



Name: XXX		DOB:	SEN Stage:	Profile No.:	Date:	Review:
Form: Form Tutor:			In School Support/Specialist Services: Learning Strategies Mentor:			
Cognition and Learning: <input checked="" type="checkbox"/>		Social, Mental and Emotional Health: <input type="checkbox"/>		Interaction and Communication: <input type="checkbox"/>		Sensory and/or Physical Development: <input type="checkbox"/>
EAL: <input type="checkbox"/>	LAC: <input type="checkbox"/>	G&T: <input type="checkbox"/>	PP: <input type="checkbox"/>	FSM: <input type="checkbox"/>	SP: <input type="checkbox"/>	
Brief Description of the Student: I enjoy all kinds of sport especially football. I like listening to music and gaming. I find spelling and organising ideas within a set time tricky. I like working with a partner to share and organise ideas.						Image of Student
Nature of Primary Needs: Cognition and Learning: XXX is a hard working and conscientious student who is eager to please. He lacks self confidence but responds well to praise and encouragement. He finds it hard to 'take in' information verbally and will ask for confirmation of instructions. XXX has difficulty processing information at speed. This will affect his ability to read text quickly, copy information from the board, complete a dictation exercise or work quickly within short time limits. He will require extra time to complete tasks and tests. He needs to read the text several times in order to understand its meaning.						
Personal Data:						
KS2 SATS Eng: Maths: Sci:		KS3 SATS Data: En: Ma: Sci:		CATS Data: Verbal: Quant: Non-Verbal:		Assessment Data:
Access Arrangements:						

Targeted Provision available:

<input type="checkbox"/>	Focus Group - Literacy 1 lesson per week.	<input type="checkbox"/>	Homework Sessions Tuesday or Thursday in the Learning Strategies Department	<input type="checkbox"/>	School Counsellor
<input type="checkbox"/>	Focus Group – Numeracy 1 lesson per week	<input type="checkbox"/>	Mathematics Intervention 1 x weekly – Mathletics	<input type="checkbox"/>	External Agencies involved
<input type="checkbox"/>	In class support for Literacy Skills	<input checked="" type="checkbox"/>	Subject Intervention Provision 3 x weekly	<input checked="" type="checkbox"/>	Strategies to staff re: supporting students with specific needs
<input type="checkbox"/>	In class support for Numeracy Skills	<input checked="" type="checkbox"/>	Spelling Skills Intervention 1 x weekly	<input type="checkbox"/>	Anger Management
<input checked="" type="checkbox"/>	Reading Skills Intervention 1 x weekly	<input checked="" type="checkbox"/>	Mentoring Provision on request	<input type="checkbox"/>	Clearly Differentiated Curriculum

Parental Support Strategies:

<input checked="" type="checkbox"/>	Close liaison with school and engage with the Student Profile Review Meetings.	<input checked="" type="checkbox"/>	Offer guidance and support where required.
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Learning Strategies:

Subject teachers to:

Interaction Skills:

- Encourage working with a partner to share and organise ideas.
- To give the class 'think time' in discussions to help XXX gain confidence.

Instruction skills:

- Provide extra time for work in lesson (copying from the board, dictation, specific tasks).
- Ensure XXX understands what is being asked of him and encourage him to ask for help when he needs it.

Processing Speed:

- XXX may need more time to process information (copying from the board, dictation, specific tasks).
- Allow up to 25% extra time in tests and exams.

Literacy Skills:

- Printed copies of information rather than copying from the board would be useful e.g. copy of Teacher notes/Powerpoint notes would help to support XXX's lesson notes.
- Encourage careful planning of ideas prior to starting tasks by using Visual planning techniques e.g. mind mapping, flow chart and writing frames.
- Provide lists of keywords/useful vocabulary for each subject that he is studying.
- Encourage the use of a dictionary and thesaurus to support written work.
- Provide structured questions in comprehension tasks to help develop skimming and scanning skills.
- Encourage XXX to proof-read his work carefully and self-correct his mistakes wherever possible - use 'read aloud' strategy or a peer marking buddy for support.
- Direct XXX to Sharepoint in order to access extra resources to support your subject area.