his need for a stable, predictable environment. * Report to Health regarding behaviours & concerns dated 5th May 2022. Submitted by Zack’s foster parents, detailing escalating concerns regarding emotional regulation, physical aggression, and difficulties with boundary-setting at home.   *Note:* Insights originally captured in parental and social care documents (e.g., the Parental EHCNA Request Form and Family and Social Care Reports) and from play therapy support have been integrated within the above sources.  Joint Assessment Meeting on 11th February 2025. The meeting was attended by: Ms Laura Allen (Foster Parent); Ms Paige Waldron (SENCo); and Zack’s current class teacher Alice.  Key insights from the JAM included:   * Short-lived effectiveness of interventions - Many strategies initially show promise but lose effectiveness over time, requiring continuous adaptation. * Significance of attachment-related difficulties - Zack’s persistent need for adult reassurance and controlling behaviours were linked to early attachment disruptions. * Environmental inconsistencies as a barrier - Differences in home and school routines exacerbate dysregulation, highlighting the need for greater consistency in support strategies. * Use of monitoring tools - The importance of regular ABCC charts and Unity trackers to identify triggers and refine intervention strategies. * Concerns regarding long-term placement in mainstream education - School staff expressed concern that without sustained support, Zack’s ability to remain in mainstream provision may be compromised over time. |
| **Date of advice** | 19/02/25 |

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| **Psychological Summary** |
| Developmental Overview  Zack is a 6-year-old pupil in Year 1, currently placed in foster care under Section 31 of the Children Act 1989. His early history is characterised by significant adversity, including suspected prenatal alcohol exposure, parental substance misuse, and early removal from his birth home.  Born prematurely at 34 weeks gestation, Zack required neonatal intensive care, including ventilation support due to respiratory distress syndrome (Adoption Medical Report, June 2021). Early medical concerns included suspected alcohol-related neurodevelopmental disorder (ARND), which presents risks for difficulties with attention, impulse control, emotional regulation, and executive functioning (Health Clinic Letter, September 2023).  By the age of two and a half, Zack and his twin brother were placed into foster care due to neglect and an unstable home environment. Reports from his foster carer and the Community Paediatric Service highlight persistent difficulties in Zack’s social interactions, emotional regulation, and controlling behaviours (EHM FC & RS36, December 2024; Report to Health, May 2022). It is plausible to argue that these early disruptions likely contributed to attachment difficulties, which continue to affect his behaviour in both home and school settings.  Current Profile  Strengths   * Zack has high academic ability, particularly in Mathematics and problem-solving, consistently performing above age expectations (Individual Education Plan, October 2024). * He is articulate and expressive, using advanced vocabulary when discussing topics of interest (Pupil Views, Date Unknown). * He thrives in structured environments where rules, expectations, and outcomes are clear (EHCNA Progress Documentation). * He demonstrates excellent attendance (98% across three terms), reflecting strong engagement with school routines (Panel Form, January 2025). * Zack enjoys physical activities, including sports, structured play, and goal-oriented tasks, which serve as a potential avenue for building social engagement and emotional regulation (Parental Feedback, December 2024).   Challenges  *Emotional Regulation*   * Zack struggles to manage frustration, transitions, and unexpected changes, often becoming overwhelmed. His emotional responses can escalate rapidly, requiring adult intervention to co-regulate (EP Consultation Record, May 2024). * The JAM highlighted concerns that interventions, while effective initially, tend to lose impact over time, requiring constant adaptation. This indicates a need for greater consistency in relational and environmental supports. * Zack requires predictable, relationship-based interventions to help him self-regulate and develop coping strategies (JAM Insights, February 2025).   *Social Communication and Peer Interactions*   * Zack struggles with turn-taking, social reciprocity, and adapting conversations to peer interests. His rigid conversational style often results in one-sided interactions (Pupil Views). * The JAM reinforced Zack’s need for structured social learning, as peer conflicts and controlling behaviours continue to be barriers to meaningful friendships. * School staff reported difficulties in maintaining engagement in small-group tasks, as Zack often redirects discussions to preferred topics rather than participating reciprocally (JAM Insights, February 2025).   *Sensory and Environmental Regulation*   * Zack demonstrates heightened sensitivity to auditory and tactile stimuli, leading to sensory-seeking behaviours (e.g., deep pressure, repetitive movements) to self-regulate (SEND Specialist Teacher Report, November 2024). * JAM insights confirmed that environmental inconsistencies between home and school exacerbate his dysregulation, reinforcing the need for a unified, predictable approach across settings. * Zack finds unstructured environments challenging, often withdrawing or becoming dysregulated in high-sensory spaces such as assemblies, lunch halls, and playgrounds (JAM Insights, February 2025).   Professional Insights and Psychological Formulation  Zack’s profile can be best understood using a combined neurodevelopmental and attachment-informed perspective, considering:   * Neurodevelopmental Factors (prematurity, possible ARND, executive function difficulties). * Attachment and Early Trauma (relational instability, need for control, reassurance-seeking). * Environmental Influences (home-school inconsistencies, sensory sensitivities, need for predictability).   *Neurodevelopmental Factors*   * Zack’s executive function difficulties impact working memory, cognitive flexibility, and impulse control, making self-regulation and transitions difficult (EP Consultation Record, May 2024). * Possible prenatal alcohol exposure is a contributory factor in his challenges with attention, problem-solving flexibility, and emotional control (Adoption Medical Report, June 2021).   *Attachment and Early Trauma*   * Zack’s controlling behaviours and need for adult reassurance are characteristic of attachment-related responses, linked to his early experiences of neglect and instability (JAM Insights, February 2025). * The JAM highlighted the importance of relational security, reinforcing the need for consistent key adult support and co-regulation strategies to build emotional resilience.   Psychological Theories and Frameworks  *(Relevant handouts already shared with parents and school)l*   * Tomkins’ Affect Theory explains Zack’s intense emotional responses, which fluctuate between excitement and distress, requiring structured support to manage these shifts. * Nathanson’s Compass of Shame describes his self-protective behaviours, including clinging to familiar adults, resisting correction, and controlling social interactions as strategies to avoid emotional discomfort. * The Coventry Grid Framework helps differentiate Zack’s attachment-related difficulties from other neurodevelopmental conditions, reinforcing that relationship-based interventions are central to his support plan. However, this does not suggest absence of other neurodevelopmental conditions.   *Interconnections*  Zack’s challenges are not isolated but interlinked, requiring an integrated approach to his support:   * His sensory sensitivities exacerbate his emotional regulation difficulties, as unpredictable environments heighten his anxiety. * His attachment needs drive his social difficulties, as he seeks to control interactions as a form of self-protection. * His executive function challenges affect his academic engagement, making him highly reliant on structured, adult-led learning environments.   The JAM confirmed that without structured, relational support, Zack is at risk of disengagement from mainstream education due to persistent dysregulation, peer difficulties, and challenges in generalising learning strategies.  Implications for Outcomes and Provisions  The JAM reinforced several key priorities for Zack’s educational support:  *Consistent, relationship-based co-regulation*   * + Regular access to a designated key adult to provide predictable emotional support throughout the school day.   + Structured emotion-coaching interventions to develop self-regulation skills.   *Environmental and Sensory Adaptations*   * + Clear, predictable daily routines to reduce anxiety and improve transitions.   + Sensory regulation strategies, including structured movement breaks and quiet spaces.   *Targeted Social Support*   * + Structured peer interaction sessions to scaffold reciprocal communication.   + Small-group work with explicit teaching of flexible thinking and conversation skills.   *Ongoing Multi-Agency Collaboration*   * + Regular multi-agency reviews to track progress and ensure strategies remain effective.   + Close monitoring of Zack’s ability to remain in mainstream provision, with proactive adjustments if challenges persist. |
