

Individual Provision Map (IPM)

Academic Year: 2017-2018

Name:		Class:		D.O.B	
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Area of Need *Please Highlight	Cognition and Learning Social, Emotional and Mental Health Communication and Interaction Sensory and / or Physical Needs	Specific Needs E.g. diagnosis	
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Current Status (highlight as appropriate)	SS – School Support (K on SIMs / SPTO)	S – Statement (S in SIMs / SPTO)	EHCP (EHC on SIMs / SPTO)	Early Years GR 1 2 3 4	Enhanced Provision Top Up Funding
Strengths <i>What am I good at?</i>	Good at PE and Dance Good on the playground with other children. Enjoys Science.				
Difficulties <i>What do I find difficult?</i>	Auditory memory Maths ability – number and times tables. Language development and sentence structure. Reading and answering questions from what she has read.				
Support Strategies <i>How can you help me?</i>	T/TA support in the classroom to supportwith focus and to record her ideas. High frequency and vocabulary word sheets are available to help with her writing. 1:1 reading and support in class. Times table square. Language for thinking mats (word aware)				
Agencies / Professionals Involved Recent Related Documents	E.g. recent LST report				

Information Sharing Record
(to include IPM review date with pupil and parents)

Date	Reason	Key Persons	Outcome / Action

Assess, Plan, Do, Review

Baseline (Where are they now? Why do they need this provision?) Link to need	Expected Outcomes (What do we want the child to achieve?)	Provision/ Intervention (How are we enabling the child to achieve?)	Time/ Date From- to	Frequency & person delivering	Actual Outcome including RAG (Has the child met the expected outcome?) Green = accelerated progress Amber = expected progress Red = less than expected progress
Can count, recognise and order numbers to 10 but not confidently or accurately to 20.	To count from any given number to and back from 20. To recognise and order numerals 0-20 independently.	Clear differentiation within numeracy lessons. Targeted support with an adult, visual prompts and practical equipment.	1.6.15 to 3.7.15	Daily support within numeracy lessons. Targeted support session 3x15mins p/w.	Achieved on 90% of occasions. Continue to provide visual prompts for self-checking.
Currently working at Phase 3 Letters and Sounds. Can recognise and apply 20/26 phonemes.	To confidently and independently apply all Phase 3 phonemes within everyday reading/writing tasks.	Daily targeted phonics practice with a peer. Pip phonics led by LST	1.6.15 to 3.7.15	5 mins daily LST 2 x 20mins p/w.	Achieved. Evidence in everyday writing in books.
Difficulty in forming letters correctly.	To form the first and second sets of letters correctly.	Daily practice session Handwriting intervention led by CT and 1:4 with LST.	1.6.15 to 3.7.15	5 mins daily Targeted support session 2x15 mins p/w.	Can form all c-based letters accurately in everyday writing. Continue to focus on set 2 letters.