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|  | **NAME**  **Tutor Group:**  **Key Staff**  HOY: C Rollinson  Pastoral Manager: Mrs Cooper  Form Tutor: C Allison  Weekly Mentor: MDO  Key worker: CR  **SEN Information: K- specific learning difficulty, access arrangements**  **SEN Support form (Y/N):**  **Additional Info (PP/FSM/EAL):**  **Reading age:**  **Completed as part of reintegration following exclusion (Y/N):** |
| **Start: 08.03.21**  **End: 28.03.21** |
| **Current barriers to learning:**  Prior to lockdown, Shae’s punctuality and behaviour in lessons was poor but particularly in the corridors and moving between lessons/buildings and she struggled to follow instructions being asked by staff. If Shae is late to lesson or not where she needs to be, please make a general positive encouragement about moving to lessons but please do not have a lengthy discussion with Shae which could lead to confrontation. Shae expressed that she finds it very difficult, if she has had a negative interaction with somebody, to turn her day around so something happening at 9am could affect the rest of her day and she is unable to change her thinking on that. She does not like the thought of ‘letting anybody down’ and this can then ruin her day.  Occasionally Shae has not been in correct uniform. Mum is going to ensure Shae is in correct uniform but if not, please email myself and CA directly rather than address these concerns with Shae.  There has been little engagement with home learning during lockdown which is worrying Shae about how she will be able to ‘catch up.’ Shae is focussed on returning to school with a mature attitude to learning. She is aware there is work that she has missed but is going to focus on the work she needs to be completing now. She is going to work in the library on a Monday and Tuesday during form time to complete tasks towards her NEA for food tech which AW will then collate for her.  Shae struggles to accept or ask for any support when she is finding the work too difficult and also struggles to accept praise. Shae is going to continue to work at expressing areas of learning she is struggling with, during the lesson or at the end of the lesson. Please continue to praise Shae where you can as Shae does value this and it will help enormously continue to build her confidence over the coming weeks. She will have a weekly meeting with MDO where she can raise any general difficulties she is having and use this as mentoring time. I will also have a weekly conversation with mum and Shae and share feedback from the week, with a particular focus on positives and achievable targets.  Shae is still awaiting further observations of learning from other professionals. | |
| **Student input:**   * Shae is worried about her transition to post 16 study * Shae is concerned that she will not have enough time to showcase her ability-real focus on positivity and fresh starts to help her maximise the potential of this remaining time * Shae is really keen to have a positive last 10 weeks of school and for people to think highly of her | |
| **Class teacher input:** | |
| **Parental input:**   * Mum is very supportive and shares this pastoral support plan to help continue supporting Shae over the remaining 10 weeks * Mum will speak with me weekly where we can share feedback and help support Shae further | |

**Further assessments**

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| **Assessment** | **Emotional literacy student**  **20-80** | **Speech and Language**  **15-55** | **Sensory**  **20-80** | **Social Communication**  **27-108** | **Mental Health**  **47-188** |
| **Previously completed (and score)** | 56 | 20 | 19 | 55 | 67 |

**Action plan**

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| **Target** | **How this will be achieved** | **Who is responsible for this?** | **What success will look like** | **Method of review (and how often)** |
| Punctuality | Shae will arrive to lessons within 5 minutes of the start time | Shae/CR | Punctual and prompt start to learning without having to be reminded about where she should be | Daily |
| Completing Tasks set | Shae will work really hard to complete all work and tasks set for her so that she can show her ability and continue to make progress to her learning | Shae | Work being submitted to teachers, improvements made following feedback | Weekly |
| Positive behaviour in lessons and moving around the school | Shae will follow the one-way system and move around the school in a mature manner. Shae will conduct herself maturely in lessons too. | Shae | Positive behaviour being praised and logs on SMHW that can be shared with Shae and mum | Daily |

**Evaluation and impact**

**Date of review:**

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| **Target** | **Achieved?** |
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