

Provision Plan 2023 – 24

Name: Ruby Sanders	Main Area of Need: Sensory
Year: 3	SEND Support or EHCP: EHCP
D.O.B: 4/5/2014	Start Date: September 2023
Completed by: Jane Madders (Class Teacher)	Review Date: January 2024, April 2024

The following support runs alongside Wave 1 – ‘Quality First Teaching’ in all curriculum areas:

Curriculum Area/Area of Focus	Provision	Staffing/Agency Input	Frequency and Duration	Hours Per Week	Outcome Next Steps: January, April	Outside Agency Input
<b>Social and Communication</b>  Work on communicating with adults and children including holding a conversation.	1:1 Activities with LSA or small grouped activities (card games) to start conversations.  Social Stories with discussion to support sharing ideas.	LSA/TA	Twice per week.  20 – 30 minutes	1 hour	Ruby to be able to hold a conversation with children and adults. Develop turn taking and listening to others.  Ruby is able to share her ideas with the group. She can hold a small conversation but sometimes interrupts.  Ruby has made great progress. She knows when to wait her turn and is able to communicate better.	CAMHS
<b>Motor Skills</b>	<ul style="list-style-type: none"> <li>Knitting</li> <li>Mindfulness Colouring</li> <li>Pencil Control Activities</li> <li>Cutting along lines</li> <li>Making 3D Shapes (from nets)</li> <li>Theraputty</li> <li>Handwriting Practice</li> </ul>	LSA/TA	Three times per week or when required.  10-20 minutes depending on activity	1 hour	Ruby to develop her fine motor skills to support her in class (handwriting).  Ruby is enjoying the knitting and cutting. Her handwriting is better (letter formation).  Ruby is able to form all letters clearly. She is eager to join too. Ruby knows when to use Theraputty in class to support her.	
<b>Literacy Skills</b> To develop writing as well as understanding	Ruby to access Nessy  Small Spelling Group (Y1/2 Spellings) as well as Word Mats and Phonics Mat	Mrs Madders/LSA/TA	10 minutes 3x a week.	30 minutes	Ruby to develop spelling and understanding of others' emotions.  Ruby is progressing well on Nessy – this is showing in her writing. Ruby enjoys talking	

characters' thoughts and feelings.	Book Talk		15 minutes 2 x a week	30 minutes	about the books we are reading and can associate emotions with actions. Ruby's spelling has further improved and she can spell 75% of the High Frequency Words. She is recognising emotions and linking them between books.
<b>Maths</b>	Small group work in Maths or 1:1 support to aid learning. <b>Work on multiplication and division.</b> 1:1 work with recall of multiplication tables (3, 6 and 8s) <b>Work on 7s and 8s. Focus on 8s and 9s.</b>	Mrs Madders/ LSA/TA	Twice per week or when required.  Twice per week for 10 minutes.	30 minutes  20 minutes.	Ruby to develop understanding of concepts/retain methods as well as multiplication tables. <b>Ruby has benefited from this support with her mental addition and subtraction.</b> Ruby's recall of multiplication tables has improved significantly.

**Additional Information:**

Ruby likes her table organised and her visual timetable in front of her.  
Reward Chart on table for good sitting, good listening and good looking.  
Theraputty to be used before and after longer writing activities.  
Sensory Box for when Ruby needs a Brain Break.

**Reviews:**

**Review 1: January 2024**

<u>What is working well?</u>	<u>Targets</u>
<ul style="list-style-type: none"> <li>Ruby is benefiting from her Motor Skills Intervention – she is becoming more confident with her letter formation.</li> <li>Ruby enjoys Book Talk and is becoming more confident with recalling key events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Ruby to continue to practise her multiplication tables – 7s and 8s.</li> <li>Ruby to read some short stories at home with mum (picture books).</li> <li>Ruby to practise her 2s, 4s, and 5s at home to consolidate recall.</li> </ul>

**Review 2: April 2024**

<u>What is working well?</u>	<u>Targets</u>
<ul style="list-style-type: none"> <li>Ruby is recognising emotions in other lessons (RE and History) and can sort these.</li> </ul>	<ul style="list-style-type: none"> <li>Ruby to practise addition and subtraction calculations at home.</li> <li>Ruby to practise forming her letters on smaller lines.</li> </ul>

<ul style="list-style-type: none"> <li>• Ruby is able to hold a conversation with adults and her peers. She is able to make eye contact.</li> <li>• Ruby's fine motor skills have developed and she can clearly form her letters.</li> </ul>	
<b>End of Year Review:</b>	
<b><u>What worked well this year?</u></b>	<b><u>Targets for Next Year:</u></b>
<ul style="list-style-type: none"> <li>• Ruby liked taking part in Book Talk – this helped her to hear the story again and supported her in writing lessons.</li> <li>• Ruby has become more confident when speaking/holding a conversation with peers and adults. She has interacted with new staff members confidently (with eye contact).</li> <li>• Ruby has become more aware of feelings and emotions following her Intervention with LSA/TA. She is now able to recognise some of these in her peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to practise multiplication tables with 1:1 support – this worked very well.</li> <li>• Continue to practise forming letters for 20 minutes a week with 1:1.</li> <li>• Continue to use Sensory Box to support.</li> <li>• Continue with additional sessions for Fine Motor Skills.</li> </ul>