



Learning Plan for Xander Wardale

Stage: **E**

Date of birth: 2/7/2009 Gender: Male Tutor group: 10CPE Year group: Year 10

Teacher: Mrs Ann Rex Start date: 9/1/2024 Review date: Plan number: 5

SEN needs:

- Autistic Spectrum Disorder (ASD)
- Social, Emotional & Mental Health (SEMH)

Gifted & talented: N First language: English Free school meals: N Medical needs: Y In care: N Ethnic background: Pupil
Premium: N EAL: N Armed forces: N Year 7 catch up: N Attendance: 63.2%

Assess

Areas of strength: Working well to expectations in English. Xander is articulate and curious and demonstrates good verbal ability in class. Xander has formulated friendships in his year group. he is confident and motivated socially, he is able to interact and share information with his peers

Areas of concern: Xander is not making progress. He demonstrates significant behaviour challenges. He has a diagnosis of ASD and ADHD. Xander demonstrates physical and sensory needs.

Reading age: 10.6

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Concentration ASD	To start tasks quickly and maintain focus during completion.	Tasks are started within 1 minutes for each lesson over all lessons	A class timer should be used to encourage Xander to start tasks on time and achievement of starting task should be praised. Time should be spent ensuring that Xander understands the requirements of the task and the success criteria. A short countdown to the start of the task will help Xander become mentally prepared to start. Clear expectations about pupils applying themselves quickly to tasks should be expressed and progress should be noted on monitoring sheet.	
ASD (Autistic Spectrum Disorders)	To adhere to classroom rules .	Adheres to classroom rules all of the time.	Basic classroom rules on prompt card/poster, praise/reward for sticking to rule.	
Listening	Think about a question you may want to ask.	Improved listening skills demonstrated.	Thinking time necessary, working with a partner or in a group, praise for valid contribution.	

Summary

Xander will need to be sat carefully in the classroom, ideally next to positive role models. Xander works best in a calm classroom. He can become over stimulated and unable to calm down enough to start/complete work. Xander's focus varies from lesson to lesson and he can struggle to motivate himself. He responds very well to praise, and clear and concise instructions work best. Xander rushes through work, and this will need to be closely monitored by staff. Xander should be encouraged to slow down, he gets frustrated if he struggles with a piece of work, so staff need to differentiate and chunk his work to ensure he is able to access the curriculum. Xander has difficulty with his emotions and is not very resilient. Xander should be placed in groups where the students are supportive. Xander has been known to have some emotional outbursts. If this happens in class allow Xander time-out and if the issue is significant then he may need support from a trusted MOS, who can unpick the issue and support Xander. Xander can be very easily distracted. Xander fidgets and struggles to sit still due to his ADHD. He needs routine and struggles when there is a change to his normal routine. He will need to be pre-warned of changes to the school day.

Parent / Guardian contribution

update - 21/11/23

Xander is a bright boy, who due to his combination of ASD and ADHD can really struggle in the school setting. We want to support Xander's teachers, so please if there are any ongoing issues, feel free to contact us. We know it is only by working together that we will get the best out of Xander.

Pupil contribution

'I enjoy Certain subjects - English (when I am allowed to go), Maths (depending on the teacher), being with friends at break, certain teachers (Mr Wells/Mr Hedge). I don't like Certain teachers - the way they act with me, the tone of voice can be jarring, being treated like a baby, repeated requests with no time to act (science), not being heard or understood, certain subjects - RE (boring), Drama (pointless), eating around people, C3 room - some teachers just say - get out, I don't know where to go so I just wander about. I am not good at much, maybe English but not done it in ages, I like IT and Cooking (food tech). Things I find difficult include writing forms, behaving, writing long things, getting angry, doing things without thinking, making bad choices, being loud, when others invade my space, when teachers repeat themselves over and over asking for the same thing before I can do it, when people baby me i.e. sit next to me and tell me what to do when I already know. I need time to myself - 5 min walk, breaking things down, some teachers are nice, but some don't like me - then it's hard. I don't like when adults sit next to me in lessons and whisper in my ear

Classroom Strategies

Xander has a range of provision in place including -

Teachers to ensure Xander feels supported and welcomed and gaps in learning are supported.

- Information will be chunked and clear and concise
- - key vocabulary taught
- Provide check lists for Xander
- Use of precision praise
- Cue Xander in by name question Xander to prompt engagement and maintain focus
- Check in person for transitions.
- Positive behaviour report
- Teacher to adjust behaviour policy to include more prompts and time for Xander to reflect and respond

Targeted:

WRL

SENCO

Learning plan reviewed and edited 6.9.21.

Recommendations from CCT added 4/10/21

- Xander would benefit from having a selection of proprioceptive activities that he can complete daily to help him to maintain focus
- Xander would benefit from planned movement breaks in lessons. This could be in the form of jobs to do such as handing out books etc.
- Xander would benefit from using a whiteboard to write down answers to questions.
- Xander benefits from clear and concise instructions where his understanding of the task is checked on a one to one basis.

