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| Need/difficulty | Target | Actions | Roles – who’s responsibility? | Resources | Notes on progress |
| David struggles to follow the teacher’s instructions when there is background noise. | David understands, and can explain, the instructions for tasks in 9 out of 10 lessons | 1. The teacher uses gestures, objects and pictures to show David what to do. 2. David sits at the front of the class near the teacher. 3. David’s friend talks to him about the task if he is stuck. | 1. Class teacher prepares gestures, objects, pictures to help explain in each lesson. 2. David knows where he has to sit. The teacher reminds him. 3. The teacher checks that the pair understand the task early in the lesson. | Instruction cards with pictures, or simple written instructions | Progress was slow at first, but as David got used to the fact the cards were to help him, he grew in confidence |
| David can get bored and frustrated in lessons and will sometimes stop paying attention | David remains on task during each lesson with up to 3 reminders | 1. Teachers move around the room and monitor progress 2. Teacher asks regular ‘checking questions’ 3. Teacher provides regular praise and encouragement for David | 1. Teacher monitors David in lessons and praises him 2. David responds to questions | None needed | Gradual response from David |
| He has some friends but can be a little shy because sometimes children make fun of his speech and call him ‘slow’ and ‘retarded’. | David has friends to play with a break time. Other children stop making fun of him. | 1. Teacher recruits two ‘buddies’ for David from the class. Explains his problems and asks them to support him during break. 2. In a social studies lesson, the teacher organises a role play around the importance of appropriate language 3. The teacher talks to the worst offenders and explains David’s problems to them 4. A teaching assistant or administrator patrols the play area at break and monitors David’s involvement | 1. Teacher involves the class in the problem 2. ‘Buddies’ support David at breaktime 3. Class members reflect on their behaviour in the social studies lesson and when the teacher explains David’s problems. 4. Teaching assistant or administrator monitors break time for 2 weeks | Ideas for a role play lesson  Adult to monitor the play area for 2 weeks | Immediate improvement in David’s confidence as a result of the buddies. |

Creating an Inclusive School\_ Week 2 example individual plan