

Targedau / Targets	Sut rydych wedi gweithio ar hwn / How you have worked on this?	Ceir enghraifft ar / An example can be found on:
<u>Targed/Target 1</u>	Re-visit referencing conventions used by the university to ensure that these are used appropriately.	This can be found throughout my reference list.
<u>Targed/Target 2</u>	Ensure to use all opportunities to demonstrate your knowledge especially in the context of Wales and the Curriculum for Wales.	This can be found throughout my written response to the assignment.

Supporting your discussion with theory, practice, and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/ her learning during one particular transition period (horizontal or vertical).

A written reflection (Part 1)

For this assignment, I will aim to critically reflect on how best to support a learner whose progress is being affected by a specific barrier to their learning during a vertical transition. To protect the identity of the learner and follow BERA guidelines, the learner's name has been changed, and he will be addressed by the synonym 'Alex' (BERA, 2018). Alex has just turned nine years old and is in the process of a vertical transition from a mainstream school setting into a special education provision. Alex has received a diagnosis of Autistic Spectrum Condition (ASC) and PICA, an eating disorder whereby the person will put non-edible items in their mouth (National Autistic Society, 2020) (see pupil profile in part two). He received these diagnoses in May 2019 while enrolled in mainstream school and was given a 1:1 teaching assistant for support in the school's ASD Centre'. He is also currently in the process of getting a referral for an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis. In September 2023, Alex is making the vertical transition into a special education provision, a move which is continually being supported by his parents, the ASD Centre, and the Local Authority (LA). Alex's diagnosis of ASC poses a significant barrier to this transition as learners on the Autistic Spectrum find change to routine a significant challenge. These changes to Alex's routines have produced examples of challenging behaviour, which potentially could create several barriers to his learning (see behaviour plan in part two). To pre-empt this challenging behaviour

and allow Alex to adjust to the new school setting, a transition support plan has been compiled to best support him. This half-term plan has been developed to support Alex during this transition with positive reinforcements, with support from Alex's parents, his mainstream school, and the special education provision.

Alex is a learner placed in progression step three by age but is working at the level of progression step one. He is currently placed in an 'ASD Centre' in a mainstream primary school in a small village in Powys, where he has been since receiving an Autistic Spectrum Condition (ASC) diagnosis in 2019. He has received a place in a Special Education Provision in Neath for the start of the school year in September 2023, which his parents are very happy with as he will be able to receive more specialist support. For this commute, Alex will be eligible for transport to and from school by a Local Authority (LA) funded taxi escort who will be fully trained in his needs and how to support him. Alex is progressing in his verbal communication at this stage. He can communicate basic phrases of things he wants, e.g., "juice" or "pee toilet." however, he is being encouraged to use a 'core board' to extend his communication abilities and sentence structure, which is supported by the county Speech and Language Therapy team (SALT). Alex is a very active learner who enjoys exploring his surroundings in a sensory format. He has been diagnosed with PICA, which can present as him enjoying the sensory feedback he gets from putting non-edible items in his mouth. He values visuals such as 'now and next' boards and visual timetables to understand what is going on throughout the day, contributing to keeping Alex regulated. These visual timetables can be useful to all pupils on the autistic spectrum as they offer an understandable, easy-to-read overview of school routines throughout the day (Hewitt 2005, p. 65). However, Alex can present with complex behaviour if he becomes agitated or overstimulated. Hewitt (2005) suggests that the use of these visual timetables can aid with this, stating, "For those prone to distraction, it helps to refocus and remind them of appropriate tasks and expectations" (Hewitt, 2005, p. 65). In my experience working within special education provisions, these visuals can help learners with ASC as they can predict the activities during the school day. Resources such as 'now and next' boards and 'I am working towards...' charts are notably helpful for learners who attempt to avoid engaging in a particular activity, as this shows the learner that once they complete the current task, they will often have a reward which reinforces positive behaviour or have an activity in the 'next' section which they enjoy. Morling and O'Connell (2015)

