

Area of my life:	My needs:	My outcomes: These are my goals and should be specific, measurable, agreed, realistic and timed with a review date	Actions: What will help me achieve my outcomes	Resources to be used: Who will do what, when and how often	Review: At Review, has this outcome been achieved? What is working and not working
About my learning	I need to improve my ability to focus on tasks and to work more independently	By December 2015 my teachers will evidence that I am on task for 30 minutes in most lessons. I can show two pieces of work I have completed independently	Tasks broken down into simple steps. Regular prompts and encouragement. Scribe to assist or access to laptop. Small group work and 1:1 sessions	Teachers, TAs, SENCO	Choose an item.
	I need to improve my numeracy skills	By December 2015 I have met my individual targets in Maths	Completing homework set every week. Tasks broken down into simple steps. Pre-teaching and repetition of new subject content. 1:1 time Numicon intervention	Parents, teachers, TAs, SENCO	Choose an item.
	I need to ask for help if I do not understand what I am being asked to do	By July 2015 I use an agreed method of asking for help that all staff are aware of and respond to. By December 2015 staff can say I regularly ask for help without being prompted.	Having someone close by, especially when given new instructions. Tasks being broken down into simple steps. Regular checks that I understand. Giving me responsibility to ask for help.	Teachers, TAs, SENCO	Choose an item.
	I need to work in a cattery so that I can	By July 2015 I have completed a work	Help contacting local catteries to arrange work	Parents, TAs, YSS	Choose an item.

	be sure this is what I want to do when I leave school.	experience placement in a cattery. I know what job I want and how I can help myself to achieve this.	experience. Visits to the cattery beforehand to introduce myself and get to know staff. Support from school to help staff at cattery know how to help me.	Teachers Risk assessments	
About my independence	I need to practise walking every day with my walking frame	By July 2015 I am able to walk using my walking frame for 50 metres.	Help every day with walking, from 2 people initially and then 1 person when I am more confident. Additional opportunities throughout the day to walk where possible. Walking during the day as I get very tired by the evening.	TAs, physiotherapist parents	Choose an item.
	I need to do more for myself and rely on my mum less	By July 2015 I can say two new self-care tasks I complete independently. My Mum can say I am less reliant on her and give an example of how this is beneficial to us both.	My clothes arranged in order for me on my bed each morning. Not being shouted at by my Mum if I am slow. Rewards as I get better at these tasks. Additional time to practise these tasks at school when changing for swimming	Mum, OTs, TAs	Choose an item.
	I need to have social time with friends	By July 2015 I can say when I socialise with friends and name one	Staff helping me to make friendships initially. More freedom at break	TAs, Mentor, parents	Choose an item.

		friend I see outside of school and what we do.	times to socialise but with someone to help me initially. Finding an activity/club that other young people attend where I can make friends.		
	I need to find an activity I enjoy that I will go to regularly	By July 2015, I will say which activity I attend and what I enjoy about this.	Information about after school clubs. Visiting clubs with my parents to try them out. Knowing what help I can expect from any club I join. Having a friend to go with me.	Parents, FIS, The Key	Choose an item.
About my emotional well-being	I need to feel confident I am safe at night if I have a seizure	By July 2015 I am no longer worried about going to sleep. I know what happens when I have a seizure at night.	An epilepsy alarm sensor on my mattress that is linked to my parents' bedroom.	Epilepsy Nurses	
	I need to have choices about how I spend break and lunch times	By April 2015 I can give two options I have during break and lunch times.	Somewhere to go if I want to go outside the Chill Zone. Information about Lunch Clubs. Friends to spend time with.	SENCO, TAs, ATS, OTs	