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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **General outcomes to work on throughout the day** | By July 2023, will display greater developed flexibility to support both his academic and social interactions engagement evidenced by Noah answering at least one adult-directed whole-class question each lesson.By July 2023, will display greater concentration and focus as evidenced by increased engagement with learning.By July 2023 and within one month of any change of environment including a new classroom, new school etc., XX will feel physically and sensorially comfortable in school so that he is able to be happy and calm in all aspects of school.XX will be able to understand and respond appropriately to a range of common social situations and risks both in school and beyond so that he feels more confident in new situations and amongst larger groups of people both in school and the wider community (try TALKABOUT again Lent term, use social stories as needs arise) |
| 8.50-9.00 | Check in with XX - 5 point scale By July 2023, will use appropriate coping strategies when feeling upset or angry, e.g. walking away, taking deep breaths or talking to a trusted adult within 70% of situations. |
| 9.00-9.10 | Mindful colouring linked to an interest | Mindful colouring linked to an interest | Mindful colouring linked to an interest | Mindful colouring linked to an interest | Mindful colouring linked to an interest |
| 9.10-9.20 | X tables- online game | X tables- online game | X tables- online game | X tables- online game | X tables- online game |
| 9.20-9.30 | Choice | Choice | Choice | Choice | Choice |
| 9.30-10.00 | Writing in book- linked to interest | Writing in book- linked to interest | Writing in book- linked to interest | Writing in book- linked to interest | Writing in book- linked to interest |
| 10.00-10.15 | Choice/ X tables- online game | Choice/ X tables- online game | Choice/ X tables- online game | Choice/ X tables- online game | Choice/ X tables- online game |
| 10.15-10.30 | Break | Break | Break | Break | Break |
| 10.30-10.45 | Independent time- mindful colouring | Independent time- mindful colouring | Independent time- mindful colouring | Independent time- mindful colouring | Independent time- mindful colouring |
| 10.45-11.00 | Talktime linked to EHC outcomes (invite a peer e.g. XX)Develop conversation skills via conversation starters and questions, provide with a topic to talk about with his peers (taking it in turns to choose the topic, during the session)By July 2023, will engage in a turn taking games and answer at least one question (outside his interest base) from an adult in the first instance, then a peer. |
| 11.00-12.10 | In class support Maths/set up activities for the afternoon together inc reading social story to him | In class support Maths/set up activities for the afternoon together inc reading social story to him | In class support Maths/set up activities for the afternoon together inc reading social story to him | In class support Maths/set up activities for the afternoon together inc reading social story to him | In class support Maths/set up activities for the afternoon together inc reading social story to him |
| 12.10-12.55 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12.55-13.05 | Mindful colouring | Mindful colouring | Mindful colouring | Mindful colouring | Mindful colouring |
| 13.05-14.00 | Activities set at a level XX can easily be manage either linked to the topic as closely as possible or a project agreed with XX (class teacher to provide) |
| 14.00-14.20 | Reciprocal reading with XX | Choice activity from box | Reciprocal reading with XX | Choice activity from box | Orienteering Golden playtime |
| 14.20-14.40 | Choice activity from box | Turn taking games with XXBy July 2023, will engage in a turn taking games and answer at least one question (outside his interest base) from an adult in the first instance, then a peer. | Choice activity from box | Turn taking games with XX By July 2023, will engage in a turn taking games and answer at least one question (outside his interest base) from an adult in the first instance, then a peer. | Choice activity from box |
| 14.40-15.00 | Hymn singing | KS2 hall | Whole school hall | Shine assembly |
| 15.00-15.10 | Story | Story | Story | Story | Story |

Create a visual timetable of photos of the activities (with Mr ’s iPad) Ask a child to put the laptops on charge at the end of the day

There are lots of videos on the incredible 5 point scale on you tube (XX has the book)

<https://www.youtube.com/watch?v=_uD5wPNVSJw>

XX is not to leave the classroom without an adult, this needs making very clear to him as it’s dangerous (social story attached, read it every day to XX)

XX order some Velcro for the timetable, get some timers, SEND talktime resource