support this viewpoint, as they suggest using these types of visuals allow for staff to model positive behaviour to the learners, using prompts such as 'work first, play after' (Morling and O'Connell, 2015, pp.20–41). These complex behaviours can create a barrier to his transition as Alex cannot comprehend the reasoning behind change without support or visuals. Learners can often exhibit these behaviours as a direct reaction to feeling threatened, whether that be in the form of unfamiliar visitors or surroundings, a change in routine or a breakdown of communication. These reactions increase the levels of stress and anxiety ALN learners experience which then leads to the display of complex and challenging behaviours (Murray et al., 2020, pp.159–176). Alex's behaviour plan (see behaviour support plan in part two) details multiple demonstrations of behaviour which Alex has shown during his time in school. These behaviours can be of risk to Alex himself, staff around him and other learners. They can include pinching/ hitting/kicking out, smearing, dropping to the floor, or running away from staff/school. The triggers of these behaviours are often derivative of Alex not being able to have his choice of a task, defiance, or frustration. Reese et al., (2005) supports this as they discuss that during their research, children on the autistic spectrum used disruptive and challenging behaviour to access an activity of their choice or defy instructions. It has also been suggested that poor expressive language skills and the ability to socially interact with others are linked with the development of complex behaviour in learners with ASC or cognitive delay (Murphy et al., 2005). To be able to support this vertical transition for Alex, recommendations for strategies and interventions have been made to support his transition and continue his progress in cognitive development. All strategies and interventions in this support plan have been developed using SMART targets, aiming to provide targets which are 'Specific, Measurable, Attainable, Realistic and Timely.' Estyn supports the use of SMART targets for learners, suggesting that there is "explicit clarity regarding the expected outcomes" of an activity, also stating that feedback from staff and learners is effective and task-specific (Estyn, 2018). Before Alex takes part in this transition, the first strategy discussed for his support plan is for the parents to meet with the staff from his mainstream school and staff from the special education school to be able to discuss his needs and their potential concerns during this transition period. Staff will also have compiled a behaviour support plan (see part two) and will produce this during this meeting to discuss any adaptations needed and to include Alex's parents in any decisions about his transition needs.

Estyn suggests creating an inclusive and engaging environment during transitions to welcome all stakeholders involved with the learners. They suggest this brings all stakeholders, whether it be professionals from schools or members of the community and parents, together to offer support and guidance while implementing these strategies (Estyn, 2016). This is supported by Welsh Government (2017) as they have discussed the importance of parental input into a learner's development. They state that modelling positive behaviour and providing positive guidance for their children can influence their outlook on life and prospects (Welsh Government, 2017). Moving forward from this, Alex will now be introduced to this transition by organising transition visits for him to visit the special education school. He will initially attend these transition visits for an hour at a time, once or twice a week, to get accustomed to the school building while being under the supervision of his 1:1 support from the mainstream school to allow for a familiar person to his routines. During these earlier visits, Alex will not be expected to engage or participate in learning sessions to engage with the sensory resources available to him during each visit. These may include the vestibulator in the sensory garden, soft play areas and sensory room activities. Haigh (2017) implies learners who have greater exposure to improving sensory processing have displayed progress in general cognition development. However, they present a limitation as learners with ASC often express a greater level of challenging behaviours when experiencing sensory overload (Haigh, 2017). This supports my experiences of these transition days as they have proven extremely beneficial for the learners and staff of the new school. Learners with Additional Learning Needs (ALN) often feel high apprehension and concern when transitioning to a new school. These transition visits allow for any unanswered questions to be addressed and for the learners to understand how their new school is structured so they know exactly what to expect when they transition fully. For the staff in the new school, it allows them to observe the learner and develop their judgement on them, rather than being influenced by the staff of the current school. It also allows them to plan in advance what strategies they would like to try to support best and progress the learner. This is supported by Marsh et al., (2017) as they have discussed that learners with ASC can often feel a higher level of threat in within social interactions. They also stress the importance of implementing positive strategies and interventions for learners with autism to create a positive start to their education (Marsh et al., 2017). As these transition visits continue for Alex, each will contain a

