

# Insight learning plan templates

Darren Cole, Product Manager

James Pembroke, Director of Strategy



# Updated standard learning plan



## Dominic Abramowitz – Learning Plan

Oak Drive Primary School



Start Date:	18/06/2025	Review Date:		Class Teacher:	Mr Cole
Year Group:	Year 5	Date of Birth:	12/11/2014	Age:	10y 7m
SEND Provision:	No SEN	Broad Area of Need:	None	Attendance:	94.3%

### Strengths

Dominic is a bright, thoughtful pupil who enjoys learning through practical tasks. He has strong verbal reasoning skills and contributes well to group discussions when he feels confident. He has a good sense of humour and engages positively with trusted adults.

### Teaching strategies / reasonable adjustments

Clear, predictable morning routines to reduce anxiety at the start of the day. Visual timetable to support transitions. Morning check-in with a familiar adult. Attendance reward chart linked to small achievable goals. Quiet space available for emotional regulation. Positive reinforcement and encouragement around attendance

Subject	Assessment Name	Assessment Point	Mark
Writing	Main Assessment	2024-2025 Y5 Summer	On-track
Reading	Main Assessment	2024-2025 Y5 Summer	On-track
Maths	Main Assessment	2024-2025 Y5 Summer	On-track

Academic attainment is broadly in line with age-related expectations when Dominic is in class. Gaps are beginning to appear in reading comprehension and spelling, particularly due to missed phonics consolidation. Progress is slowed by inconsistent attendance.

Area of concern	Target	Success criteria	Strategies	Provisions	Review
Morning anxiety/routine	Dominic will come into school calmly each morning with minimal distress.	Dominic enters class independently on 4 out of 5 days each week.	- Morning check-in with key adult - Visual timetable - Consistent drop-off routine		
Engagement in lessons	Dominic will remain focused and participate in class activities for 15–20 minutes at a time.	Dominic shows active participation in 3 out of 4 core lessons daily.	- Clear task instructions - Use of task timers - Positive reinforcement - Break cards available if needed		

Dominic Abramowitz

Oak Drive Primary School

### Pupil comments

"I like school when we do fun things like science and art. Sometimes I feel too tired or worried to come in. I feel better when I know what's happening in the day. I like talking to Miss when I'm upset."

### Parent comments

### Teacher comments

Dominic is a kind and capable pupil who benefits from gentle encouragement and consistency. Building trust with adults has helped him settle when he attends. Continued partnership with home and clear routines will support further improvement in attendance and learning.

# Behaviour support plan



## Dominic Abramowitz – Behaviour Support Plan

Oak Drive Primary School



Start Date:	17/06/2025	Review Date:	17/10/2025	Class Teacher:	Mr Cole
Year Group:	Year 5	Date of Birth:	12/11/2014	Age:	10y 7m
SEND Provision:	No SEN	Broad Area of Need:	None	Attendance:	94.3%

### Social Emotional and Mental Health Profile

Area	Triggers	Strategies
Environmental	Loud, busy spaces; unstructured times like transitions or lining up.	Provide structured routines, quiet workstation, access to a calm space when needed.
Sensory	Strong smells (e.g., lunch hall), crowded corridors.	Allow movement breaks; reduce sensory input where possible; use noise-cancelling headphones during busy times.
Communication	Being asked open-ended questions in front of class.	Give Dominic processing time; use visual prompts; offer alternatives to verbal answers (e.g. thumbs up, whiteboard).
Transition	Sudden changes in routine; returning after absence or break.	Provide visual timetable; prepare in advance for changes; assign a buddy during transitions.
Emotion	Feeling overwhelmed by work or peer conflict.	Support with emotion check-ins; use Zones of Regulation language; model coping strategies.
Social	Falling out with peers during play; feeling left out.	Supervised games at break; use social stories; encourage turn-taking and sharing activities.

