GIBSIDE SCHOOL

Individual Learning Plan
Exemplar

Name: *****
Class:
Date set:

Date to be reviewed:

Target	Rationale/strategies/activities	When/frequency	Home learning	Success criteria	Evaluation
To engage in work tasks following initial request.	***** needs much coaxing to begin a task. ***** will be prompted to follow his personal timetable, encouraging him to complete work tasks before moving on to a preferred choice. Support with use of a 'first and then' card, or a 'working for' card. ***** will be rewarded with an activity of his choice once completed.	Throughout lessons in the school day.	***** will be encouraged to follow at least one instruction without reluctance at home (perhaps each evening e.g. put coat on hook).	*****will complete all work tasks within specific lessons.	
To develop confidence through leading circle time activities.	***** can be very shy and often sits back in class. Several times each week ***** will be encouraged to lead circle time activities.	Once a week.	Encourage ***** to speak clearly during conversations with family or friends.	***** will become more confident when speaking out loud.	

To increase acceptance in walking different routes on community visits.	***** can protest if he has not walked a 'particular' route back from the shop. He can become quite challenging. So far this term we have made small alterations to specific walked routes and ***** has accepted these. We will alter routes to and from destinations (both bus and walks) to increase this tolerance and acceptance.	Once a week.	Give ***** opportunities to visit places using a different route.	***** will accept different walked routes to and from destination.
To increase eye contact in adult-led activities to maintain *****'s attention.	***** can participate well in adult led activities, but his attention tends to wander. ***** will be encouraged to increase amount of eye contact. 'Props' such as big sunglasses, etc. will be used to focus his attention.	Twice a day.	***** will be encouraged to give good eye contact as much as possible at home.	*****will increase eye contact in adult-led activities to maintain attention.
To take the register to the office.	To improve *****'s transitional ability and independence ***** will initially be shadowed to deliver the register a short distance to the office. Encourage from a distance but provide support where necessary and appropriate.	Twice each week	***** to be given a 'job' to do at home (e.g. take coat to bedroom) with varying degrees of support.	***** will take the register to the office and return to the classroom.

Target	Strategy	Frequency	Home support	Outcome
To tolerate when activities on the laptops have finished.	***** thoroughly enjoys our sessions on the laptop, but can occasionally become distressed when it is time to finish. We will use a sand timer for ***** as a visual aid for when his turn is finishing and a reward will be given when successful.	Every laptop session.	Similar approach to a situation at home where ***** finds difficulty in finishing – rewards and timer to support.	***** will accept when the laptop session has finished.
To communicate a response when the class sing 'Good morning/afternoon' during circle time.	***** does not engage in greetings in class. To encourage ***** to consistently give a 'high five' to staff members during circle time as a precursor to waving.	Daily.	Family to encourage ***** to lift his arm up or to wave when they greet him at home.	***** will consistently lift his arm or wave to greet his friends during circle time.
To actively participate in occupational therapy strategy story 'Mr Tongue'.	The 'Mr Tongue' story is designed to target and develop physical movement of the mouth and increase tongue control, therefore supporting pupil to vocalise in a more meaningful way. Share 'Mr Tongue' story with ***** and record responses.	Three times each week.	Reinforce at home, where appropriate.	***** will make consistent attempts at directed tongue and mouth movements.

To independently put on his shoes when required.	***** often refuses to put his shoes on. ***** will continue to be encouraged to put on his shoes, gradually reducing support to a verbal prompt. Rewards will be given when shoes are put on. When he consistently puts his shoes on rewards will be given for the quickness with which this is achieved.	When opportunity arises.	Encourage to put own shoes on at home.	***** will independently put on his shoes when required.
To wait at snack table for peers to finish snack.	***** leaves the snack table when he is finished but usually before other pupils are finished. ***** will eat snack with his peers. He is able sit and wait for verbal commands. ***** will follow verbal commands to sit and wait with his friends – using wait symbol. He will follow command for cup, plate sink to get ready to leave table and move to next activity.	Daily.	At home ***** will wait until everyone has finished before moving away from the table.	***** will wait at snack table for peers to finish snack.

To accept when he hears 'no hitting/kicking' and respond appropriately.	***** often hits out at staff and pupils. Whenever hits/kicks out, say 'no hitting/ kicking' and move away. Say this each time he hits/kicks out. When he calms down praise him and give him a hug. If he hits out while getting a hug repeat process.	Daily.	Follow this at home so that the response to hitting/kicking is consistent.	***** will begin to respond when asked to stop hitting/kicking. This behaviour will be recorded on his behaviour chart and will be monitored so that success can be evaluated.

Parent/Carer's signature:

Teacher's signature:

Parent/Carer's comments:

- The ILP is used to support the differentiated and carefully planned curriculum offered to your child in class. Literacy/numeracy are areas which are differentiated within the class planning for each child so for the most part will not appear in an ILP.
- This plan is in place to help reduce your child's barriers to learning.