| **EP Recommendations for Learning Environment** |
| Key Barriers and Needs  Zack’s ability to engage and participate effectively in the classroom is influenced by several environmental factors. The JAM reinforced previous findings that Zack’s emotional regulation, attention, and social participation are significantly impacted by:   * Sensory sensitivities - Zack is highly sensitive to auditory and tactile input, making noisy and unstructured environments overwhelming. * Environmental unpredictability - Unexpected changes in routine and transition difficulties contribute to Zack’s anxiety and dysregulation. * Inconsistencies between home and school - Differences in approaches exacerbate Zack’s challenges, reducing the effectiveness of interventions. * Need for predictable, relationship-based co-regulation - Zack relies on trusted adults to co-regulate emotions, particularly during transitions and social interactions. * Short-lived effectiveness of interventions - The JAM confirmed that many strategies work temporarily but require frequent adaptation.   Sensory Regulation Strategies  *Adaptations to Zack’s Learning Environment:*   * Designated quiet space in the classroom for sensory regulation, accessible when Zack begins showing early signs of distress. * Noise-cancelling headphones available for high-stimulation times (assemblies, break, lunch). * Sensory toolkit (fidget items, weighted lap pad, deep pressure strategies) incorporated into Zack’s daily routine to support self-regulation. * Expanded use of sensory strategies outside the classroom - The JAM highlighted Zack’s dysregulation during unstructured times (e.g., lunch, playground).   + Introduce structured movement breaks before and after unstructured times.   + Establish a designated ‘calm zone’ in social spaces where Zack can self-regulate before re-engaging with peers. * Ensure pre-emptive sensory regulation - Zack’s JAM discussions reinforced that dysregulation is often preventable if strategies are used proactively rather than reactively.   Structured Transitions and Routine Predictability  *Core Recommendations:*   * Use of personalised visual schedules (daily plan with pre-warning for changes). * First-Then Boards for difficult transitions, reinforcing expected sequences. * Visual countdown timers and verbal reminders before any transition or shift in activity. * Home-school consistency in transition strategies - Zack struggles when different expectations exist in home and school.   + Shared transition strategies (e.g., the same visual timetable format used at home and in school).   + Daily emotion check-ins before and after transitions (JAM confirmed these help Zack articulate anxieties). * Structured support for unstructured transitions - The JAM identified break and lunchtimes as peak dysregulation periods.   + Create a structured role for Zack (e.g., a “Lunch Helper” or “Game Captain”) to provide predictable engagement.   + Assign a familiar adult for transition co-regulation, supporting Zack in navigating social dynamics before lunch and breaktimes.   Supporting Social Communication and Peer Interactions  *Core Recommendations:*   * Small-group peer learning sessions focused on turn-taking and reciprocal conversations. * Visual communication scripts for Zack to reference during peer interactions. * Adult-facilitated peer interactions to scaffold Zack’s social engagement. * JAM discussions confirmed that Zack struggles with peer interactions in unstructured settings.   + Establish a peer mentorship system - Assign Zack a consistent peer model during social activities.   + Incorporate structured social coaching at breaktimes, rather than only in structured interventions.   + Role-play and social stories integrated into daily school routines to reinforce learning.   Emotion Coaching and Co-Regulation Support  *Core Recommendations:*   * Daily check-ins with a designated key adult to provide predictable emotional support. * Real-time emotion coaching during distress, rather than retrospective processing. * Use of emotion regulation tools (e.g., emotion thermometers, self-reflection journals). * Extend co-regulation across school staff - The JAM highlighted that Zack’s need for adult support should not be confined to a single key adult.   + Embed emotion-coaching principles into whole-school staff training, ensuring all adults respond consistently.   + Real-time coaching during moments of frustration, not just in structured interventions.   + Ensure daily “check-in and check-out” sessions to help Zack reflect on and regulate emotions proactively.   Implementation and Monitoring Plan  *Core Recommendations:*   * Regular multi-agency review meetings (termly) to track Zack’s progress. * Daily tracking of sensory use, social interactions, and emotional regulation strategies. * Collaborative home-school monitoring to ensure continuity across settings. * Dynamic intervention log - Staff to document which strategies are effective and where adjustments are needed. * Shared home-school communication plan - Daily communication between home and school to prevent inconsistencies in Zack’s support. * Regular student feedback sessions - Giving Zack structured opportunities to reflect on what strategies help him feel safe and successful. |
| **What the Zack likes and enjoys** |
| General Interests and Activities  Zack is a highly inquisitive, energetic, and motivated child who enjoys structured, rule-based activities. He demonstrates a strong preference for goal-oriented tasks, particularly in areas where he can apply logic, strategy, and pattern recognition.   * + Zack enjoys football, rugby, tennis, and athletics, particularly in structured team settings where rules and expected roles are clearly defined.   + The JAM confirmed that physical activity plays a key role in his emotional regulation, helping Zack manage sensory input and reduce anxiety.   + Staff observed that Zack is most engaged when physical activities include a competitive element (e.g., tracking progress, setting personal bests).   + Zack enjoys video games that involve strategy and progression (e.g., racing games, structured challenge-based games).   + The JAM reinforced that Zack thrives on activities where he can monitor his own progress, as he responds positively to clear goals and achievements.   + Zack excels in problem-solving tasks such as puzzles, maths challenges, and ranking/scoring-based activities.   + The JAM highlighted that Zack is highly motivated by structured challenges, particularly those involving competition, ranking, or personal improvement.   Social Preferences  Zack’s social engagement is strongest when interactions are structured, predictable, and role-based. He enjoys conversations about his areas of interest and prefers leading discussions rather than engaging in reciprocal conversations.   * + Zack thrives in organised, rule-based games (e.g., board games, team sports) where roles and expectations are clearly defined.   + Unstructured social interactions remain challenging, as Zack prefers to direct play rather than collaborate flexibly with peers.   + The JAM confirmed that Zack is more confident when he is given a leadership role (e.g., setting up a game, acting as a “referee” in sports activities).   + Staff noted that when Zack has a defined role in a social setting, he is more engaged and less likely to become dysregulated.   + Zack finds peer interactions most difficult when the structure is unclear, leading to frustration and controlling behaviours.   + The JAM reinforced that Zack benefits from structured peer mentoring, where a familiar peer models appropriate turn-taking and flexibility in conversations.   Learning Style and Engagement  Zack’s learning preferences align with his strengths in structure, predictability, and goal-oriented tasks. He is most successful when tasks: Have a clear objective and step-by-step structure; Allow him to track progress or measure success; Are presented in visual, hands-on formats.   * + Zack benefits from visual timetables, checklists, and clear sequences of activities.   + The JAM reinforced that Zack disengages when tasks are open-ended or require abstract reasoning, meaning he benefits most from scaffolded, structured learning approaches.   + Zack enjoys maths challenges, logical puzzles, and ranking-based activities.   + The JAM confirmed that Zack remains focused for longer periods when working on problem-solving activities, particularly when the task involves a personal challenge or competitive element.   + Zack works best when expectations are clear and structured.   + He becomes overwhelmed by rapid shifts between topics, reinforcing the need for explicit task transitions and structured lesson formats.   Relevance of Interests to Zack’s Development and Well-being  Zack’s interests provide valuable opportunities to support his learning, emotional regulation, and social engagement.   * + As the JAM confirmed that Zack benefits from movement-based regulation, activities such as structured sports breaks and goal-driven exercise challenges will be used to help him manage dysregulation proactively.   + The JAM reinforced that Zack thrives when learning tasks incorporate logic, ranking, and measurable outcomes.   + Where possible, his academic tasks should reflect his interests (e.g., using sports statistics for maths problems, applying gaming principles to structured literacy activities).   + Zack remains engaged for longer periods when activities include progress tracking or competition.   + The JAM confirmed that Zack benefits from opportunities to measure and compare his own achievements, suggesting that personal goal-setting frameworks may be beneficial for him in both academic and social learning contexts. |
| **Parents hopes and aspirations for Zack** |
| Laura and Richard Allen are highly committed to supporting Zack’s development and ensuring he receives the necessary support to flourish academically, socially, and emotionally. They emphasise the importance of Zack feeling safe and secure in his environment, as this provides the foundation for his confidence, emotional regulation, and independence.  During the JAM discussions, Ms Allen reiterated that their primary goal is for Zack to develop resilience, self-regulation, and the ability to navigate social situations with greater ease. Ms Allen recognises that Zack’s emotional well-being directly impacts his engagement with learning and peer relationships, and they hope that the support in place will enable him to build confidence and a sense of belonging within the school community.  Zack’s foster parents recognise his academic strengths, particularly in areas of structured learning such as Mathematics and problem-solving. They aspire for him to:   * Maintain high academic achievement, while also developing greater confidence in his own abilities. * Develop perseverance in learning, especially when tasks require flexibility or problem-solving, as Zack can struggle when things do not go as expected. * Become more independent in his learning, gradually reducing his reliance on adult scaffolding to complete academic tasks. * The JAM reinforced that Zack thrives when tasks are structured and goal-oriented, and his foster parents hope that his learning environment continues to reflect this. * They want to see Zack develop greater adaptability, as he currently finds it difficult to cope when an answer is not immediately clear or when he is required to adjust his approach. * His ability to apply skills flexibly across different contexts remains an area for development, and his foster parents hope that this will improve with structured, guided support.   Zack’s emotional regulation and social relationships are key areas of concern for his foster parents. They aspire for Zack to:   * Form and maintain positive friendships, as peer relationships are currently difficult for him. * Improve his ability to manage frustration and anxiety, particularly in social situations or when encountering unexpected changes. * Develop self-regulation strategies, reducing his need for constant adult reassurance when he becomes dysregulated. * The JAM confirmed that Zack continues to struggle with unstructured peer interactions, often preferring adult support over engaging with peers. * His foster parents want to see him become more comfortable navigating social situations independently, without relying on scripted conversation patterns or controlling interactions. * There is a shared concern among home and school staff about Zack’s heightened emotional responses to change, and his foster parents hope that co-regulation strategies at school and home will be aligned to ensure consistency. * They emphasised that they want Zack to feel valued and understood, rather than seeing his differences as a source of frustration for himself or others.   Zack’s foster parents want to equip him with the skills he needs to become independent, confident, and resilient as he grows. Their aspirations include:   * Developing stronger self-regulation, so that he can navigate emotional challenges with greater autonomy. * Improving flexibility in his thinking, enabling him to cope with unexpected changes without becoming overwhelmed. * Enhancing his executive functioning skills, including planning, organising, and adapting to new situations. * JAM discussions reinforced that Zack struggles with adapting to change, meaning he will need structured strategies to build flexibility and independence. * His foster parents want Zack to gain the skills necessary to manage daily routines and responsibilities with confidence. * Ensuring Zack develops problem-solving skills, rather than avoiding challenges when they seem too difficult, is a key aspiration.   Mr and Mrs Allen recognise that Zack’s progress will be most successful when home and school approaches are aligned. They strongly value collaboration with school staff and emphasised in the JAM that consistency in strategies between home and school is essential.  They have requested that:   * Emotional regulation strategies used at school be communicated to them, so they can reinforce these at home. * Regular updates on Zack’s social progress be provided, allowing them to support his peer interactions and friendships outside of school. * A structured approach to Zack’s learning challenges be maintained, with gradual steps towards fostering independence.   By ensuring consistent support across both settings, Zack will have a stable foundation to develop confidence, resilience, and independence. |

**Where are they now?**

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| **Communication and Interaction** | **Cognition and Learning** |
| Strengths   * + Zack has strong verbal skills, demonstrating an advanced vocabulary and articulate speech.   + He is confident when discussing structured topics of interest and enjoys leading conversations.   + He recalls and applies factual information well, particularly in logical, rule-based discussions.   + JAM insights confirm that Zack’s communication is strongest in structured, predictable settings, such as teacher-led discussions or one-on-one conversations with familiar adults.   Needs and Impact   * + Zack struggles with conversational reciprocity, often redirecting conversations to his preferred topics rather than adapting to peer contributions.   + Literal interpretation of language impacts his ability to understand social cues, tone, and implied meanings, leading to misinterpretations in peer interactions.   + JAM discussions highlighted Zack’s preference for predictability, reinforcing his need for structured communication scaffolds to avoid frustration in dynamic conversations.   + Peer relationships remain an area of difficulty, as Zack gravitates toward adults rather than engaging in open-ended peer interactions.   + School staff reported in the JAM that Zack benefits from structured peer interaction sessions but struggles to apply these skills in unstructured social settings.   Zack’s verbal communication is a strength, but his social communication difficulties impact his ability to engage reciprocally with peers. His preference for leading conversations and reliance on predictable dialogue patterns can create barriers to meaningful peer connections.  While structured supports (e.g., visual prompts, role-play scenarios) have been beneficial, Zack requires ongoing adult guidance to navigate less structured interactions. The JAM reinforced the need for structured social learning opportunities, ensuring that Zack’s ability to engage in flexible, reciprocal conversations improves over time. | Strengths   * Advanced mathematical reasoning and problem-solving skills - Zack excels in structured, rule-based tasks, particularly those with clear objectives and measurable outcomes​. * Strong factual recall - He can retain and apply learned information effectively, especially when working within familiar contexts​. * Motivated by goal-oriented tasks - Zack responds positively to challenges where he can track progress, such as ranking systems, structured academic competitions, and problem-solving exercises​. * Benefits from structured learning templates - He is most engaged when tasks are broken down into clear steps with worked examples and predictable formats​.   