

IEP Master Proforma
Recommended Language Programme (Page of) (to be incorporated into the pupil's Individual Education Plan)

for the period from:		Prepared by:	
to:		(Speech and Language Therapist)	
Pupil: Name		(Specialist Teacher)	
DOB:	CoP stage: Stat/Sa+	NC Year:	School:
		Term(s):	

AIM(s)	BASELINE	OBJECTIVES (including measurable success criteria)	STRATEGIES	TO BE UNDERTAKEN BY (initials of school staff) *	OUTCOMES
To develop/develop further the organisation of his/her expressive language	He/she will: <ul style="list-style-type: none"> • self monitor • set the scene • be relevant • sequence accurately Information given verbally or in written format	He/she will use: <ul style="list-style-type: none"> • writing templates • narrative therapy techniques in withdrawal/mainstream (named) lessons 		(* as agreed with the school staff)	

General advice:

Possible reasons for high/low attainment:

Outcome review key: Attainment scale:
 Task independence scale - objective achieved with:
 Your speech and language therapist can be contacted at:
 Your specialist teacher can be contacted at:
Agreed with pupil's parent(s)/guardian (s)

0 = no progress 1 = some progress 2 = target partially achieved 3 = target mostly achieved 4 = target achieved
 (0 = not achieved) 1 = considerable prompting 2 = some prompting 3 = little prompting 4 = no prompting

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AIM(s)	BASELINE <small>(including measurable success criteria)</small>	OBJECTIVES	STRAATEGIES	TO BE UNDERTAKEN BY <small>(initials of school staff)*</small>	OUTCOMES
To develop/develop further his/her verbal comprehension skills	He/she will be able to use the following strategies: <ul style="list-style-type: none"> • ask for repetition • ask for clarification of tasks (in identified lessons), independently/ with prompting in order to improve his/her verbal comprehension 	<ul style="list-style-type: none"> • to practice asking for repetition and clarification in 1:1/small group withdrawal sessions • subject teachers to use simple, clear language, keeping instructions short and specific and positively reinforce the student's use of self-monitoring strategies 	<ul style="list-style-type: none"> • to practice asking for repetition and clarification in 1:1/small group withdrawal sessions • subject teachers to use simple, clear language, keeping instructions short and specific and positively reinforce the student's use of self-monitoring strategies 	(* as agreed with the school staff)	

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AIM(s)	BASELINE	OBJECTIVES (including measurable success criteria)	STRATEGIES	TO BE UNDERTAKEN BY (initials of school staff) *	OUTCOMES
To develop greater understanding of more subtle aspects of language e.g. inference, idioms, metaphors, similes	He/she will understand that language can have multiple meaning independently/with prompting in order to further develop his/her understanding of more subtle aspects of language	<ul style="list-style-type: none"> • He/she will study class texts in withdrawal sessions • Named resources from specialist teacher/SLT • Subject teachers will explain clearly inference etc. as/when appropriate 	He/she will study class texts in withdrawal sessions Named resources from specialist teacher/SLT Subject teachers will explain clearly inference etc. as/when appropriate	(* as agreed with the school staff)	OUTCOMES
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 School: _____
 Term(s): _____
 NC Year: _____
 CoP stage: Stat/Sat+ _____

AIM(s)	BASELINE	OBJECTIVES (including measurable success criteria)	STRATEGIES	TO BE UNDERTAKEN BY (initials of school staff) *	OUTCOMES
To develop/further develop his/her social communication skills		He/she will display the following: <ul style="list-style-type: none"> • appropriate eye contact • good turn taking skills • listening and responding appropriately to the opinions of others etc..... to develop his/her social communication skills	<ul style="list-style-type: none"> • He/she will rehearse/practise a range of skills in a social skills group • He /she will develop and use social scripts and role play in 1:1 /small group situation 	(* as agreed with the school staff)	
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AIM(s)	BASELINE (including measurable success criteria)	OBJECTIVES	STRATEGIES	TO BE UNDERTAKEN BY (initials of school staff) *	OUTCOMES
To develop/further develop his /her understanding of key vocabulary and concepts	He/she will understand 10 key words or concepts in.....(subject area to be named)		Learning support staff will teach vocabulary and concepts focusing on semantic and phonemic structures by: <ul style="list-style-type: none"> practicing mind-mapping skills using word link diagrams and word colour links using visual resources e.g. colour cards, magazines, icons Subject teachers will: <ul style="list-style-type: none"> give clear definitions of vocabulary use visual prompts where appropriate use mind-mapping as a whole class teaching strategy 		
(* as agreed with the school staff)					

