**Appendix 2**

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| SEEMIS number: | **South Lanarkshire Council** | Date started: 14/08/25  Date reviewed:  26/11/25 |
| **Additional Support Plan – Core data** | | |

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| **Pupil details** | | | | | | |
| Name: | | | | Date of birth: | | |
| Class/stage: Primary 6 | | | | Gender: Male | | |
| Home address: | | | | | | |
| Contact telephone number: 07879447937 | | | | | | |
| Preferred language/form of communication: English | | | | | | |
| School currently attended: Kirklandpark Primary School | | | | | | |
| Date of entry to current school: 2020 | | | | | | |
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| Looked after child/young person | | Yes |  | | No |  |
| Part 1 completed | | Yes |  | | No |  |
| Part 2 completed | | Yes |  | | No |  |
| Part 3 completed | | Yes |  | | No |  |
| Part 4 completed | | Yes |  | | No |  |
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| **Parental/Carer details** | | | | | | |
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| **pupil profile**  **Including summary of additional support needs** |
| **Strengths** |
| * X is a kind boy; he is thoughtful and caring towards school staff and children. * X has a great sense of humour. * X enjoys positions or responsibility and takes additional roles seriously. * X is capable academically and works within expected levels of achievement. * X has an excellent general knowledge and can share this appropriately, linking his own knowledge to his learning. * X has good mental maths skills. * X has a good sense of right and wrong and can apologise if necessary. |
| **Development needs** |
| * X can lack self-confidence – he can retreat into himself if he does not understand an instruction or if he mis-interprets a situation * At times, X can have difficulty controlling boisterous behaviour. * X can be easily led by others and can make decisions to please others, even when he knows it’s not the right thing to do. |
| **Other relevant information** |
| X has a diagnosis of ADHD. He is currently taking medication.  X has a diagnosis of ASD as well as Developmental Trauma.  X is adopted and is part of a loving, caring family. |

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| **Network of support**  (who is helping the child or young person to develop their well-being) | **Contact details** |
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**Part 1. Curriculum planning**

(Planning should focus on Numeracy, Literacy, Health and Well-Being as appropriate)

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| **Curriculum area** | **Health and Wellbeing** | |
| **Long term target** | | **Final evaluation** |
| I can show resilience against external influences and improve personal decision-making skills by focusing on independence and confidence in choices  I can participate in class discussions in a focused and respectful manner by reducing instances of shouting out, actively listening, self-regulation, and adherence to classroom expectations. | |  |

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| **Short term target**  **School session:** | **What I need to help me learn** | **How did I do?** | **Teacher evaluation** |
| **Term one (August-December)**  I can pause and take a deep breathe, raise my hand and reflect upon the situation before shouting out during discussions at least three times a day.  I can write three sentences each day in my diary about how I feel, to help me self-reflect. | * Mindfulness learning. * Brain breaks * Breathing strategies. * A pause card (visual) which can be used by the teacher or X. * Positive reinforcement. * Self-tracking system with rewards. * Diary * Thought prompts * Discussions with teacher and/or SLT * Modelled behaviour. * Stickers/rewards chart. * Open dialogue, modelled vocabulary e.g. today has been... I think that... * Opportunities to share thoughts with peers. * Chromebooks/ Digital diary. |  |  |
| **Term Two (December- April)** |  |  |  |
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| **Parent/carer views** |
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| **Signature:** |
| **Child’s/young person’s views** |
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| **Signature:** |