

Individual Provision Map

| Pupil Name | Date of Birth | Chronological Age | Date of IPM |
|-------------------------|-----------------------|--|---|
| A.N.Other | 20.06.16 | 5.06 | 06.01.22 |
| Next Review Date of IPM | Class Teacher | Year Group | SEN Status |
| May 22 | Ms Hodgson | 1 | SEN Support |
| Current Reading Level | Current Writing Level | Current Maths Level | Specific SEND Assessments |
| P6 | P5 | P6 | 01.12.21 – STT Report Salford Reading Age: No Score Schonell Spelling Age: No Score |
| IPM Number | Current Attendance | Agencies Involved | Specialist Equipment |
| 1 | 97% | Specialist Teaching Team Educational Psychologist | N/A |

| Assess | Targets | Plan | Review |
|---|--|---|--|
| <p>The pupil is making below expected academic progress in Year 1 compared to his peers</p> <p>A full assessment by Karen Ashdown from the Specialist Teaching Team was carried out on 01.12.21. The child's strengths are: letter sound knowledge. Key areas to develop are visual (non-verbal) reasoning, receptive and expressive vocabulary, early word recognition, letter formation, grapheme/phoneme correspondence, pencil grip, visual discrimination and concentration.</p> <p>STT set the following targets for IPM 1 on 01.12.21.</p> | <p>1. To recognise all of the remaining letter sounds: d, j, u, z, v, x, l, y.</p> | <p>Class based support from Ms Hodgson and Mrs McLennan</p> <p>Read, Write, Inc. 4 days a week in a small group for 1 hour to help with letter formation, phonics and reading skills (staff often change termly).</p> <p>Children are following Jigsaw Recovery Curriculum after period of absence from school in 2020 due to Coronavirus lockdown.</p> | <p>This target was mostly achieved, with only the letter /y/ unknown. Jack also recognised the following Set 1 RWI sounds: sh, th.</p> |
| | <p>2. To decode and blend vc and cvc words independently, using prompts (phonic fingers for example).</p> | | <p>This target was not achieved. He struggled to blend the decoded v.c. words, although he managed one when he was helped to retain the sounds that he had blended.</p> |
| | <p>3. To write the correct grapheme for at least half of the initial letter sounds (correctly formed today were: o, p, q).</p> | | <p>The child is still having considerable difficulty with his pencil control and his grip. This is affecting his letter writing. Most requested letters were difficult to decipher, particularly as he merged them</p> |

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| | | | into other letters. The /o/ was recognisable as he wrote it, but not completely sealed and looked similar to the /b/. The following letters were recognisable, but subsequently merged into other letters: /c/, /h/, /i/, /k/, /w/, /x/, /r/, /t/. The pupil also attempted to write his name, but reversed the /J/. The /a/ was a circle with a tail and the final two letters were merged. |
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| People Involved in the Review | Comments on Pupil Progress and Wellbeing | Signed By |
|-------------------------------|---|----------------------|
| Pupil | I am good at playing with my friends. I like maths but I don't like writing, it's hard. | |
| Parent/Carer | My child is always keen to come to school but I am worried about his reading and writing. | Mr S. Other (father) |
| Class Teacher | The child struggles to complete even a short a task through to the end and he can be very fidgety in class. He is receiving intensive adult support in a small group with two other children during phonics. Plan to build in more brain breaks for him to try to help with concentration. | S.Hodgson |
| SENDCO | A referral to Community Paediatrics has now been made due to concerns regarding the pupil's academic progress and difficulties with his concentration levels and attention. | <i>A.Dale</i> |
| Outside Agencies - STT | The pupil was happy to work on the targets, but unfortunately he had left his glasses at home. He has not yet gained a reading or spelling score. The child is having considerable difficulties with his fine motor skills and his handwriting and I understand that a referral has been sent to the Paediatric clinic. Consider trying different pens/pencils and grips. He also demonstrated difficulties with his concentration. | <i>S.Hodgson</i> |