The JAM reinforced that Zack’s engagement is strongest when tasks are structured, visually scaffolded, and focused on logical reasoning. He benefits from explicit instructions, step-by-step guidance, and clearly defined success criteria.  Needs and Impact   * Difficulties with cognitive flexibility - Zack finds it challenging to adapt strategies or shift between tasks, particularly when a problem has more than one solution​. * Executive function challenges - His ability to plan, organise, and complete tasks independently is limited, requiring adult scaffolding and structured prompts​. * Struggles with unstructured learning activities - When faced with open-ended tasks, Zack becomes easily overwhelmed, often resulting in task avoidance or disengagement​. * Difficulty generalising knowledge - While he can apply learned skills well in structured settings, he struggles to transfer these skills across different contexts​. * Relies heavily on adult guidance - Zack requires high levels of support to break tasks into manageable steps, making independent learning difficult​. * Disengages when faced with uncertainty - The JAM confirmed that Zack is quick to withdraw from learning when the outcome is unclear or when he encounters unexpected challenges. He requires reassurance and structured problem-solving strategies to persist through difficulties.   Zack is a highly capable learner in structured environments but experiences challenges with executive functioning, cognitive flexibility, and independent learning. His strengths in logical reasoning and factual recall enable him to excel in predictable tasks, but he requires structured guidance to engage in open-ended or unfamiliar learning activities. The JAM reinforced the importance of scaffolded support, ensuring that Zack can develop greater independence without feeling overwhelmed by uncertainty. He benefits from clear expectations, structured planning tools, and goal-oriented tasks that provide a sense of control and achievement. |
| **Social, emotional, mental health** | **Sensory and Physical** |
| Strengths   * Zack is enthusiastic and motivated when engaging in structured, rule-based activities that align with his interests​. * He demonstrates emerging emotional awareness, particularly when using structured tools such as emotion charts to describe his feelings​. * Zack responds positively to predictable, routine-based environments, where he has clear expectations and stability​. * The JAM confirmed that Zack benefits from structured emotional coaching, particularly when supported by familiar, trusted adults. * He enjoys engaging with adults in one-to-one settings, where conversations are predictable and focused on subjects of interest.   Needs and Impact   * Difficulties with emotional regulation - Zack experiences high levels of distress when faced with uncertainty or loss of control, which leads to frustration, withdrawal, or controlling behaviours​. * Over-reliance on adult reassurance - He frequently seeks adult intervention to regulate emotions, struggling to self-soothe or apply independent coping strategies​. * Attachment-related anxieties - Zack’s need for predictability and control reflects attachment-related difficulties, which were reinforced in the JAM, particularly regarding his difficulty trusting new adults and transitioning between caregivers. * Difficulties managing peer interactions - Zack finds unstructured social situations challenging, often attempting to control interactions or withdrawing when peers do not comply with his expectations​. * Heightened emotional responses to perceived unfairness - Zack struggles with processing mistakes, corrections, and situations where he believes others have broken the ‘rules,’ which can escalate into frustration and disengagement​. * Increased dysregulation following specific emotional triggers - The JAM confirmed that Zack becomes noticeably more distressed following contact with his biological mother, suggesting that trauma-related emotional triggers require careful monitoring and support.   Zack’s emotional regulation difficulties significantly impact his ability to engage in learning and social interactions, as his distress often leads to withdrawal or controlling behaviours. His reliance on adult reassurance reflects attachment-related difficulties, and he struggles to navigate peer interactions independently. The JAM reinforced the importance of trauma-informed, co-regulation strategies, ensuring that Zack has access to trusted adults who can support his emotional processing before difficulties escalate. While Zack is beginning to develop emotional awareness, he requires explicit modelling, coaching, and structured interventions to apply these skills effectively in real-time situations. | Strengths   * Zack has strong gross motor coordination and enjoys structured physical activities, including football, rugby, and athletics, where rules and predictability are clear​. * He benefits from movement-based learning and physical challenges that provide sensory input, which help to improve focus and emotional regulation​. * Zack demonstrates precision in fine motor tasks when they are structured, excelling in activities that involve pattern recognition, sequencing, and problem-solving​. * The JAM reinforced that Zack engages best in movement-based regulation strategies, using structured activities to support sensory processing and emotional regulation.   Needs and Impact   * Heightened sensitivity to unexpected noise and unpredictable movement - Zack finds busy, high-stimulation environments overwhelming, often leading to withdrawal or dysregulation​. * Deep pressure-seeking behaviours - He frequently engages in repetitive movements or deep pressure activities (e.g., rocking, tapping) to self-regulate when overstimulated​. * Fine motor difficulties impact stamina and persistence in tasks such as handwriting and art activities - Zack benefits from adapted tools and structured guidance to reduce frustration​. * Challenges with unstructured physical activities - The JAM confirmed that Zack struggles in unpredictable physical environments, such as PE lessons with multiple activities or unstructured outdoor play. * Sensory overload affects participation in key school activities - Zack finds assemblies, lunchrooms, and transition periods overwhelming, which can lead to avoidance behaviours or emotional distress​.   Zack’s gross motor coordination is a strength, and he enjoys structured movement-based activities that provide sensory input and regulation. However, his fine motor difficulties impact tasks requiring sustained effort, leading to frustration in activities such as handwriting and drawing. His sensory sensitivities, particularly to noise and unpredictable movement, affect his ability to engage in certain school environments, including PE, unstructured play, and large group settings. The JAM reinforced the importance of structured sensory regulation strategies, ensuring that Zack has predictable movement-based supports to manage sensory input and maintain engagement in both learning and physical activities. |

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| **Communication and Interaction** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Zack’s foster parents, Laura and Richard Allen, aspire for him to develop confident and flexible communication skills, enabling him to engage effectively with peers and adults in both structured and unstructured settings. Their long-term goals include:   * Enhancing social reciprocity - enabling Zack to engage in balanced, back-and-forth peer interactions. * Improving emotional regulation within conversations, reducing frustration and withdrawal. * Developing conversational flexibility, so Zack can navigate topic shifts and respond appropriately to peer cues​.   