new activity for Alex to engage with, firstly being introduced to the learners he will be in a class with through play, then leading onto engaging in a 'Good Morning' session in the classroom environment. This will involve singing songs, numbers and initial sound recognition and atmospherics. Once Alex is settled and comfortable engaging in these sessions, his transition days will gradually get longer, introducing him to snack time routines and using a 'core board' to communicate with staff. He will be shown visual timetables for each visit, including a 'now and next' board, to introduce routines into his transitions. This support strategy will also be applied during the start of the new school year when Alex has moved to the special education school. This phased introduction will initially run for the first half term of the autumn term, with the goal of Alex being able to complete a full school day by the end of the half term. This will run much like the transition days, starting at an hour at a time and then increasing as Alex becomes more familiar with his new routines. To aid Alex's transition on non-visit days, his support plan suggests that he engage with several visual social stories regarding his school move. These social stories do not stand alone, and it is important to use them as an intervention to support other transition strategies. Dr Siobhan Timmins supports this by suggesting "they work well with many other positive concrete strategies to build social understanding" (Timmins, 2017, p.19). These social stories could include details of Alex wearing a different-coloured school uniform and having a taxi escort taking him to and from school instead of his parents. These visual social stories should be carried out during school routines with his 1:1 support in mainstream school and at home with his parents to reinforce this information. Orgren (2023) has suggested that the use of social stories has a positive impact on communication skills and social behaviour of learners on the autistic spectrum, as the stories use positive reinforcements to support the learner's self-esteem. They also suggest that using positive reinforcements and feedback decreases the complex and challenging behaviours learners often demonstrate (Orgren, 2023). Karkhaneh et al., (2010) support this discussion, suggesting that the short-term influence of social stories for learners with ASD is positive, with many benefiting from the behaviour expectations set out in these interventions. However, they are critical of the effectiveness of social stories on a long-term basis, implying there are too many variables to produce accurate results, and they suggest a more in-depth research study is needed (Karkhaneh et al., 2010). Rhodes (2104) has also expressed some potential limitations regarding using

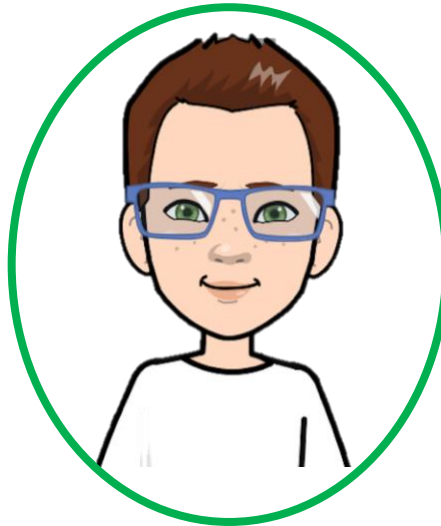
social stories with non-reading learners. They state that in their research, the use of social stories was unsuccessful with some learners as they were not able to read them independently (Rhodes, 2014). This could be developed using Makaton or British Sign Language visuals as part of the social stories for these learners. In my experience working with learners with ASC, I have observed that the use of Makaton Sign Language is often far more beneficial to learners who are non or pre-verbal. Learners on the autistic spectrum often are delayed in spoken communication and use basic sign language or Picture Exchange Communication System (PECS) / 'core boards' as a form of communication with adults. From my professional experiences, I have used sign language and PECS as visuals for communication with learners who would otherwise be unable to communicate. This allows these learners to voice their wants and needs, meaning the behaviour challenges due to frustration can be limited. This is supported by Lerna et al. (2012) as they found during their research that learners on the autistic spectrum who use PECS have improved communication skills in social situations. They also suggest that learners' behaviour challenges, which typically arise during "unstructured settings", are limited due to their ability to communicate using this method (Lerna et al., 2012). As part of Alex's current Individual Development Plan (IDP), his targets include the 'Descriptions of Learning' from each 'Statement of What Matters' area of Curriculum for Wales 2022 (Welsh Government, 2020a). These targets apply to the 'Mathematics and Numeracy' and 'Language, Literacy and Communication' Areas of Learning and Experience (AoLE's). These IDP targets will be completed during the 'Good Morning' session as a continual work task to retain the learning through repetition. As Alex is currently working at the level of a Progression Step 1 learner, his targets will include working towards using the correct pen grip to complete number and letter formations. From here, his support plan will be reviewed and adapted to include the progression onto the next 'Description of Learning' to continue his cognitive development. Kaehene and Beyer, (2013) support the use of cognitive interventions for learners with additional learning needs as they suggest they can positively influence the transition process. However, they are critical of similar strategies which are not completed consistently and frequently, implying it "may be too optimistic to expect radical improvement" without the use of repetition that is advised (Kaehne and Beyer, 2013). This follows the behaviourist learning theory, supported by Skinner who argued to reinforce and use repetition in learning was essential for retaining knowledge, also