CCT recommendations updated 25.10.21:

- Xander may benefit from a positive behaviour report where staff make a concerted effort to look for and reward all positive behaviour within lessons.
- Xander benefits from clear and consistent boundaries across all lessons, where any consequences and negative points awarded are clearly justified.

Movement breaks
 1:1 key person
 Emotional regulation support
 CCT
 Transition support
 Music mentor
 Gardening

- CCT to continue work on managing behaviour

CCT 16.1.21

Use of a fiddle toy or therapy putty to use at the start of lessons, to allow a more settled and successful transition into lessons.

- Clear and consistent boundaries should be used across all subjects where understanding is not assumed but clearly explained. Any consequences given should be clearly linked to a reason.
- Use strategies such as social stories and comic strip conversations with which to unpick inappropriate conversations or incidents during social situations.
- Receive clear, concise and key information from adults, with positive language incorporated throughout instructions and affirmations
- Have appropriate conversation skills taught in an explicit way. Modelling appropriate interactions with peers, social skills groups.
- Teaching specifically: explanations of exactly what the vocabulary/language means
- Use of non-ambiguous language terminology

Recommendations from EP shared 9.3.22

- Attention, hyperactivity and impulsivity – to be further assessed by neurodevelopment team. This will require further referral
- Low arousal learning environment
- Movement and exercise breaks – threaded across his day – in lessons and at break and lunch times. He will require adult encouragement and supervision for this. This could be within a trusted small group setting.
- Individual five minutes time with key and trusted staff at the beginning of each lesson to go through clear and visual expectations. Additionally, these should be

referred to as and when needed

- Flexibility of approach from staff
- Strategic praise - recognition of making the right choices
- Recognition of his strengths, small achievements and successes across his day
- Immediate or short-term rewards and consequence
- Persistence and consistency – across all staff – this will require SENDCo or key staff to oversee this
- Reduced waiting times
- Visual, clear plans and checklists for lessons and unstructured activities
- Use of timers/countdowns for completion of tasks and responding appropriately
- Self-regulation – teaching and encouragement of effective and best strategies should be encouraged and supported

Additional requirements

Access arrangements

Additional requirements

CCT support in school

Movement breaks

Removal from MFL to work in SSC

Timeout card to SSC

Blazer pass

Provisions

Name	Area of concern	Wave	Start date	End date	Session frequency	Session length
Ed Pysc Support	Social, Emotional and Mental Health Difficulties	3			1 time in total	
Understanding ASD	Cognition and Learning Needs				1 time per day	
Phased reintegration	Social, Emotional and Mental Health Difficulties	2				
Emotional check ins	Social, Emotional and Mental Health Difficulties	2			1 time per day	
Emotional Literacy	Social, Emotional and Mental Health Difficulties				1 time per day	
CCT	Communication and Interaction Needs	3	01/09/2021	15/07/2022		
Sports coach	Social, Emotional and Mental Health Difficulties	3	02/05/2022	22/07/2022	1 time per week	
Lexia Power Up	Cognition and Learning Needs	3	01/09/2022	31/08/2023	1 time per day	
School Counselling Service	Social, Emotional and Mental Health Difficulties	3	12/09/2022	31/08/2023	1 time per week	
Homework Club from Sept 22	Cognition and Learning Needs	2	20/09/2022	21/07/2023	4 times per week	40 min
Ed Pysc Support	Cognition and Learning Needs	3	12/11/2022	10/02/2023		
CCT - from Jan 23	Communication and Interaction Needs	3	08/01/2023	31/03/2023		
Group TA Support	Cognition and Learning Needs	2	06/09/2023	18/07/2024	9 times per fortnight	1 hour

Files

Name	Time uploaded	Type
CCT School Visit Summary XW 19.10.2021 CN.docx	29/10/2021 18:40	Pupil document
XW - EP feed back.pdf	11/1/2022 15:09	Pupil document
CCT Record of Intervention XW 7.12.2021 CN.pdf	16/1/2022 13:52	Pupil document
X Wardale - 2.3.22.pdf	2/3/2022 10:16	Pupil document
xander wardale feb 22 q'aire feedback report att'n asd PRAD.doc	9/3/2022 11:04	Pupil document
XW CCT School Visit Summary Summer term 22.pdf	11/7/2022 17:00	Pupil document
15 Assessment Report Xander Wardale XH Final 13 06 22.pdf	4/1/2023 11:12	Pupil document
XW - Connors' Teaching Rating Scale - 13.12.2021.pdf	5/6/2023 14:07	Pupil document
XW Progress Reports 21.4.2023.docx	4/7/2023 09:22	Pupil document
WRL Mapping XW.docx	4/7/2023 09:32	Pupil document
XW Educ8 Jan 2023 FS477627837.pdf	4/7/2023 09:33	Pupil document
XW - Education and Inclusion Assessment - 3.10.23.pdf	3/10/2023 10:21	Pupil document
XW - Education and Inclusion - 18.10.23.pdf	18/10/2023 09:32	Pupil document
CCT School Visit Summary XW 14.9.2021 CN.docx	4/10/2021 16:02	Plan document
Xander Wardale referral form.pdf	12/11/2021 15:03	Plan document
Xander Wardale referral form.pdf	12/11/2021 15:04	Plan document