**Appendix 2**

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| SEEMIS number: | **South Lanarkshire Council** | Date started: 14/08/25Date 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.
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| **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.
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| **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 choicesI 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.
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| **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:** |