By the end of Key Stage 2, Zack will:   * Participate in reciprocal conversations, demonstrating turn-taking and topic maintenance in at least three out of five observed opportunities per week. * Adapt his communication style, successfully adjusting to topic changes and peer contributions in at least two out of five interactions per week. * Use self-regulation strategies to manage social frustration, reducing instances of emotional outbursts or withdrawal by 50% over 12 months. | Zack’s difficulties in communication and interaction affect his ability to form and maintain peer relationships and engage in class discussions​. His key challenges include:   * Literal interpretation of language, making it difficult for him to understand social cues, tone, and implied meanings. * Dominating conversations and redirecting discussions to preferred topics, limiting meaningful social exchanges. * Difficulty in adapting to topic shifts, resulting in one-sided interactions and frustration when others introduce new ideas. * Over-reliance on adult-led interactions, preferring structured adult conversations over peer engagement​. | * Over the next 12 months, Zack will work towards improving his communication and interaction skills in a structured, measurable way, ensuring progress is monitored and evaluated. * Zack will engage in reciprocal conversations, demonstrating turn-taking and responding appropriately in at least three out of five observed interactions per week. This is necessary because Zack currently struggles with conversational reciprocity, preferring to lead conversations on his preferred topics, as highlighted in the JAM discussion. * Zack will adapt to topic changes, successfully shifting conversations in at least two out of five observed interactions per week. At present, Zack finds it difficult to adjust when conversations change direction, often returning to familiar subjects rather than engaging flexibly, which was reinforced during the JAM. * Zack will use self-regulation strategies, such as deep breathing and emotion coaching, to manage frustration during social interactions, with the aim of reducing withdrawal or emotional outbursts by 50% over 12 months. The JAM highlighted that Zack frequently disengages from interactions when they become unpredictable, making structured emotional coaching essential. * Zack will recognise and respond to non-verbal social cues, including tone, gestures, and facial expressions, demonstrating this skill in at least four out of five observed interactions per week. His literal interpretation of language often leads to misunderstandings, making structured interventions necessary to help him navigate social settings effectively​. | Ordinary Available Provision (OAP) – Support Provided in Class  *Visual Supports for Conversations*   * Implementation: Zack will have daily access to structured conversation scripts, social stories, and emotion cue cards to scaffold his turn-taking, topic maintenance, and non-verbal communication skills. * Delivery:   + *Before a conversation:* Staff will prompt Zack to use his visual support cards (e.g., "What question could you ask next?").   + *During a conversation:* If Zack struggles with turn-taking or topic maintenance, a discreet gesture cue (e.g., tapping a conversation cue card) will remind him to adjust his interaction. * Responsible Staff:   + The class teacher will ensure visual supports are embedded in daily classroom routines.   + The teaching assistant (TA) will model and reinforce use during structured learning activities and social situations. * Monitoring:   + TA logs Zack’s use of visual supports daily, noting successful instances and areas for reinforcement.   + SENCo will review Zack’s progress fortnightly, making adjustments as needed.   *Small-Group Social Learning Sessions (Twice Weekly)*   * Implementation: Zack will participate in structured social learning groups twice weekly, developing skills in:   + Reciprocal conversation (listening, responding, and topic extension).   + Reading and using non-verbal communication (gestures, tone of voice).   + Negotiation and compromise skills (turn-taking, resolving disagreements). * Delivery:   + Step 1 - Skill introduction: The TA will introduce the focus skill (e.g., "Today we are learning how to change topics smoothly in a conversation").   + Step 2 - Modelled examples: The TA will demonstrate appropriate and inappropriate responses.   + Step 3 - Structured peer practice: Peers will role-play using scaffolds, such as scripted prompts.   + Step 4 - Reflection: Zack will be encouraged to identify what strategies worked well and where he may need further support. * Responsible Staff:   + The TA will lead the sessions, with SENCo oversight ensuring progression in skill development. * Monitoring:   + The TA will maintain a social interaction log, tracking Zack’s engagement and progress weekly.   + The SENCo will review logs termly to assess improvement and modify session focus as needed.   *Predictable Routines and Pre-Transition Preparation*   * Implementation: Zack will receive structured preparation before transitions and unpredictable social interactions. This will include:   + Visual timetables and transition warnings (e.g., "In five minutes, we will move to science").   + Social scripts for interactions (e.g., preparing responses for group discussions). * Delivery:   + Before a transition, Zack will be given pre-warning and a structured expectation prompt (e.g., "After break, you will go into a group discussion about our topic. You can start by asking, ‘What do you think?’").   + Before group discussions, Zack will be provided with key prompts and cues (e.g., "Try to listen for one thing you agree with before responding"). * Responsible Staff:   + The class teacher will provide structured pre-transition guidance.   + The TA will support Zack’s application of pre-prepared scripts in live interactions. * Monitoring:   + The TA will record Zack’s responses to transitions weekly, identifying patterns and needed adjustments.   + The SENCo will review transition logs termly, refining approaches based on Zack’s progress.   Additional Provision – Targeted Specialist Support  *Weekly Structured Social Communication Intervention Sessions*   * Implementation: Zack will receive explicit teaching of social communication skills, focusing on:   + Conversational turn-taking and topic maintenance.   + Managing frustration in social interactions.   + Building confidence in peer discussions. * Delivery:   + Step 1 - Introduction: A key skill is introduced (e.g., "Today we are learning how to end a conversation politely").   + Step 2 - Modelled scenarios: The TA demonstrates correct and incorrect approaches.   + Step 3 - Guided practice: Zack practices the skill in structured interactions.   + Step 4 - Independent application: Zack applies the skill in a real conversation, with minimal scaffolding. * Responsible Staff:   + The SENCo and TA will jointly deliver sessions. * Monitoring:   + TA logs Zack’s progress in a structured skill-tracking sheet.   + The SENCo reviews engagement monthly, adjusting session focus based on progress.   *Real-Time Social Coaching (Three Times per Week at Break/Lunch)*   * Implementation: Zack will receive structured real-time coaching during peer interactions to reinforce strategies in natural settings. * Delivery:   + Staff prepares Zack before social situations by discussing potential conversation starters.   + During interactions, Zack is provided with discreet prompts (e.g., a cue card, a gesture).   + If Zack struggles, staff provide real-time coaching (e.g., "Try asking them what game they want to play"). * Responsible Staff:   + The TA will provide in-the-moment guidance, reinforcing skills from structured sessions. * Monitoring:   + TA records Zack’s engagement and specific peer interactions weekly.   + SENCo reviews Zack’s ability to independently apply skills termly.   *Role-Playing Exercises and Scaffolded Conversational Activities (Weekly)*   * Implementation: Zack will practice adapting conversations in structured role-play exercises, focusing on:   + Handling disagreements appropriately.   + Recognising when to end or change a conversation topic. * Delivery:   + Step 1 - Scenario discussion: Zack is introduced to a social challenge.   + Step 2 - Role-play practice: He engages in a structured interaction with a peer or staff member.   + Step 3 - Reflection: Zack discusses what worked well and what to try next time. * Responsible Staff:   + The TA leads sessions, reinforcing skills from Zack’s structured intervention programme. * Monitoring:   + TA tracks Zack’s ability to shift topics independently.   + SENCo evaluates conversational progress termly.   *Emotion Coaching Support During Peer Interactions (Three+ Check-Ins Per Week)*   * Implementation: Zack will receive real-time emotion coaching, supporting him in applying regulation strategies in peer interactions. * Delivery:   + Staff will validate and redirect in social situations (e.g., "I can see this is frustrating. Let’s pause and think of two ways to solve this together").   + Zack will be encouraged to use his emotion chart to communicate feelings instead of withdrawing. * Responsible Staff:   + TA and key pastoral staff will provide consistent emotion coaching. * Monitoring:   + TA logs emotional coaching interactions and Zack’s responses.   + SENCo reviews strategies used and effectiveness termly. |
| **Cognition and Learning** | | | |
| Aspiration and end of Key Stage Goal | Needs | **Outcomes for next 12 months** | **Provision** |