suggesting that the use of positive reinforcements support the outcome of positive behaviour (Skinner, 1958).

In conclusion, there are many barriers to learning which could occur while a learner is transitioning. Each learner is unique in the way they react to change; however, the addition of additional learning needs also creates many barriers and challenges. By creating a combination of the individual support plan and behaviour plan, the stakeholders have clear guidance and expectations of a mid-term plan for the learner's progression and development. Despite the barriers of Autistic Spectrum Condition and potential behaviour challenges to his learning, the learners transition into a special education provision has the potential to be successful and beneficial due to the strategies and provisions put in place. For learners who require a similar level of support and guidance, it would be beneficial to include parts of their support plan strategies around their learning space to promote and encourage those positive outcomes. An example of this would be to include PECS symbols on classroom display boards which allows the learners to understand their purpose and benefit from this form of positive feedback. This is a concept I would like to use going forward into my professional teaching career as a method of equality to promote inclusivity and community spirit within a classroom. It is important to note that while working with learners with additional learning needs, my understanding of the need to have flexibility and adaptability in plans and timetables has developed to cater for the needs and demands of each learner. For future practise relating to my professional development, this reflection of learning barriers during transitions has developed my skills and abilities to understand and attain each strand of the Qualified Teaching Status. In relation to the 'Advancing,' 'Refining' and 'Influencing' Pedagogy, this reflection and use of support plans demonstrates the ability to manage the learning environments in addition to giving the learners the opportunity to reflect on their learning. The 'Collaboration' and 'Innovation' are also strands in which it is possible to progress in future professional development as it is required to develop new and advancing techniques and seek advice and support.

All About Me

My One Page Profile



Name: Alex Dawson

Date of Birth: 23/08/2014

Class: Dosbarth Oren

- I live at home with Mam, Dad, and my baby brother Arlo.
- I am verbal, please encourage me to use my core board to promote me to communicate what I would like.
- I am long sighted and wear glasses to help me.
- I need visuals to support my language and to help me understand what you want me to do.
- I have ASC and I am in the process of getting a diagnosis of ADHD.
- I can wee on the toilet, but I need reminding to go.
- I have PICA which means I put non-edible items in my mouth. Please stop me from doing this.

What is important to me?

- Painting
- Thomas and friends
- Shooting star videos
- Chuck Macalister
- iPad time
- Outdoor play
- The sensory room
- Scooters and swings in the sensory garden
- Playdough
- Sensory body sox – I love the body sox, but it can get me too excited and overstimulate me.

Examples of Behaviours demonstrated.