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To develop/develop further his/her attention and listening skills	He/she will use the following strategies with prompting/independently: <ul style="list-style-type: none"> • to come appropriately equipped to lessons • to sit at the front of the class • to look at the teacher when talking • to accept prompting from in class support in order to improve attention and listening skills 	He/she will: <ul style="list-style-type: none"> • be prompted by support staff to sit in an appropriate position in class • explore in withdrawal sessions through role play/social scripts the consequences of poor listening behaviour in class • participate in a social skills group Subject teachers will: <ul style="list-style-type: none"> • use the student's name to focus attention • encourage good listening behaviour for the whole class 	Support staff will check that the student owns the appropriate equipment.	(* as agreed with the school staff)	
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AIM(s)	BASELINE	OBJECTIVES (including measurable success criteria)	STRATEGIES	TO BE UNDERTAKEN BY (Initials of school staff) *	OUTCOMES
To develop further his/her auditory memory skills		He/she will be able to use the following strategies with prompting/independently: <ul style="list-style-type: none"> • verbal rehearsal • visualisation • linking • chunking • grouping • asking for repetition in 1-1/small group sessions/ identified lessons in order to improve his/her auditory memory	He/she will rehearse a range of strategies as part of a structured withdrawal programme Subject teachers will: <ul style="list-style-type: none"> • reinforce positively his/her use of strategies in lessons • use visual or written material to support verbal information • check he/she has understood and retained key information by asking, 'What do you have to do now?' 		
General advice:	(* as agreed with the school staff)				

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AIM(s)	BASELINE (including measurable success criteria)	OBJECTIVES	STRATEGIES	TO BE UNDERTAKEN BY (initials of school staff) *	OUTCOMES
To develop/develop further his/her thinking skills	He/she will be able to use a variety of thinking tools eg: <ul style="list-style-type: none"> • PMI • CAF • Rules • C&S • AGO with support/ independently in order to develop his/her thinking skills	He/she will be able to use a variety of thinking tools eg: <ul style="list-style-type: none"> • PMI • CAF • Rules • C&S • AGO with support/ independently in order to develop his/her thinking skills	He/she will be taught thinking skills using the CoRT programme in withdrawal sessions Subject teachers will use a problem-solving approach in lesson activities		

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AIM(s)	OBJECTIVES (including measurable success criteria)	STRATEGIES	TO BE UNDERTAKEN BY (initials of school staff) *	OUTCOMES
To develop/develop further his/her word retrieval skills	He/she will use the following strategies with prompting/independently: <ul style="list-style-type: none"> • a time buying phrase • phonemic and semantic cues in order to improve his/her word retrieval difficulties 	He/she will: <ul style="list-style-type: none"> • rehearse a range of appropriate time buying phrases in role play with a supporting adult in 1:1/small group withdrawal sessions • explore the phonemic and semantic structures of words learnt and supported by structured vocabulary teaching Subject teachers will: <ul style="list-style-type: none"> • give him/her extra time to process information and formulate his/her response • encourage and positively reinforce his/her use of strategies 	(* as agreed with the school staff)	
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Comprehension Monitoring

The aim of the technique for the student is to identify inconsistencies in the script. The exercises can be graded so that when students are confident at a sentence level, more than one sentence, a paragraph or several paragraphs, can be presented.

Level 1: Inconsistency within a sentence

Badgers are nocturnal animals, they come out each morning to feed.

Level 2: Inconsistency in adjacent sentences

Foxes live in dens which they dig in the ground. After a night of hunting the fox takes its food back to the nest.

Level 3: Inconsistency within a paragraph

We do not see deer very often because they are very shy animals that live in groups in woodland. Sometimes in the morning or evening they may graze in the open fields near to the woodland. They are easy to watch because they are not afraid of people.