| Zack’s foster carers, Laura and Richard Allen, aspire for him to develop confidence in his learning abilities and to approach academic challenges with greater flexibility and independence. Their long-term goals include:   * Reducing Zack’s reliance on structured adult support, enabling him to complete tasks with greater autonomy. * Enhancing his problem-solving flexibility, ensuring he can apply different strategies when faced with academic challenges. * Improving his ability to transfer learning across contexts, enabling him to generalise knowledge beyond structured tasks.   By the end of Key Stage 2, Zack will:   * Adapt his problem-solving approaches, successfully applying alternative strategies in two out of five observed tasks per week. * Apply learned academic concepts to real-world scenarios, demonstrating knowledge transfer in three out of five observed opportunities per week. * Demonstrate improved executive functioning, reducing his reliance on visual scaffolding by 50% over 12 months. | Zack’s cognition and learning challenges impact his ability to work independently, adapt to new academic challenges, and apply knowledge across different contexts. His key challenges include:   * Cognitive rigidity - Zack struggles to adapt problem-solving approaches when encountering unfamiliar academic tasks, leading to task avoidance and disengagement. * Difficulty generalising skills - He can apply knowledge effectively in structured lessons but struggles to use the same skills flexibly in different settings​. * Executive functioning difficulties - Zack experiences challenges with planning, organisation, and multi-step task execution, particularly when instructions require sustained attention​. * Task avoidance when faced with uncertainty - Zack disengages from open-ended tasks, showing resistance when required to problem-solve independently.   These needs significantly impact his ability to engage in independent learning and apply academic concepts in flexible, real-world ways​. | * Zack will demonstrate cognitive flexibility, successfully adapting problem-solving strategies when encountering new academic challenges. He will be observed applying alternative approaches in at least two out of five problem-solving tasks per week. This outcome is necessary because Zack’s rigid thinking impacts his ability to engage with non-routine academic tasks, leading to frustration and task avoidance​. * Zack will apply structured academic concepts to real-world tasks, demonstrating the ability to transfer skills across different settings in at least three out of five observed opportunities per week. At present, Zack struggles to use academic knowledge outside of structured classroom learning, requiring explicit support to make connections across contexts​. * Zack will improve his executive functioning skills, including task planning, organisation, and independent task execution, reducing his reliance on adult support by 50% over 12 months. He currently relies on structured scaffolding to complete tasks, requiring explicit support in developing independent learning habits​. | Ordinary Available Provision (OAP) – In-Class Support  *Structured Visual Supports for Cognitive Flexibility*   * Implementation: Zack will have daily access to structured problem-solving templates, graphic organisers, and scaffolded task breakdowns embedded into all subjects. * Delivery:   + Before a task, Zack will be provided with step-by-step task guides (e.g., "First, identify key information. Next, choose a strategy. Then, solve and check your work").   + If Zack becomes stuck on a task, staff will guide him through structured self-questioning prompts (e.g., "What worked last time? What strategy could I try next?"). * Responsible Staff:   + The class teacher will embed structured visual supports into lesson planning.   + The teaching assistant (TA) will provide real-time reinforcement, guiding Zack in applying structured strategies. * Monitoring:   + TA will log Zack’s use of visual scaffolds weekly, tracking how often he relies on structured supports versus independent problem-solving.   + SENCo will review trends fortnightly, ensuring scaffolds are gradually reduced as Zack gains confidence.   *Explicit Teaching of Knowledge Transfer to Real-World Applications*   * Implementation: Zack will receive explicit instruction in generalising academic skills, ensuring concepts taught in the classroom translate into everyday scenarios. * Delivery:   + Weekly guided discussions will focus on real-world applications of concepts (e.g., "How does multiplication help us in shopping budgets?").   + Project-based learning tasks will be embedded into lessons, allowing Zack to apply learned concepts in structured, meaningful activities.   + Before applying knowledge independently, Zack will watch modelled examples (e.g., video demonstrations of how a concept is used in a real-world setting). * Responsible Staff:   + The class teacher will lead explicit knowledge transfer instruction, ensuring weekly application exercises are embedded into core subjects.   + The TA will provide real-time prompts to reinforce generalisation (e.g., "Remember when we used this strategy in science? How can we apply it here?"). * Monitoring:   + TA will record Zack’s ability to apply knowledge in different contexts, reviewing his ability to transfer skills across subjects.   + SENCo will review termly, adjusting strategies where needed.   *Building Independent Learning and Self-Regulation Skills*   * Implementation: Zack will participate in structured metacognitive reflection activities, helping him understand his own learning process and develop independent learning strategies. * Delivery:   + Zack will use self-monitoring tools, including:     - Task checklists - Breaking down assignments into manageable steps.     - Self-assessment rubrics - Zack evaluates his work using guided reflection prompts.     - Learning logs - Zack reflects on what worked well, what was challenging, and what he will try next time.   + At the start of a task, Zack will be prompted to verbalise his plan (e.g., "First, I will read the question. Then, I will underline key information. Next, I will choose a method").   + Teacher modelling of metacognition will occur through think-alouds, where staff explicitly verbalise problem-solving processes for Zack to follow. * Responsible Staff:   + The class teacher will embed self-monitoring strategies into daily instruction.   + The TA will reinforce Zack’s engagement with self-monitoring tools. * Monitoring:   + Self-assessment logs will be reviewed fortnightly to track Zack’s development of self-regulation and independent learning strategies.   + SENCo will conduct termly progress evaluations, ensuring Zack’s ability to self-monitor is improving over time.   Additional Provision – Targeted Specialist Support  *Executive Functioning Skill Development Sessions (Weekly)*   * Implementation: Zack will receive structured, explicit instruction in:   + Task planning and organisation (breaking down complex assignments).   + Sustained attention strategies (practising extended focus in short bursts).   + Managing working memory (chunking information, using visual memory aids). * Delivery:   + Each session will follow a structured format:     - Step 1: Reviewing an executive function skill (e.g., "Today we are learning how to plan out a task before we start").     - Step 2: Practical activity (e.g., sequencing steps for a real-world task).     - Step 3: Reflection discussion (Zack verbalises his experience of using the strategy). * Responsible Staff:   + The TA will lead the sessions, reinforcing concepts throughout the week.   + The SENCo will oversee intervention structure, ensuring progression of skills. * Monitoring:   + TA logs Zack’s ability to apply skills independently.   + SENCo reviews effectiveness monthly, adapting focus areas as needed.   *Cognitive Flexibility Problem-Solving Sessions (Weekly)*   * Implementation: Zack will participate in structured alternative problem-solving exercises, teaching him how to shift strategies when faced with challenges. * Delivery:   + Weekly small-group sessions will focus on identifying different approaches to the same problem.   + Zack will analyse video examples of problem-solving, discussing which methods were effective and why.   + Real-world scenario-based activities will reinforce Zack’s ability to adjust strategies dynamically. * Responsible Staff:   + The TA will facilitate cognitive flexibility training, ensuring Zack has structured opportunities to practise adaptive thinking. * Monitoring:   + TA logs Zack’s ability to shift strategies independently.   + SENCo evaluates progress monthly, refining strategies as needed.   *Real-World Learning Applications (Monthly)*   * Implementation: Zack will participate in structured project-based learning experiences, helping him apply classroom knowledge to real-world situations. * Delivery:   + Zack will engage in:     - Maths in everyday contexts (e.g., budgeting for a shopping list).     - Science through hands-on investigations (e.g., designing an experiment).     - English in practical use (e.g., writing instructions for a real task). * Responsible Staff:   + The class teacher will embed project-based learning into the curriculum.   + The TA will provide structured prompts to guide Zack in applying knowledge meaningfully. * Monitoring:   + TA tracks Zack’s ability to engage in real-world applications.   + SENCo reviews progress termly, ensuring Zack is demonstrating knowledge transfer. |
