**Template for information gathering to support planning**

**for learners with additional needs**

**Gathering information on the learner, their new learning environment and the people who will support them learning at home is crucial for students with additional learning needs. This information will support the provision of functional, relevant and achievable goals for learners and their whānau while learning at home.**

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| STUDENT | WHANAU CONTACT |
| **Information from Home** | |
| How are you?  How able are you feeling to support your child/young person? (e.g. time, health other pressures)  Who else is at home during this time? |  |
| What are your daily routines right now?   * For you * For your child |  |
| What could learning at home look like for you and your child/young person? e.g. space/resources/other learners  Are there any barriers? |  |
| What are your family priorities for learning at home? |  |
| How should we communicate with each other?  Who am I best to connect with? |  |
| What are your child’s strengths and interests that I can build into our planning? |  |
| What do you think will be their unique needs learning at home? |  |
| What do you see as potential triggers or hotspots? |  |
| What kind of activities at home could be calming or peaceful? |  |
| **Other** | |
| **Teacher/School Information** | |
| My supports to plan for this learner |  |
| Others involved  Put a plan in place so we are working together to support this learner.  e.g.   * SENCO * LSC * Additional Teacher * Teacher Aides * RTLB/Ministry Learning Support * ESOL teacher * Pastoral Care Team * Dean   Establish a communication plan/regular catch up and decide on a liaison point so family are not overwhelmed |  |
| Important people for this student to remain connected to at school  Plan to maintain relationships. |  |
| Current IEP/Learning goals that align with family priorities for learning from home. |  |
| Materials/methods/supports/resources are most useful at school |  |