- Hitting / Kicking
- Scramming / pinching
- Running Away
- Smearing

Preferred physical interventions to be used if necessary.

- Gradual and graded responses: walk away and see if Alex follows.
- Walk with guiding hands / holding hands.
- Two-person single elbow escort

What do others like and admire about me?

- Alex is a very loving child who enjoys cwtches.
- Alex is an extremely good reader and is learning to use his words to communicate.
- Alex enjoys playing with toy cars in the outdoor area and is using this to begin to initiate socialisation with the other learners.
- Alex is a very busy but delightful little boy but needs constant supervision.
- Alex is working on his routines with the use of visuals and a now and next board.

What do I need to support me?

- Fidgets
- Chew toys to help with my PICA.
- Timers
- Now and next boards
- Visuals and Core boards to help progress my speech.
- Toileting prompts
- I do not like the school hall, so will need lots of encouragement and fidgets.
- I like deep pressure massages when I get overstimulated.
- I am not currently on any medication pending an ADHD diagnosis.

Alex's Development

(Discussion based on collaboration between Alex's Parents, his Mainstream Class Teacher, his 1:1 Teaching Assistant Support, Special Education School Class Teacher, Special Education School Pastoral Support Coordinator)

Emotional Well Being and Social Development

- Alex very rarely makes eye contact but will use expressions to show how he feels. He will smile when happy, scowl when he feels angry or cry when he is sad, however he cannot recognise these emotions in other people.
- Alex struggles to make typical friendships; he will usually play on his own with toy cars or trains. He will only interact with other learners when they have something he wants.

Physical Development

- Alex's diet is very limited, only eating dry, beige foods such as pasties, plain crisps, and chocolate.
- He is a very active learner who struggles to sit down for more than 30 seconds. He will wiggle his hands in front of his eyes as a form of 'Stimming'.
- Alex will self – injure himself by scrambling himself, pull his ears and hair, and bang his head on the floor / table when he is frustrated. He will also throw his glasses in an attempt to break them as an act of frustration and defiance.
- He is long sighted and wears glasses to help him see things closer to him.
- He is unable to dress himself independently or use zips, buttons, Velcro straps etc.
- Alex is competent in his gross motor skills abilities but needs support to develop and progress in his fine motor skills.
 - He is currently holding mark making tools in a dagger hold. When picking up items from the table e.g., food or fidgets etc, he will use a grabbing motion with a fist.

Literacy, Language and Communication Development

- Alex is under the Speech and Language Therapist for his communication. Alex will generally only use his speech to repeat something you've said.
- He uses a small number of phrases to ask for what he wants, such as "pee toilet" or "juice" but will usually reach and grab for what he wants rather than using his 'core board'.

- His speech and language therapist has noted that he will make up his own language while talking to himself, which will always be in a monotone nature.

Cognitive Development

- Alex is a very able learner but is very defiant to complete a task. His poor ability to concentrate means he will only be sat for a very short period of time before he demonstrates his behaviour challenges to avoid the task.
- He is working at Progression Step 1 for Maths and Numeracy and Literacy, Language and Communication.

My Individual Development Plan (Transition Support)

