



Pupil Centred Plan 2022/2023



Student:

Year Group:

<p>What people like about me:</p>	<ul style="list-style-type: none"> • I am friendly • That I'm good at Team sports • I am a people person • My sense of humour
<p>What is important to me:</p>	<ul style="list-style-type: none"> • My pets • My family • My phone
<p>Things that I enjoy are:</p>	<ul style="list-style-type: none"> • Playing out with my mates • Going on my Xbox • Watching TV
<p>Things that I can find difficult:</p>	<ul style="list-style-type: none"> • Homework • Understanding the work sometimes • Spelling
<p>How best to support me:</p>	<ul style="list-style-type: none"> • Check that I understand the tasks • Give me some lists of words I struggle to spell • Allow me to work in groups

SEN for Cognition and Learning

(SpLD) - Dyslexic traits / Processing / Spelling / Concentration

General strategies for staff to support Joshua:

- Chunk tasks - deliver tasks one at a time
- Check for understanding - reword as needed
- Reduced demands for copying - have handouts available
- Allow extra time to process information and record written responses
- Regular prompts to remain on task
- Use of Chromebook as an alternative to record work

Exam Access Arrangements:

To be assessed at the end of KS3 / early KS4 - if required by the Learning Support Advisory Teacher (LSAT)

Some of the Exam Access Arrangements your child qualifies for could be:

- 25% Extra Time
- Scribe/Word Processor WITH Spell Check
- Reader
- Supervised Rest Breaks

Interventions:

Some of these could be:

- SENCO visit to primary school prior to transfer
- Extra visits offered prior to transition
- Consideration given to placement in tutor group prior to transition
- Transition booklet
- Dyslexia friendly IT resources - Open dyslexic font and Colorveil
- Specific Learning Needs - Strategy booklet
- Read, Write, Inc / SRA Corrective Reading - intervention
- Emotional support - Pastoral/Tutor/ Teaching Assistant - off loads / check ins / School Counsellor
- Use of Learning Support Base or Learning Resource Centre at break/lunch for socialising and/or other support
- Homework Club (break/lunch)
- Communication with home via email or phone - as required
- Feedback - Teaching Assistant for SEND/ Pastoral meetings
- Key Skills / revision skills and learning techniques booklet and training
- Session 6
- External Assessments - Occupational Therapy / Speech and Language / Educational Psychologist / Learning Support Advisory Team / Woodlands / Other.....

Comment on Autumn Term 2022 Outcomes:

Outcome Autumn Term 2022

- In English Language - to name and comment on the techniques used by writers to support your choice of quotations when developing your

Strategies/Interventions

- English Language teacher to make sure you have sufficient worked examples of PETAL paragraphs to refer to.

PETAL paragraphs (Point, Example, Technique, Analyse and Link back to the question) to move $\frac{1}{2}$ grade closer to your End of KS4 target grade by the end of the Spring Term.

- To be able to name the techniques used by writers and poets, such as simile, metaphor, adjective, verbs etc - to meet the Exam Boards expectations and achieve your target grade
- To increase Reading Age by 6 months (currently ***)
- To actively ask for help when you do not fully understand a question / task
- To add information on your revision cards/mind maps for Geography and History weekly, to support progress and getting closer to achieving your Target Grade by the end of the Autumn Term (excellent revision resources for later when you have Mock/GCSE exams)

- English Language teacher to ensure you can name various techniques used to convey writers' ideas, so you can easily identify one to support your point of view, whenever you write using the PETAL paragraphs technique
- Teacher to provide you with a list of key terms you can refer to
- Teacher to review seating plan to support progress
- TA to check accuracy of notes (spellings and content) - ensuring time to redraft work
- Regular attendance to the SRA Corrective Reading sessions timetabled weekly
- Use a range of resources as well as books, such as online text, comics, magazines, Games instructions
- Home to support with short reading tasks and then ask open ended questions to promote understanding
- Check through the information available (board/screen/book)
- Speak with your peer
- Use of traffic Light Cards
- Teacher/TA to provide cards/material for you to create suitable revision material
- Opportunity for peer/group collaboration compiling revision materials/notes
- Home to check you are creating revision material and referring to the Study Skills Guide you received