### Assessment Profile

Subject	Assessment Name	Assessment Point	Mark
Reading	Main Assessment	2024-2025 Y5 Summer	On-track
Writing	Main Assessment	2024-2025 Y5 Summer	On-track
Maths	Main Assessment	2024-2025 Y5 Summer	On-track

### Strengths

Enthusiastic about science, art, and building tasks. Kind to younger pupils and enjoys responsibility roles. Responds well to praise and clear adult boundaries. Will engage when tasks are broken into manageable steps.

Dominic Abramowitz

Oak Drive Primary School

### Support Programme Targets

Area of concern	Target	Success criteria	Strategies	Provisions	Review
Difficulty managing anger.	Dominic will use calm strategies (e.g., breathing or break card) when frustrated.	Uses calming strategy independently in 3 out of 4 identified incidents.	Emotion check-ins; calm space pass; adult co-regulation support; visuals for recognising emotions.		Partially Met
Calling out in class.	Dominic will raise his hand or use agreed signal before speaking.	Reduction in call-outs to fewer than 2 per lesson over 4 weeks.	Visual reminder on desk; praise for waiting turn; use of talking object during group discussions.		

### Support Procedure for Behaviour Incidents

All incidents will be approached with a calm, restorative tone. Dominic will be offered time to regulate in the calm space before any conversation takes place. Adults will follow up using a restorative script focusing on understanding triggers, repairing relationships, and planning for success.

### Pupil comments

I like it when I get to help with jobs or work in a small group. Sometimes I feel annoyed when people talk over me or if I don't know what I'm meant to be doing.

### Parent comments

### Teacher comments

Dominic is a capable and thoughtful pupil when calm. He benefits from adult reassurance, structure, and a consistent approach to expectations. His engagement improves when the learning environment feels predictable and positive.

# Attendance support plan



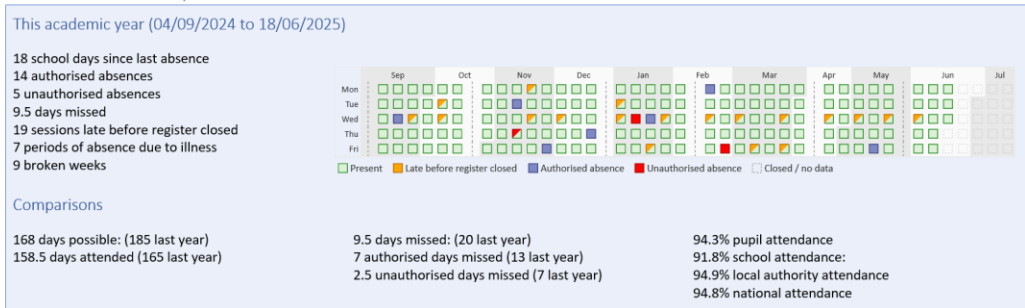
## Dominic Abramowitz – Attendance Support Plan

Oak Drive Primary School



Start Date:	04/06/2025	Review Date:		Class Teacher:	Mr Cole
Year Group:	Year 5	Date of Birth:	12/11/2014	Age:	10y 7m

### Attendance Summary



### What are our concerns? Why are we putting a plan in place?

Dominic has missed several days of school this academic year, with both authorised and unauthorised absences contributing to a 94.0% attendance rate, which is below the expected target. There have also been a high number of broken weeks and repeated late marks, which may affect his continuity of learning and emotional readiness for school. The plan is being put in place to help identify and address the reasons behind these attendance patterns, with a focus on working collaboratively with Dominic and his family to ensure a positive and consistent return to full-time learning.