Learners Name: Alex Dawson			Date of Birth: 23/08/2014		
School Leaving: Mainstream Primary School			Transitioning to: Special Education Provision		
Communication: Alex is able to vocalise basic words of what he would like and uses ‘Core Boards’ to support this.					
Learning Styles: Alex is a very sensory learner who likes to touch, smell, and specifically taste objects.					
<u>Priority areas that must be considered while joining a Special Education Provision</u> All targets adhere to SMART targets.					
This support plan has been initially developed for the first half term of the Autumn Term. It will be reviewed and adapted accordingly for the latter half term.					
Specific / Realistic <i>Intervention / Strategies best to support</i>	<i>How the support will be offered</i>	Attainable <i>Agreed by stakeholders involved.</i>	Measurable <i>Evolution Strategies</i>	Timely <i>When to review</i>	<i>Evidence of progression and date</i>
It would be beneficial for the parents of Alex to meet with the class teacher / Senior leadership of the Special Education School before the transition days.	With effective communication, the special education school should hear the concerns from the parents regarding the transition and Alex’s needs and set goals on how to support him during this time.	- Parents - Special Education School Teacher - 1:1 support from mainstream school - Mainstream school ALNCo	An invitation sent out to parents and parents have accepted.	Beginning of Summer Term (Year 4), end of Autumn Term (Year 5) and end of the Summer Term (Year 5).	Parents have now met with staff from the special education school and are happy with how the transition from mainstream is planned.
Organise transition days for Alex to visit his new school ready for September.	Alex will be brought up to the special education school by his 1:1 for multiple morning sessions during the summer term. These will start off at an hour at a	- Alex - 1:1 support from mainstream school - Special education school staff	Timetable for days that he visits	Throughout the duration of the Summer Term (Year 4) and by the end of the school year.	Alex has now met all adults and learners who he will be working with in September. He seems to have settled well into the school set up and enjoys full use of

	time exploring the resources available including the sensory garden and soft play area. Eventually, he will join a classroom environment and engage in routines such as morning check ins and stay for snack and dinner time routines.				the resources available at the special education school.
It would be beneficial if Alex was to be shown a number of visual social stories on his school move.	Alex should be shown a visual social story for each new event which cannot be prepared for e.g., wearing a different colour uniform and taxi escort to and from school.	- Alex - Parents - 1:1 support from mainstream school - Mainstream School ALNCo	Visual social stories book is completed, and evidence compiled.	Throughout the duration of the Summer Term (Year 4) and by the end of the school year. This should also be carried on during the school summer holidays by his parents at home.	Alex now understands that he will be wearing a different colour uniform to his new school, and he can communicate on his core board that he will not be dropped off at school by mam anymore, that he will be taken on the minibus.
Phased introduction into the school year for the first half term of the Autumn Term.	It was discussed that it would be beneficial to Alex to continue on from the transition days with a phased introduction into the school year. This timetable would consist of the first week being mornings only (including snack times) then doing home before dinner time. Then the following week to include staying for the	- Alex - Parents - Special Education school staff	Alex will continue to have timetables for his days in school. He will also have visuals such as 'Now and Next' boards to help his transitions in school.	Throughout the duration of the first half term of the Autumn Term. This will be revisited at the end of this half term and adjustments will be made if necessary.	Alex' parents have agreed this phased introduction is the most beneficial way to introduce Alex to his new school. It will also allow the special education school to prepare resources to best support him.

	dinner time routines. This would then be followed by staying for the afternoon sessions but leaving before the taxi escorts arrive. Then, if successful, Alex would be happy to stay all day and complete a full week at his new school.				
During 'Good Morning' check in, Alex will work on his Individual Development Plan (IDP) targets from the Curriculum for Wales Areas of Learning and Experience (AoLE's) to allow for the continual development of these skills.	It has been discussed that Alex is working on his number and letter recognition and formation during his sessions with his 1:1 support in his mainstream school. It would be beneficial for Alex to continue this work during the 'Good Morning' sessions using 'Hand over Hand' formation. <u>Descriptions of Learning (Numeracy)</u> "I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond." (Welsh Government, 2020b)	- Alex - Special Education support staff	Alex will continue to work on his IDP targets during 'Good Morning' sessions. There will be opportunity to progress his formation skills from hand over hand, to tracing the sounds and numbers to eventually being able to form these freehand.	Throughout the duration of the first half term of the Autumn Term. This will be revisited at the end of this half term and adjustments will be made if necessary.	Alex now has the understanding that during 'Good Morning' sessions, he is expected to engage with his work booklet. He is in the process of moving from 'hand over hand' support to tracing over letter and number formation guides.