Level 4: Inconsistency in adjacent paragraphs

Chickens are quite easy to keep as pets and they will lay eggs which are much tastier than the ones you can buy from the supermarket. All they need is some corn or layers pellets to eat but you can also feed them cooked left-over vegetables.

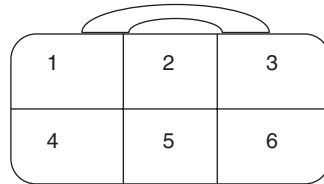
You have to buy a chicken hutch so that you can shut them up at night because they might get eaten by foxes. You only have to miss one night and you can lose them all. Keeping them is really a problem if you go out a lot in the evening.

Adults who work with the students can use and adapt any text that they are using in a lesson to provide comprehension monitoring practice. It is often helpful to photocopy the text, highlight the words you want to change and write in the word that you intend to substitute for the original word. If you try to improvise there will be pauses in the reading which will give the students cues that you are changing a word. If you are working with a written text, the students can have a copy of the altered text and use a highlighter to mark the inconsistencies. The exercise can then be discussed with the individual or with a group of students.



Tourism and Leisure: Role of the Tour Operator Based on the work of Sue Shaw, Falmer High School

- 1 Teacher distributes packs of icons and asks students to find icon for the tour operator.



Discuss what the tour operator does: puts the package together.

- 2 What would the tour operator put together in the package deal?

Students sort icons into categories

Categories are elicited from the students

Six in the package: Transport, Resort, Accommodation, Catering, Attractions, Activities.

3. Students use icons as prompts to respond to differentiated questions written on cards:

Put together a package for a family with two small children in a French resort.

Identify the main customers for one type of arts or entertainment package

Describe a special interest holiday. Explain what type of customers might be attracted to it.



Language Advice and General Strategies

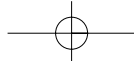
To Cover Period Beginning:		Carried out by: SENCO, LSA, Class Teacher	Date of Review:
Name: Xxxx		School:	Date:
		Year:	PROGRESS/ OUTCOME
LANGUAGE NEED	IMPLICATIONS FOR HOME/CLASSROOM	HOW TO HELP	
Processing language	Xxxx may take a long time to process the language that she hears. This means that she may forget what has been said before she has had time to think about it. It may also take Xxxx a long time to formulate the language that she wants to use.	Split up long instructions into shorter chunks. Repeat if necessary. Pause frequently when explaining tasks etc. to allow Xxxx time to process the language. Repeat for her if necessary Check understanding and go over things again with Xxxx if needed Give Xxxx plenty of time to think about how she will answer a question. Make sure he is not interrupted during this time. Break difficult reasoning tasks down into easier questions and talk Xxxx through them step by step. Then help her to use this information in the appropriate way	
Verbal reasoning	Difficulty using language to think through and solve problems in a structured way	Discussing causes/effects of actions, e.g. of characters in books. Discuss alternative endings. Ask her to tell you the meaning of a simple word e.g. 'house'. Show her how to give the most salient information – function, category, description. Play 'odd-one-out' games e.g. say a list of three or four words to Xxxx, one of which is from a different category to the others. See if she can tell you which is the odd one out and explain why it does not go with the others	



Language Advice and General Strategies					
LANGUAGE NEED	IMPLICATIONS FOR HOME/CLASSROOM	HOW TO HELP	PROGRESS/ OUTCOME		
Differentiating between relevant and less relevant information	<p>Difficulty focusing on the most important aspects of a task/conversation</p> <p>Difficulty giving salient information</p>	<p>When talking in class, emphasise the important information by tone of voice, gestures, or writing down key words. As part of the lesson, ask the class and Xxxx in particular to summarise what you have said where appropriate. Help her to focus on the most important information. (In texts, salient information can be highlighted. With help, Xxxx could practice this with simple texts, in withdrawal time.)</p> <p>See attached 'Language choices' activities. Talk through the multiple choice questions with Xxxx and help her to recognise the most appropriate answer. Encourage her to explain her answers.</p> <p>When solving written problems, help Xxxx to underline/highlight the most important words that give key information. Discuss what response the question is asking for and what is the important information that she needs to give.</p>			
Figurative language	<p>Will no understand what is said in class</p> <p>Will not understand texts</p> <p>Will not understand the language of her peers and may become isolated</p> <p>Affects social aspects of communication and further add to isolation</p>	<p>In withdrawal sessions Xxxx needs to be taught about the language that we use which has 'hidden meanings'. This encompasses aspects of language such as, inference, idioms, metaphor, slang, jokes, and so on. This can be done with reference to the curriculum or as basic skills work.</p> <p>Use the resources you have been given for teaching idioms as a start</p>			
Need/progress rating - 0 = average		1-2 = low average	3-4 = below average	5-6 = well below average	7 = very low