Dominic Abramowitz

Oak Drive Primary School

Area of concern	Target	Success criteria	School support strategies	Home support strategies	Provisions	Review
Frequent broken weeks	Dominic to attend school every day for 4 consecutive weeks	Fewer than 1 broken week per half-term	Morning check-in with pastoral lead, reward chart for full weeks, weekly praise postcard	Establish consistent bedtime and morning routine, visual weekly calendar at home	Breakfast club - 3 day	
Persistent lateness on Mondays	Dominic to arrive on time each Monday for 6 weeks	100% on-time arrival on Mondays across 6 weeks	Meet and greet at school gate, reminder message sent to parent Sunday evening	Prepare bag/uniform on Sunday, aim for earlier Sunday bedtime, morning alarm set		

### Pupil View - what is positive about school and what are the challenges?

Dominic says he enjoys school most when he can be with his friends, take part in creative lessons like art and science, and receive praise for his efforts. He feels proud when he gets things right and is keen to do well. However, he finds early mornings difficult and sometimes feels worried about certain subjects, especially when he's unsure what to expect that day. He says he occasionally feels tired or overwhelmed and would prefer to stay at home on those days. He has also mentioned that he finds returning after an absence hard because he feels behind or out of the loop.

### Parent View - what is going well and what are the barriers?

gemma@equin.co.uk (Mother) 17/06/2025

We've been working hard as a family to get Dominic into a more regular routine, and we're happy that their attendance has started to improve. He seems more settled now and less anxious about going in. What's going well is the communication from school – having regular updates and knowing what support is in place helps us feel reassured. The barrier has mainly been mornings – Dominic can get quite anxious, especially on Mondays or after holidays. We're trying different strategies at home, but it's still a work in progress.


### Review summary

# Pupil Passport

Oak Drive Primary School



## Dominic Abramowitz – Pupil Passport

Year Group: Year 5	Date of Birth: 12/11/2014	Class Teacher: Mr Cole
SEND Provision: No SEN	Broad Area of Need: None	Attendance: 94.3%
<b>I would like you to know that:</b> I really enjoy learning new things, especially when I get to be creative or work as part of a team. I like subjects like science and reading because they let me explore ideas and imagine different scenarios. Sometimes, I can take a little while to get started with tasks, especially if I'm unsure of what to do or if I don't fully understand the instructions. I always want to do my best, but I sometimes need encouragement to feel confident in what I'm doing. Knowing that my teacher understands this helps me to feel more relaxed and ready to learn.		<b>I will help myself by:</b> Trying to stay organised and focused during lessons, even when I find the task a bit tricky. I will remind myself to use the tools around me, like word mats, spelling charts, or maths resources, to help me work things out on my own first. I will try to listen carefully to instructions and think about what I need to do before jumping in. If I start to feel stuck or confused, I'll try to ask for help rather than sit quietly. I'll also try to keep a positive attitude and not give up if something seems hard at first.
<b>I find it difficult to:</b> Keep concentrating for a long time, especially when the classroom is busy or there are lots of distractions around me. When there are too many instructions given at once, I sometimes forget the steps and feel unsure of what to do next. I find it hard to check over my work, particularly in writing, because I don't always notice small mistakes like punctuation or spelling errors. I can also feel a bit overwhelmed if I'm expected to finish something quickly, especially if I haven't had time to fully understand what's expected.	<b>It would help me if you could:</b> Break down the tasks into smaller chunks and go through the steps with me so I know what to focus on first. If you can give me short, clear instructions—maybe even write them down or display them on the board—it really helps me to stay on track. Sometimes I just need a quick reminder or prompt to keep going, especially if I get distracted or start to doubt myself. I find it really useful when I can talk through my ideas with an adult or a partner before I write, as it helps me organise my thoughts and feel more confident.	<b>Additional Support:</b> Dominic benefits from structure and visual support throughout the school day. Providing written or visual instructions alongside verbal ones can help reduce anxiety and improve task focus. He responds well to regular check-ins, particularly at the beginning and midpoint of a task. Writing scaffolds such as sentence starters, planning frames, and word banks are effective in supporting his written work. Using a calm, encouraging tone and providing reassurance when he feels uncertain boosts his engagement and confidence.