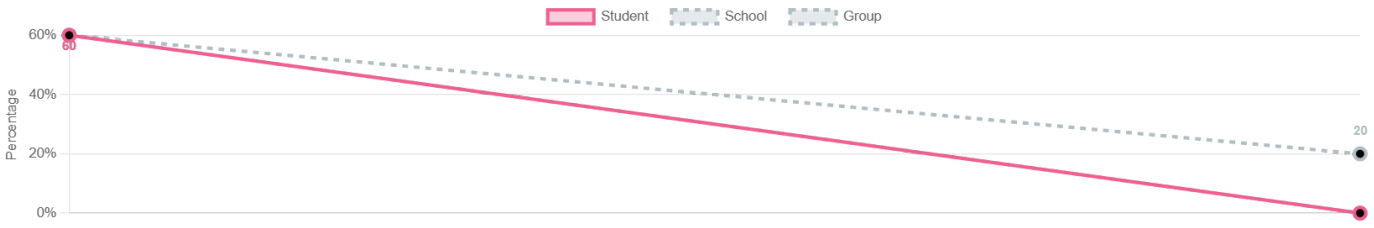
Anna Arandelle

Target Report

Autumn





Half Term Name	Category	Target	Not Met (0)	Part Met (1-4)	Fully Met (5)
Autumn 1	Cognition and Learning	**1. Make progress against KS3 maths outcomes, working only 1 year behind age related expectations**			
		1.1 Improve knowledge of fractions and percentages, buildling on KS2 achivements		✕ (3)	
		Met: Use of visual aids, embedding tasks in food studies for weights and measures conversion (recipe work)			
		Measured: Reviewed end of half term 1 - use baseline checker and review video evidence logs			
		Notes: Excellent work over the last two weeks in food studies - covered outcomes FP1.1 - FP1.6 (see attached).			
		1.2 Improve understanding of number place and value, building on KS2 achievements		✕ (3)	
		Met: Access numbots app daily, 1:1 support in maths sessions, blocking activities embedded in outdoor education.			
		Measured: Reviewed end of half term 1 - use baseline checker and review maths books and worksheets			
		Notes: All NPV outcomes met - amazing work Anna! Adjust target for next half term as progress continuing well using embedded maths models.			
	Communication & Interaction	**1. Use positive language, reducing the use of swearing directed at others**			

Half Term Name	Category	Target	Not Met (0)	Part Met (1-4)	Fully Met (5)
		1.1 Increase in positive behaviour points and rewards		✕ (3)	
		Met: Reinforce boundaries, model positive language, challenge firmly but with humour, group goals			
		Measured: Reviewed end of half term 1 - marked increase in behaviour points for "positive" catagory			
		Notes: It has taken several weeks this half term but we are beginning to see progress with A's language. Lots of reminders still needed but we have experienced fewer outbursts directed at others. 212/300 points.			
		1.2 Reduction of time-outs for foul language to no more than once daily		✕ (3)	
		Met: Positive reminders, challenge-ignore-divert in high pressure situations, PHSE work on positive relationships			
		Measured: Reviewed end of half term 1 - marked increase in behaviour points for "positive" catagory, review of log entries			
		Notes: A is close to meeting this objective. More work on this next half term will be needed and expectation is that after the week off she may need to re-settle into good habits/routines.			
		2. Improve quality and quanitity of peer interactions and adult-child relationships in setting			
		2.1 Be able to enter the building in a calm way and start the day positively		✕ (3)	
		Met: Meet & greet with 1:1 woker at the door, visiual timetable on arrival, re-iterate plan for the day			
		Measured: Reviewed end of half term 1 - reflective excercise (to be filmed or photographed)			
		Notes: Meet and greet has worked wonders for A. On days where the taxi is late, A's mum has been ringing ahead with an ETA as this remain a possible flashpoint if staff not immediately available to greet. To review again next half term but so far a huge improvement!			
	Sensory & Physical	**1. Develop gross motor skills and physical stamina in line with Occ Health assessment goals**			
		1.1 Increase gross motor skills, specifically hand eye co-ordination and manual dexterity		✕ (3)	
		Met: Encourage participation in Friday football, focussing on passing and takling skills			
		Measured: Reviewed end of half term 1 - tutor feedback and video evidence			
		Notes: Despite her enthusiasm for football, A has found it really challenging to join in this half term. We will continue to build slowley but aree also considering a different activity.			
		1.2 Increase stamina in physical activity		✕ (3)	
		Met: Encourage participation in Friday football, beginning with a short session and building up to 30 minutes over time			
		Measured: Reviewed end of half term 1 - tutor feedback and video evidence			

Half Term Name	Category	Target	Not Met (0)	Part Met (1-4)	Fully Met (5)
		Notes: A has been very tired by Friday - to move to a different activity ealrier in the week while we re-assess.			
	Social, Emotional & Mental Health	**1. Begin developing friendships within the group setting**			
		1.1 Collaborate on a shared project for Design Technology AQA		✕ (3)	
		Met: Support student to meet with small group and agree responsibilites, work seperately towards shared goal with regular, short check-ins to communicate progress			
		Measured: Reviewed end of half term 1 - check ins to be documented/filmed/photographed, project work books reviewed			
		Notes:			
		1.2 Increase interactions with peers for short / managable periods		✕ (3)	
		Met: Join with one or more other 1:1 students and their mentors for short periods, increasing exposure to other at a rathe that Anna can cope with			
		Measured: Reviewed weekly and adjusted as necessary - student self-reflection at end of Half term 1			
		Notes:			
		2. Develop strategies for managing difficult feelings			
		2.1 Begin to identify self-regulation strategies		✕ (3)	
		Met: Use of appropriate app (HeadSpace etc) for meditation, mentor to model regulation			
		Measured: Reviewed end of half term 2 - self-regulation plan in place by HT2 even if not fully in use yet			
		Notes:			
		2.2 Develop co-regulation strategies with 1:1 mentor		✕ (3)	
		Met: Use of appropriate app (HeadSpace etc) for meditation, mentor to model regulation			
		Measured: Reviewed end of half term 1 - tutor feedback and decrease in number of incidents overall			
		Notes:			
Half Term Totals			0	11	0