



BOWERHAM PRIMARY & NURSERY SCHOOL

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Re: Individual Learning Plans - overview

Dear Parent / Guardian,

At Bowerham, we endeavour to provide every child with the best opportunities to succeed in their learning. This is achieved through quality teaching and encouraging positive attitudes towards learning. In addition, children receive targeted support from teaching assistants and teachers both within and outside the classroom. When children receive targeted support, further to classroom practise, this is outlined on an ILP.

What is an ILP?

An ILP is an Individual Learning Plan which outlines the support we have put in place specific to your child's individual needs. You will find an overview of an ILP overleaf which explains the different areas of an ILP in more detail.

- It gives a brief overview of the area of learning your child is receiving extra support in
- It provides a description of a specific skill your child requires more support with within this area which is identified as a target
- It informs you of what activities we have put in place to support your child in developing this skill

Who receives an ILP?

Children who have a SEND need that is within the four areas of need from SEND Code of Practice, will receive an ILP.

The four areas of need are:

- Communication and Interaction: speech and language, ASD,
- Cognition and Learning: Moderate – severe learning difficulty, dyslexia, dyscalculia
- Social emotional and mental health: ADHD, ADD
- Sensory/ physical needs: physical impairment, visual impairment, hearing impairment

In addition, children who do not have a diagnosed SEND need or are currently on the assessment pathway, may have an ILP if they need to receive short-term additional support in order to maintain or accelerate their academic progress. After discussion between teachers, parents and the SENCo that a child needs an individual intervention, the Individual Learning Plan will be put in place.

Stand tall, reach high, love learning

*The Bowerham School community is proud to nurture aspiration,
inspire love for life-long learning and prepare children for a changing
Society.*



Where will I find my child's ILP?

If your child has an ILP, you will find your child's ILP on Showbie in My Learning (year 1 – 5) or Tapestry (rec). Supporting activities will be also be uploaded to Showbie in your child's My Learning folder or to Tapestry. This is to enable parents and children to be able to access activities at home which will help develop these skills – in addition to the support they receive in school.

When will I receive my child's ILP?

Over the academic year you will receive 5 ILPs on Showbie with updated targets.

- End of Autumn 1
- End of Autumn 2
- End of Spring 2
- End of Summer 1
- End of Summer 2

Your child will work on the targets that have been outlined on the current ILP, which will then be evaluated. The evaluated copy will then be uploaded to Showbie (year 1 – 5) or Tapestry (rec) before you receive a new ILP on Showbie (year 1 – 5) or Tapestry (rec).

What if my child is receiving extra support through the tuition team or pastoral team?

If your child is receiving extra support through tuition or pastoral, you will receive a tuition or pastoral plan on Showbie. The plans for tuition and pastoral were originally implemented through the ILPs however we are continually striving to streamline our processes and as a result have decided to run tuition and pastoral support separate to ILPs. Tuition and pastoral will now have their own folder on Showbie where you find all the relevant information.

Can I discuss my child's ILP with a member of staff?

Yes - You can leave a written comment or voice note on Showbie or alternatively, you can email your child's class teacher or the SENDCO: jgallagher@bowerham.lancs.sch.uk.

You can also discuss your child's ILP at parent consultations, which will take place in the first week after February half term.

Kind regards, the SEND team

Individual Learning Plan

Name: Peter Rabbit
Year group: Year 1
Main Category of Need: Speech, Language and Communication

How I Work Best: I work best when I have visual prompts, sound mats and concrete objects to work with.
Resources: Phase 2 and 3 sound mats, concrete objects for maths calculations, visual timetable.

Area of Need	Progress Objectives	Current Achievement	Targets	Activities/Provision	Frequency	Achievement/Date
Self Care	48-50 minutes when 1:1 December 2020	I understand and can use the toilet for 'big' wee	I understand and can use the toilet for 'big' wee	To understand and answer 'when' questions	Highlight when actions they are carried out during the day Use stories to talk about when they go to the toilet Use objects to talk to help describe when it happens and when they are in the toilet Use a visual timetable to show when they go to the toilet	Daily (20 mins) 02/12
Self Care	Sharing 30-50 drawings December 2020	I like to talk and explain the understanding of something. I talk to my friends and tell myself of answers when asked questions about things	To be able to produce clear words that include the 'r' sound	To be able to understand and use equipment such as 'under' on the mat behind by carrying out actions	Using 100% 100% cards, as all words and encourage the to use the 'r' word where appropriate. Using letter mats close to the teacher in games, using egg timers and resources to work on their sounds when saying words and sentences	Daily (20 mins) 02/12
Understanding	Understanding 30-50 drawings December 2020	I understand and can use the toilet for 'big' wee	To be able to understand and use equipment such as 'under' on the mat behind by carrying out actions	Use toys and connect objects to make stories from a different position, avoid use of current language 'how to read' (e.g. reading with a book)	Using 100% 100% cards, as all words and encourage the to use the 'r' word where appropriate. Using letter mats close to the teacher in games, using egg timers and resources to work on their sounds when saying words and sentences	Daily (20 mins) 02/12
Maths	Number 30-50 drawings December 2020	I can use basic number names and language confidently and use some of these numbers when necessary	To recognise number 1 - 5 confidently	To recognise number 1 - 5 confidently	Using 100% 100% cards, as all words and encourage the to use the 'r' word where appropriate. Using letter mats close to the teacher in games, using egg timers and resources to work on their sounds when saying words and sentences	Daily (20 mins) 02/12

How I Work Best
This will provide you with some useful information about how to get the most out of your child and support them in their learning. It might suggest that your child will benefit from lots of visual prompts such as timetables, diagrams, pictures or that they like to have time to work independently.

Area of Need
This gives a brief overview of the area of learning your child is receiving extra support in. These areas will vary for individual children dependant on their ability and need. These will include (but is not limited to) speech and language, Well Comm, pastoral support, as well as curriculum areas.

Progress check and Date
Here you will find information about where your child is currently working on the date of assessment shown. For different areas of learning, this may be represented differently. E.g. a score, age band equivalent, year group expectation.

Current Achievement
This will provide a description of what your child is able to do in this area of learning based on an assessment.

Frequency
This tells you how often your child will work on this target.

Targets
This provides a description of the specific skill your child requires more support with. These skills are taken from the appropriate assessment programme e.g. PIVATS, Speech and language, Well Comm, The National Curriculum.

Activities/Provision
This informs you of how your child will be supported in developing this skill. Supporting documents and activities will be uploaded to Showbie in your child's My Learning folder or to Tapestry for your child to access in order to practise and develop this skill.

Achievement/Date
Your child will be assessed regularly and when they have met their target their individual learning plan will be updated accordingly.