Specialist Teacher: _____ Contact at: _____





Templates for Flow Charts

Lesson:

Date:

Task:

Step 1



Step 2



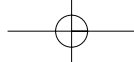
Step 3



Step 4



Step 5



Key Wording of a Neurological Text

The critical factor turns out to be the precision of the movement that the body part needs to make. The more precise the movement generated, the larger the area of the brain that is devoted to them. Hence the hands and the mouth have an enormous allocation in the motor cortex compared with the upper arm and the small of the back which do not seem to have much representation at all.



Simple text to discuss inference 1

Title: The accident	Inference
'John, breakfast is ready', shouted Mum.	It is morning
John rolled over and groaned.	He is in bed. Does not want to get up.
He put on his dressing gown and staggered down.	He got out of bed. He is still sleepy. There are stairs. He was upstairs.
His little brother had left his truck on the step.	It was a toy truck. It was on the stairs.
John fell to the bottom of the stairs.	John did not see the truck. John tripped on the truck.
Mum called the ambulance.	John had hurt himself quite badly.
It was lunchtime before they left the X-ray department and the nurse plastered his foot.	John went to hospital. 'They' – Mum and brother? The X-ray showed he had broken his foot.

Simple text to discuss inference 2

Title: Results time	Inferences	
	Facts	Feelings
John got up very early that morning and waited by the gate.		
He paces up and down often stopping at to gaze up the road to the junction.		
The post was late today.		
He grabbed the letter with a quick 'Thanks'.		
'Mum – college here I come!' he said as he flung open the door.		



Units of Measurement: Baseline Assessment

Name:

Date:

(A) Time

- 1 What do we use to measure time?
- 2 How many seconds are in one minute?
- 3 How many minutes are in one hour?
- 4 How many hours are in one day?
- 5 How many days are in one week?
- 6 How many weeks are in one year?
- 7 How many weeks are in one month?
- 8 How many months are in one year?

Estimating time

- 1 How long would it take you to write the number three?
- 2 How long would it take you to eat a meal (e.g. fish and chips?)
- 3 How long would it take you to watch a film?
- 4 How long would it take you to fly from Brighton to Spain?
- 5 How long would it take you to walk the length of Britain?
- 6 How long would it take a seed to grow into a tree as tall as a house?



Daily Lesson Plan

Time Concepts/Comp Monitoring

Student: _____

Date: _____

Staff: _____

Lesson objective	To increase awareness of difficult words, to experience a second
Equipment	Worksheets, soft materials, activities
Key vocabulary	Difficult word, second, time
Warm up	
Main activity 1	<u>Rules:</u> Go over rules (good listening, looking, sitting, no interruptions, take time for good thinking) and add 'It's okay if you don't understand'
Main activity 2	<p>Sometimes people will say words we don't understand:-</p> <ul style="list-style-type: none"> - in lessons - at breaktimes - even our friends <p>What can you do if you hear a difficult word? You could also read a difficult word It's okay to ask if you don't understand a word. Task: Read and underline any words on the board you don't understand. What does X mean? (X is the word(s) students have underlined)</p>
Main activity 3	Learning break
Main activity 4	<p>Thinking about TIME What do we use? Smallest bit of time = second Wipeboard: activities, walk across the room, draw a circle, read one page of a book, draw a picture, colour in a pattern, say 'alligator' Each select an activity, time for 1 second Second is a very small bit of time: choose again</p>
Main activity 5	<p>Game: Soft materials – all make animal/food/object found in a house. 2 minutes. Each guess.</p>

