

What people like and admire about me

Growth mindset (please adapt learning to use my strengths)

My strengths from the 7Cs profile

My challenges from the 7Cs profile

Goals I'm working towards

e.g. see my SaLT learning plan

See my ETAT learning plan

See my Nesy plan

What is important to me? What are my interests? (things I like to talk about)

My One Page Profile

Photo of child goes here

Name of child

What worries me (school would be better if/school is better when...)

The most important things for new adults to know

My hopes and dreams for the future

My sensory profile (complete activity first)

Sensory experiences I like

Sensory experiences I don't like

Communication friendly environment

- Using simple, literal language (avoiding double-meanings)
- Providing step by step instructions (oral and or written) with visual support, if necessary, e.g. use of visuals to accompany key words or use of different coloured pens to highlight key words
- Wearing lanyards with key visual prompts to support communication needs of the class e.g. emotions cards or prompts for expected behaviours
- Repeating instructions and checking for understanding, as required.
- Offering choices
- Pre-teaching new and important concepts including relevant vocabulary - Word Aware approach
- Clarifying, explaining and checking understanding of vocabulary as we teach
- Supporting pupil expression through the use of sentence starters/language stems and other visual scaffolding e.g. Colourful Semantics
- Allowing extra time for processing e.g. ask question and then come back/use of reflection time
- Use of Talk partners

Use of visuals in environment

- Large visual timetable at front of class
- Visual prompts for rules and behaviour
- Labelling of resources
- Visual schedules for key routines
- Visual task break downs
- What a good one looks like
- Understanding and identifying emotions display linked to Zones of regulation curriculum.
- IWB formatting to follow guidelines from British Dyslexia Assoc

Other aspects of Environment

- General social stories for whole class use
- Sensory box with sensory toys and resources to access as needed - with support/direction.
- Cosy/quiet corner to access as needed for calm time or time outs

Additional support from others

- Extra adult support for differentiated targets and use of key resources or strategies
- Learning buddies
- Play buddies
- Seating arrangements – including proximity to teachers/a buddy/ avoidance of distractions or sensory overload
- Catch up groups/boosters for Maths, reading, phonics, spelling, writing

What helps me?

(From core offer)

helps me **let's try** **doesn't help**

*** Strategies for ADHD/advice from external professionals**

Environment and resources

Resources

- Reading rulers/bookmarks
- Pencil grips, variety of pens/pencils to try
- Word mats /lists/ vocabulary cards
- Letter and number strips for students to look at to see how to write them correctly
- Writing frames, Sentence starters, Individual whiteboards for drafting, colourful semantics resources
- Number lines/Numicon/counters/cubes etc
- Concrete resources/props/stimuli
- Handouts available using British Dyslexia Association guidelines

Teaching and learning strategies

- Use of formative and summative assessment to inform planning for class and individual differentiation
- Learning which is differentiated, cumulative and multi-sensory with opportunities for repetition and over-learning
- Marking/ feedback/monitoring which identifies individual next steps and is responsive to any individual targets/plans
- Feedback which encourages a growth mindset and praise for effort as well as accuracy
- Use of targeted and differentiated questioning that provides challenge and encourages metacognition
- Allowing understanding to be demonstrated in different ways (oral reports, video presentations, posters etc)
- Opportunities for whole class learning breaks / movement breaks / sensory breaks within each learning session

The class community

- Clearly displayed classroom rules and consistent use of rewards and consequences
- Whole class Zones of Regulation curriculum to develop an understanding of our emotions and our states of alertness and how to manage them.
- Opportunities for pupils to have individual roles and responsibilities within the class
- Topics which engage and reflect the lives, cultures and experiences of all our learners