

PASTORAL SUPPORT PROGRAMME

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

<p>PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN</p> <p>Week one: 9.30-10.30. Key person to meet mum andat the school office Week two: 9.30-11.30 As above Week three: 8.50 – 11.30 key person to meet mum andfrom the school playground Week four: 8.50 – 12.30to stay to eat lunch with peers REVIEW DATE SET FOR..... Week five : 8.50 – 1.05to stay for whole of lunch time 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 week seven :8.50 – 2.30 (as above) 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>HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)</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 activities and allow adult support as/when required</p>
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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 structured activities for short spaces of time •is able to engage well in (name specific subject area/task/activity) •is able to show resilience in Maths lessons and can be challenged to complete further activities •is able to cope well with most transitions throughout the day 	<ul style="list-style-type: none"> •can sometimes find the start and end of the day difficult •can often call out answers •generally has low self-esteem and confidence, particularly in writing tasks •struggles with unfamiliar adults e.g. PPA afternoons or Supply staff •finds prolonged play activities difficult and struggles if the rules of the game changes •struggles to accept adult direction without argument •struggles to be in the right place if things aren't going to plan

PUPIL COMMITMENT	PARENTAL COMMITMENT
<p>I will try to treat all other children consistently gently in school – no reported incidents of hurting others or disrupting their learning</p> <p>Signed.....</p>	<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 an agreed action points</p> <p>Signed.....</p>

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 answer a question - givea note pad or white board to write down answers - is given sufficient 'take up time' to be encouraged to make the 'right choice' - limit the timehas outside and give.....her a responsibility/activity to complete inside with a peer - writing tasks will be supported with appropriate visual supports and/or scaffolding to enable success <p>Mr Evans (TA) will...</p> <ul style="list-style-type: none"> - Meetat the start of each school session and talk through the activities/tasks/work that needs to be completed - lead play activities to encourageand develop specific play skills <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 my teacher if I need help o I will put up my hand to give my teacher answers o I will complete the task or activity 	<ul style="list-style-type: none"> o I will chew my jumper o I may shout out answers o I may get upset or say rude words to my friends o I may not let my teacher help him o I may use my safe space to calm 	<ul style="list-style-type: none"> o I may use swear words o I may run away to the playground o I may throw something o I may shout 	<ul style="list-style-type: none"> o My swearing has stopped o I have returned to the school – 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 my favourite football team
<p>What will the adults do to support me when I feel like this?</p>	<p>What will the adults do to support me when I feel like this?</p>	<p>What will the adults do to support me when I feel like this?</p>	<p>What will the adults do to support me when I feel like this?</p>
<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 or use my note book to write the answers down o My teacher will always try to give me help if I need it 	<ul style="list-style-type: none"> o My teachers will remind me to put my hand up or use my note book to write the answers down 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 o My teachers will give me thinking time to help me to remember to make the right choices 	<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 other children will be removed 	<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...
<p>The information above can and should inform the Risk Assessment.</p> <ul style="list-style-type: none"> o 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 will be able to join my friends at playtime for a longer time I may enjoy coming to school	I may need a Buddy or a teacher at playtimes or spend more time in my classroom

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