| **Social Emotional and Mental Health** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Parental and Educational Aspirations:   * Emotional Regulation - Enable Zack to identify, understand, and manage his emotions effectively, reducing instances of dysregulation. * Secure Attachments - Foster trusting relationships with caregivers and peers, enhancing his sense of security and belonging. * Social Competence - Develop Zack's ability to engage in positive social interactions, navigate peer relationships, and resolve conflicts constructively.   End of Key Stage 2 Goals:   * Zack will use self-regulation strategies to manage emotional responses, leading to a 50% reduction in incidents of emotional outbursts or withdrawal over the next 12 months. * He will form and maintain at least two reciprocal peer relationships, engaging in shared activities and demonstrating cooperative play. * Zack will exhibit increased resilience, showing the ability to cope with changes and challenges in both home and school settings. | Zack's SEMH challenges impact his daily functioning and relationships. Key areas include:   * Emotional Dysregulation - Zack experiences intense emotional reactions, often struggling to return to a calm state without external support. * Attachment-Related Anxiety - He exhibits signs of insecure attachment, including difficulty trusting others and fear of abandonment. * Social Interaction Difficulties - Zack faces challenges in interpreting social cues, leading to misunderstandings and conflicts with peers. * Low Self-Esteem - He demonstrates a lack of confidence in his abilities, which affects his willingness to participate in new or challenging activities. * Short-Lived Responsiveness to Interventions - Zack shows initial compliance with support strategies, but their effectiveness diminishes over time, possibly due to underlying fears of abandonment and a need to maintain engagement from caregivers. | *Emotional Regulation*   * + Zack will identify and employ personalized coping strategies (e.g., deep breathing, sensory tools) to manage his emotions, achieving a 50% reduction in emotional outbursts or withdrawal episodes within 12 months. Enhancing Zack's self-regulation skills is crucial for his emotional stability and overall well-being.   *Attachment Security*   * + Zack will develop secure attachments with at least two key adults (e.g., a parent and a teacher), seeking support appropriately and expressing trust in these relationships. Building secure attachments will provide Zack with a reliable support system, reducing anxiety and promoting exploration.   *Social Skills Development*   * + Zack will engage in cooperative play or group activities with peers at least twice weekly, demonstrating improved social skills and reduced conflict incidents. Improving social competence will enhance Zack's peer relationships and social integration.   *Self-Esteem Enhancement*   * + Zack will participate in new or challenging activities at least once a week, displaying increased confidence and a willingness to take risks. Boosting self-esteem is essential for Zack's personal growth and resilience.   *Sustained Engagement with Interventions*   * + Zack will consistently engage with support strategies over extended periods, demonstrating sustained progress and reduced dependency behaviours. Addressing the underlying fear of abandonment and ensuring continuous support will help Zack maintain the benefits of interventions. | Ordinary Available Provision (OAP) – In-Class and Home Support  *Predictable and Reliable Support Routines*   * Implementation: Zack will have a structured, visual, and verbal daily routine, with clear expectations, transition warnings, and emotional check-ins. Visual prompts will include:   + A Now-Next-Then board to structure tasks.   + A daily visual timetable updated every morning.   + A transition preparation system, using verbal countdowns and transition cue cards. * Delivery:   + Before transitions, Zack will receive a structured verbal cue (e.g., "In five minutes, we will move to maths. After that, we will have a movement break").   + If Zack shows signs of distress, staff will use pre-agreed calming prompts (e.g., "Let’s take a deep breath together before moving"). * Responsible Staff:   + The class teacher will ensure daily visual timetables and structured transitions are embedded.   + The teaching assistant (TA) will provide pre-transition guidance, supporting Zack’s ability to anticipate and adapt to changes.   + At home, parents will mirror the school’s Now-Next-Then structure. * Monitoring:   + ABCC Chart logs will track Zack’s reactions to transitions, ensuring support strategies are refined as needed.   + The SENCo will review ABCC data termly, identifying patterns in Zack’s responses to adjust support accordingly.   *Building Emotional Regulation through Modelling and Coaching*   * Implementation: Zack will receive structured co-regulation support from a trained adult during moments of distress. This will include:   + Emotion coaching scripts:     - "I can see you’re feeling frustrated. Let’s take three breaths together before we talk about what we can do."     - "Your hands are clenched. That tells me you’re feeling tense. Let’s shake them out together."   + Physical grounding strategies:     - Using weighted tools (e.g., a lap pad).     - Engaging in structured movement breaks (e.g., pushing against a wall, deep-pressure activities).   + Predictable de-escalation strategies:     - Access to a calm, designated space where Zack can use self-selected sensory regulation tools (fidget toy, noise-reducing headphones). * Responsible Staff:   + The TA will provide real-time emotion coaching, embedding structured de-escalation routines.   + Parents will reinforce these strategies at home to maintain continuity. * Monitoring:   + ABCC Chart data will be used to track emotional regulation patterns, ensuring early intervention for triggers.   + The SENCo will review trends termly, adjusting Zack’s personalised regulation strategies.   *Fostering Secure Attachments and Autonomy*   * Implementation: Zack will be assigned a key adult (familiar TA or pastoral support staff) to provide consistent, structured check-ins three times daily:   + Arrival Check-In: “How are you feeling today? Let’s go over what’s happening today.”   + Midday Support Check: A time for reflection on any challenges and reinforcement of successes.   + End-of-Day Reflection: Reviewing positive moments, problem-solving strategies, and preparation for the next day. * Delivery:   + Zack will engage in predictable check-in routines, reinforcing trust and emotional security.   + The TA will provide supportive coaching, using guided questioning to help Zack process emotions. * Responsible Staff:   + The key adult will oversee Zack’s daily emotional check-ins, providing structured relational support.   + Teachers will ensure Zack experiences predictability across all learning activities. * Monitoring:   + Positive Timetable Recording will be used to track Zack’s problem-free times, reinforcing successes rather than focusing solely on incidents.   + Weekly reflection meetings between the TA and Zack will be used to reinforce his autonomy and self-agency.   *Sustaining Long-Term Engagement in Interventions*   * Implementation: To ensure Zack does not disengage from interventions, support will be framed as skill-building rather than "help", using the following strategies:   + Goal-based reinforcement rather than dependency-based reinforcement:     - "I saw how you took a deep breath before responding - that was great self-regulation."     - Avoiding over-reliance on praise for using external supports, instead reinforcing his independent application of strategies.   + Trust-building through follow-through:     - Ensuring every commitment made to Zack is fulfilled, reinforcing adult reliability and security.   + Scaffolding independence:     - Increasing Zack’s ability to initiate regulation strategies without prompting through structured self-monitoring. * Responsible Staff:   + The SENCo will oversee intervention consistency, ensuring Zack’s strategies are progressively adapted to support autonomy.   + Teachers and TAs will ensure Zack receives continuous, reliable support while promoting independent strategy use. * Monitoring:   + ABCC Chart data will track Zack’s response to interventions over time, helping staff adjust approaches if he begins withdrawing.   + Parental collaboration will ensure home and school responses are aligned, reinforcing Zack’s sense of security and predictability.   Additional Provision – Targeted Support  *Emotional Regulation Development (Weekly Sessions with a Trained School-Based Staff Member)*   * Implementation: Zack will receive weekly one-to-one or small-group sessions with a trained emotional literacy support assistant (ELSA) or another suitably trained school staff member, focusing on:   + Recognising and labelling emotions.   + Developing self-soothing techniques and problem-solving skills.   + Processing attachment-related anxieties in a structured, relationally secure environment. * Responsible Staff:   + ELSA or trained SEN TA will lead sessions, with reinforcement strategies embedded across the school day. * Monitoring:   + Progress updates will be reviewed termly, with adjustments based on Zack’s emotional growth.   *Structured Social Competency and Peer Interaction Coaching (Twice Weekly)*   * Implementation: Zack will engage in guided peer interaction sessions, focusing on:   + Recognising and responding to social cues.   + Handling misunderstandings and resolving social conflicts.   + Increasing confidence in initiating and maintaining peer interactions. * Responsible Staff:   + A trained SEN TA will facilitate structured social play sessions.   + The SENCo will oversee progress monitoring. * Monitoring:   + Peer interaction success will be recorded in a social skills log, ensuring progress is tracked. |
| Sensory and Physic | | | |
| Aspiration and end of Key Stage Goal | Needs | Outcomes for next 12 months | Provision |
| Parental and Educational Aspirations:   * Regulating sensory responses to enable Zack to participate comfortably in high-stimulation environments such as assemblies, PE, and social play. * Developing fine motor coordination, allowing him to engage in writing, creative activities, and practical tasks without frustration. * Enhancing body awareness and coordination, so Zack can confidently participate in both structured and unstructured movement-based activities.   End of Key Stage 2 Goals:   * Zack will demonstrate improved fine motor control, reducing task avoidance and frustration in writing and creative activities by 50%. * Zack will use structured sensory strategies to participate in high-sensory environments with minimal distress in four out of five observed opportunities per week. * Zack will engage in both structured and unstructured physical activities, demonstrating sustained focus and coordination in at least three out of five observed opportunities per week. * Zack will independently use sensory tools and self-regulation strategies, reducing adult-led interventions by 50%​. | Zack’s sensory and motor coordination needs affect his ability to:   * Cope in high-stimulation environments, such as assemblies, lunch halls, and PE lessons, where unexpected noise, movement, or tactile input can cause distress and withdrawal. * Regulate sensory overload, often relying on deep pressure input, repetitive movement, or controlled tactile engagement to manage dysregulation. * Complete fine motor tasks, experiencing difficulty with handwriting, drawing, and other precision-based activities, leading to frustration and avoidance​. * Engage in unstructured movement activities, finding spontaneous physical play overwhelming, which results in emotional overload or withdrawal. * Seek oral sensory input, such as chewing on clothing or objects, suggesting a need for alternative sensory supports.   These challenges directly impact Zack’s participation in classroom learning, physical education, and social activities, requiring structured support to ensure full engagement​. | *Fine Motor Skills Enhancement*   * + Zack will improve his fine motor control and precision, reducing frustration in writing and art tasks by 50% over 12 months. Zack struggles with sustained hand strength and precision, requiring targeted intervention to build coordination​.   *Sensory Regulation Improvement*   * + Zack will use structured sensory strategies to regulate his responses in high-sensory environments, successfully managing in four out of five observed situations per week. Zack currently relies on avoidance behaviours in sensory-rich environments, requiring explicit teaching of regulation strategies​.   *Physical Engagement Increase*   * + will actively participate in both structured and unstructured physical activities, demonstrating sustained attention and coordination in three out of five observed opportunities each week. Zack enjoys structured physical movement but struggles in free-flow activities, needing graded exposure to unpredictable environments​.   *Independent Sensory Management*   * + Zack will self-regulate using sensory tools and strategies, reducing adult intervention by 50% over the next 12 months. Zack currently requires significant adult prompting to use regulation tools and strategies, necessitating explicit independence training​. | Ordinary Available Provision (OAP) – In-Class Support  *Visual Supports and Structured Sensory Tools*   * + Implementation: Zack will have daily access to structured visual timetables, sensory charts, and sensory tools such as weighted lap pads, noise-cancelling headphones, and fidget tools.   + Responsible Staff: The class teacher will ensure sensory tools are embedded in daily learning.   + Monitoring:     - Teachers and TAs will log Zack’s use of sensory tools weekly.     - The SENCo will review effectiveness fortnightly to adjust strategies as needed​.   *Scheduled Sensory Breaks and Movement Activities*   * + Implementation: Zack will have pre-scheduled sensory breaks, which will include:     - Deep pressure activities (e.g., using weighted items).     - Resistance-based movement breaks (e.g., wall pushes, chair push-ups).     - Proprioceptive activities (e.g., structured physical play).   + Responsible Staff: The class teacher will structure sensory breaks, while the TA will monitor engagement.   + Monitoring:     - Staff will document sensory break effectiveness using ABCC Charts.     - The SENCo will review trends termly to determine whether Zack’s sensory needs are being met​.   Additional Provision – Targeted Specialist Support  *Fine Motor Intervention Programme*   * + Implementation: Zack will participate in weekly one-to-one fine motor skill-building sessions, which will focus on:     - Hand strengthening exercises (e.g., playdough resistance, pegboard tasks).     - Writing support with adapted tools (e.g., pencil grips, slanted boards).     - Precision tasks (e.g., threading beads, small-object sorting).   + Responsible Staff: The TA will deliver interventions, overseen by the SENCo.   + Monitoring: Progress will be logged fortnightly, with monthly SENCo reviews​.   *Graded Exposure to Sensory Environments*   * + Implementation: Zack will receive structured preparation for high-sensory activities, including:     - Pre-teaching before PE or assembly (e.g., explaining what to expect).     - Practicing new environments with a trusted adult before full participation.   + Responsible Staff: The TA will lead pre-teaching sessions, with the class teacher reinforcing strategies.   + Monitoring: Staff will document Zack’s participation and responses in an ABCC Chart, with monthly SENCo reviews​. |

*Any interventions implemented by a setting should be done so in order to contribute to achieving the stated outcomes. The outcomes presented are based on the professional judgment of the Educational Psychologist at this present time and represent what might be reasonably expected for the young person named in this report* *to achieve within the indicated time frame. These outcomes partly reflect the cultural norms for children within education and should be subject to review.*

**Statement of Truth**

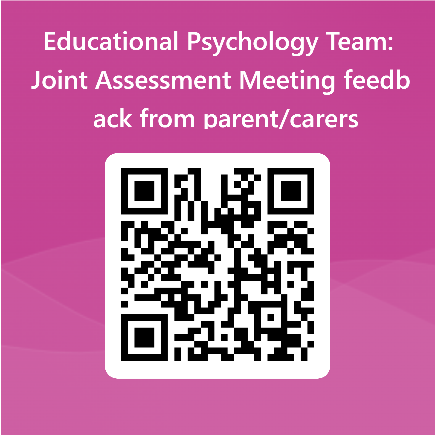
I can confirm that I have made clear which facts and matters referred to in this report and within my own knowledge and which are not. Those within my own knowledge I can confirm to be true. The opinions I have expressed represent my true and complete professional opinions on the matters to which they refer.

**Signed by:** Dr Scott I-Patrick DEdPsych CPsychol

**Role:** Associate Educational Psychologist

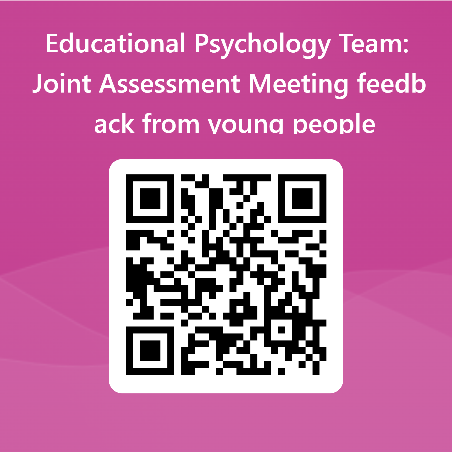
**Date:** 19/02/25

We are committed to gaining feedback from parent/carers, please complete this, short, anonymous survey about your experience with the Educational Psychologist.



**https://forms.office.com/e/D3YUugwHgP**

If you feel your child/young person is able to respond to an online questionnaire about this process, please ask them to complete the below about their experience.



<https://forms.office.com/e/wdUBKLaSKT>