	<u>Descriptions of Learning (LLC)</u> “I am beginning to form letters correctly using an appropriate grip.” (Welsh Government, 2020b)				
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My Behaviour Support Plan

Behaviour	Trigger	Reasonable Adjustments / Distraction Techniques	Positive Handling
Dropping to the floor	- Frustration - Task avoidance - Disappointment - Defiance	- Use of visual aids so that Alex understands what is happening e.g., now and next. - Timers to signal ending of favourable task. - Clear instructions and low number of words - Allow Alex space to calm down. - Use of distractors throughout the day / fidget toys / high five	- If a danger to himself, use a two-person single elbow to escort Alex to a calm, safe space.
Running away	- Frustration - When he wants something - When he's not allowed his choice at that time - Amusement	- Support transitioning around the building with an adult - Visual support e.g., now and next - Timers - Encourage walking through positive messages e.g., "good walking / walk please" rather than the negative of "don't run". - Hold hands with Alex if he is struggling or if off site to protect Alex from potential hazards such as traffic.	- Say "stop" and guide Alex away to a safe place e.g., quiet room, thinking chair for him to calm down and think for three minutes. - Two-person single elbow escort to be used if necessary
Kicking, pushing, hitting, scrambling, pinching, head butting, biting staff and pupils	- Frustration - Defiance - Not following instructions - Upset	- Clear, concise instructions including use of timers, and now and next boards for changes in activities. - Consistent boundaries - Remind Alex of what is happening next or what he is working towards e.g., reward (iPad time, outside time etc) - 10 second rule for processing time	- Say "stop" and guide Alex away to a safe place e.g., quiet room, thinking chair for him to calm down and think for three minutes. - Two-person single elbow escort to be used if necessary.
Throwing items, swiping things off the table	- Bored of toys - Frustration - Believes it is a game.	- Visual timetables - Now and next boards	- Alex to sit on the thinking chair for three minutes so he can reflect on what has happened.

	- Defiance - Trigger unknown	- Alex to be monitored closely when playing with toys. It is often recognisable when he is about to throw something. Redirect him to another activity. - Change activities regularly so there is something new and exciting for him	- If a danger to himself or others, use two-person single elbow to escort Alex to a calm, safe space.
Stripping clothes off	- Wet clothes - Hot - Trigger unknown	- It is often recognisable when Alex will strip e.g., when he gets water on his clothes, however the use of visuals and timers will help Alex to wait until he is in a safe and private place to undress. - Alex to wear an all-in-one rain suit when playing in water play outside.	- If Alex starts to strip, he will be guided to a private area using a two-person single elbow if necessary, to preserve his dignity
Putting things in his mouth	- Exploring toys - Sensory feedback - Hungry - Trigger unknown	- Avoid small toys. - Ensure everything in sensory play is edible. - Supervise him closely. - Use 'Chewellery' - Alex to be monitored closely when playing with toys. It is often recognisable when he is going to put something in his mouth. Redirect him to another activity.	- Say "stop" and guide Alex away to a safe place e.g., quiet room, thinking chair for him to calm down and think for three minutes. - Two-person single elbow escort to be used if necessary
<u>Positive Reinforcements</u> - To encourage positive behaviour from Alex, he will be given a "I am working towards..." board with his choice of reward e.g. iPad time, painting etc.			
<u>Post Incident Support</u> - Check for injuries when Alex is calm. Seek first aid advice if injuries are seen. - Phone parents if any new / unusual behaviours are seen. - Contact parents on class dojo to discuss mood / behaviour throughout the day.			

- If crisis situation has occurred and anything outside of this plan has happened, a serious incident form needs to be written and a debrief with the Senior Leadership Team (SLT).		
Signed by: Class teacher	Date: 12 th September 2023	Comments: Review to be completed by Autumn Term 2024, unless changes are required before hand.
Signed by: Parents	Date: 12 th September 2023	Comments: I agree to the implementation of this Behaviour Support Plan.

Word Count: 5482

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