

PASTORAL SUPPORT PROGRAMME

NAME	GENDER	ETHNIC ORIGIN	DOB	SEN SUPPORT/ CiC/EHCP	UPN
SCHOOL	CLASS / TEACHER		START DATE OF PSP	CO-ORDINATED BY	

PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'?
(To be considerate of statutory school age on the term after 5 th birthday)	(ongoing recognition of weekly success)
<p>Week one: 9.30-10.30. Key person to meet mum andat the school office</p> <p>Week two:9.30-11.30 As above</p> <p>Week three: 8.50 – 11.30 key person to meet mum andfrom the school playground</p> <p>Week four: 8.50 – 12.30to stay to eat lunch with peers</p> <p>REVIEW DATE SET FOR.....</p> <p>Week five : 8.50 – 1.05to stay for whole of lunch time</p> <p>Week six: 8.50- 2.30to stay for the majority of the afternoon, but to exclude the end of the day to enable a calmer end of day</p> <p>week seven :8.50 – 2.30 (as above)</p> <p>week eight 8.50- 3.20to stay for the whole day but to continue with the meet and greet/key person approach at start and end of day</p>	<p>.....will settle into school routine and engage with key person to discuss the activities set for each session</p> <p>.....will be able to participate in playtimes with peers</p> <p>.....will enjoy receiving verbal praise and tangible rewards such as certificates and stickers</p> <p>.....will engage more with learning/ play activities and allow adult support as/when required</p>

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL
<ul style="list-style-type: none">has good peer relationships and is able to participate in teacher-led activities for short spaces of timeis able to engage well in (name specific subject area/task/activity)is able to show resilience in physical development by continuing to try when they are not able to do something first timeis able to cope well with separation from carers at the of the day 	<ul style="list-style-type: none">can sometimes find the end of the day difficultcan often be unsettled at carpet timegenerally has low self-esteem and confidence, particularly in teacher-led activitiesstruggles with unfamiliar adults e.g. PPA afternoons or Supply stafffinds the choice and freedom of child initiated activities challenging to maintainstruggles to accept adult direction and tends to follow own agendastruggles to be in the right place if things aren't going to plan

PUPIL COMMITMENT	PARENTAL COMMITMENT
I will try to be gentle with other children– no reported incidents of hurting others or upsetting their learning	<p>We will use positive communication with our child and school to reinforce expected behaviours</p> <p>We commit to the PSP process e.g. we will attend meetings and follow through with any agreed action points</p>

Early Years

Signed.....	Signed.....
SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
<p>Mr Jones (CT) will ensure that</p> <ul style="list-style-type: none"> - has a safe space within the classroom or vicinity - has sufficient time forto process instructions and uses name at the start of sentences - is given a fiddly at carpet time and sat near the edge to reduce contact with other children - is given sufficient 'take up time' to be encouraged to make the 'right choice' - limit the choices of child initiated by offering two motivating activities which enjoys - has time limited teacher-led sessions with clear outcomes that can understand <p>Mr Evans (TA) will...</p> <ul style="list-style-type: none"> - Meetat the start of each school session and talk through the morning visual timetable - lead play activities to encourageand develop specific play skills - model new play activities during child initiated sessions to build repertoire of play based activities <p>Mrs Thomas (SENCO) will carry out the risk assessment and ensure that this anticipates challenging behaviours – ensure that ALL staff are briefed to best support.....when increased levels of anxiety are observed</p> <p>All staff – positive reinforcement when appropriate behaviours are observed. Ensure any unwanted behaviours are discussed withindividually</p> <p>Key words/help scripts shared with all staff e.g. "I'll give you a moment to think about that, and will come back to you"</p> <p>Signed.....</p>	<p>STLS – commitment to support school staff to discuss and suggest possible strategies/support to ensure that the PSP is a success</p> <p>EP- observeand offer advice/strategies in report</p> <p>Signed.....</p>

PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?)	ACTIVE (How will adults know that I'm on the edge/ becoming anxious?)	REACTIVE (How will adults know that I'm that I'm ready to explode?)	RECOVERY (How will adults know that I'm returning to my calm feeling?)
<ul style="list-style-type: none"> o I will be smiling o My body will look relaxed o I will be able to ask an adult if I need help o I will sit on the carpet looking at the adult speaking o I will complete the task or activity 	<ul style="list-style-type: none"> o I will chew my jumper o I may shout o I may get upset or say rude words to my friends o I may not let my teacher help me o I may use my safe space to calm o I will fidget more 	<ul style="list-style-type: none"> o I may use rude words o I may run away from adults o I may throw something o I may shout 	<ul style="list-style-type: none"> o My rude words have stopped o I have returned to the classroom – perhaps gone to my safe space o I have stopped shouting or throwing things o I will take a drink of water, if I am offered one o I will start talking about different things – I like talking about pirates and Thomas the Tank Engine
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?
<ul style="list-style-type: none"> o Adults will smile back – everyone likes to smile!! o My teacher will say 'well done' if I put my hand up on the carpet o An adult might give me a 'thumbs up' because I'm sitting nicely on the carpet o My teacher will always try to 	<ul style="list-style-type: none"> o My teachers will remind me to put my hand up or have a carpet moving break o My teachers will remind me that my friends do not like it when I shout at them o My teachers will remind me to use my safe space and give me time to be myself 	<ul style="list-style-type: none"> o My teacher will make sure that I am safe – they will need to know where I am, but will not chase me o My teachers need to make sure that others are safe – if I throw something at another person, I will be removed from the classroom, or the 	<ul style="list-style-type: none"> o My teachers will be happy when I am safe – they will tell me this o My teachers may offer me a drink of water o My teachers will talk to me about things that make me happy, before talking about what happened...

Early Years

give me help if I need it	<ul style="list-style-type: none"> ○ My teachers will give me thinking time to help me to remember to make the right choices 	<ul style="list-style-type: none"> ○ other children will be removed ○ Adults will need to know where I am by watching me. This keeps me safe 	
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The information above can and should inform the Risk Assessment.

- Please attach or identify where the Risk Assessment can be located.

HOW WILL I KNOW THAT I'M DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?
I will see lots of smiley faces! My reward chart will be full up! I may enjoy coming to school I may feel happy	Adults might have to play more with me I will need reminders to help me remember the right things to do I might need to be taken to my safe space to feel better

Review dates (to be written in from the beginning of the PSP process)	
	Actions from the review meetings
Week 4: Date.....	
Week 8: Date.....	