My name is XXXXXX

Date of Birth: XXXXXX

I am in the XXXXXX group at XXXXXXX and my keyworker is XXXXXX

**Things don’t like:**

*When I can’t perfect my logo drawings*

*When there is a change in my routine. If things are done differently this stops me from carrying on with daily tasks*

*When the environment is too noisy, or changes are made making it look and feel different*

*When things in my environment are moved or changed.*

*I will scream, pull at my body, throw objects, hit, take my clothes off and lie on the floor*

**Things I like:**

*I love drawing and perfecting Logos from my memory - I particularly like supermarkets, McDonalds and shops.*

*Key adults who I have developed a close bond too that speak to me with a soft, gentle sing-song voice*

*I like to have my own book and pens in my own tray that I can access at all times*

*One to one time with a key adult in the Cloakroom where it is quiet*

*When I am happy I run back and forward making noises*

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| **Some things you need to know about me.** | **Please DO** | **Please DON’T** |
| **What I need to communicate?**  *What do I need from an adult to support my communication?*  *Are there systems of communication that help-pictures, objects of reference, guiding, body gestures?*  *What adult communication style works best for me? Chatty/quieter, tone of voice, high energy/low energy* | * Interact with me in using a quiet, gentle sign-song voice, simplifying language using 2 or 3 words. I am non verbal, I rely heavily on an adult to support and direct me throughout the day. I will copy and repeate words/phrases when I am motivated or on my own terms. * Have low energy when you appraoch me, smile and get down to my level, keepin space between us. This will make me happy, you might even get a hug or I will take your hand. * I to take my time to observe enviroments and people before I feel safe. I need adults to slow down and take a slow pedagogical appoarch to learning and interactions. * I rely on the visual envirnment, I need adults to help me make connections with experiences on offer through these visuals. * I need adults who support me carrying out routines. I need hand over hand interactions and lots of modelling until I am confident in what I am doing, for example washing my hands, picking my lunch. * Give me 1-1 time. * Listen and look at what my body language is communicating. This can often tell you what I need. In new environemtns I can be reserved and tense. In these moments I like someone to take my hand, reassure me and make me feel safe. * Provide me with enviromental engagements indoors such as sand play, playdough and water play. * Use boardmaker visuals along with simplified language to help communicate different parts of my day such as nappy changing time, snack or lunch. * Use my simplified chosing board to support me moving round the room. Give me 2 choices and support me to chose 1. I sometimes require you to model how to do this. I need your support to access this area by taking my . I need you to point out the visual in the area I have chosen to help me make this connection. | * If you Shout my name or use a loud voice – this will make me feel scared and startled. I will jump to attention. * Take me to a noisy environment that has no access to a quieter area – this will make me distressed. * Interrupt or rush me when I am observing an environment. I will not feel safe or be able to move on with daily tasks or learning. * Immediately stop me from doing my drawings without using Makaton to explain it is finished and time to move on. I will become distressed, repeating ‘bye, bye’ to you to communicate for you to stop. I will rock back and forth rigorously, I may lash out and hit you. * Leave me on my own without any support or encouragement. I will stand or sit quietly without interacting all day. * Give me too many choices when choosing a task as I will feel overwhelmed and be unable to make a choice. |
| **What do I need to regulate my emotions?**  *What do I need from the adults around me to help me regulate my emotions?*  *What can I do to regulate my emotions?*  *What do I need from the environment to help me regulate my emotions and be actively engaged for learning?* | * If I am unsetteld give me comfort and cuddles. * 1 to 1 time doing somehting I love – accessing our quiet area with quiet music time, reading stories and puzzles. * If I am extremely distresseed I prefer one of my key people to comfort me. I like how they cuddle me and make me feel safe. Listening to their voice can soothe me along with looking through the ipad at pitcures from nursery or searching logos online. * I can fixate on drawing logos, when I do this I can become extremely distressed. I need my key adult to take the logos out of my sight as this makes me more heightened. * I am beginning to use visuals to help me communicate my emotions. This is something I can do when I am happy. | * Talk too much as this can make me heightnened. * Leave my drawing in sight. Please do not try to reasure me that they are good – I am extremely hard on myself I like things to be perfect and exactly like they appear on a screen. |
| **What do I need to learn?**  *How do I like to play? Child initiated/adult initiated balance*  *What types of activities am I interested in?*  *What do I need from the adults around me to help me learn a new skill? Discovery learning, demonstration, hand over hand etc.*  *What are my learning dispositions?*  *What types of environment help me to engage and learn best? Indoors/outdoors, larger group, small group, paired etc.*  *What types of adult interactions engage me?* | * I have many strategies in place which I need to function and learn. If things become off balance and strategies are no longer in place I am unable to cope which directly impacts my ability to learn and develop. * I follow the same routine everyday when entering nursery. I like to be greeted at the door with a familiar adult who is calm and gentle. I need time to visually explore the environment then I will sit at the drawing table and draw logos. Drawing logos can help me regulate. * Get down to my level, give me eye contact and a smile, say my name quietly and give me time. * Use simple language. Guestures and the visual environment help me know what I am going to do. * I need adults to demonstrate, model and give me hand over hand to show me what I do. I only spend short periods of time at these experiences before I loose interest. * Be patient with me, I take time to learn and process new things. Do them over and over again, I love routines, once I learn the sequence of something I can carry it out with less adult support. * Give me lots of opportunities to explore Playdough, water and sand play both indoors and out. These experinces are good for distracting me when I am over stimulated. I like to use all my senses when I play. I get up close to visually explore it, I like to smell things and see how it feels pressed against my face. Watch out i have been known to taste the sand, wate and playdough. * I need space both indoors and out to run. I like to run in a specific route so please make sure the space is clear. I run on my toes and fall a lot. * 1-1 time in our quiet area is an essencial part of my day. I love to look at simple nursery rhyme books, letter puzzles and musical instruments. It helps me to relax and top up my social cup. This is where I do most of my learning. I will be most motivated to talk during these times. * Include me in small group experiences such as singing and dancing. Make sure its not too loud and busy! | * Be loud and rush me in the door. If I don’t get time to visually explore the environment and staff I will become distressed and unregulated. * Let my mum or dad into the playroom, this will make me very frustrated. I will scream and lash out. This is not part of my routine. * Stop me from running. This helps me process information. Without it I will not be able to move on with my learning. |
| **What do I need to look after myself?**  *Toileting, getting changed, self-care- Any specific instructions about how to practically support me and how many adults I need to support me?*  *Safety- what level of supervision do I need? Do I need different levels of supervision in different enviroments to keep me safe?* | * Change my nappy regularly. I have a particular routine when I am getting changed. I have a juice bottle in my bag. I like to get this out my bag bymyself and drink this before I will aloow you to change me. Encourage me to sit on the toilet I can sometimes do a pee. * Check me throughout the day I wont communicate to you that I am soiled. * I will become distressed if my clothes are wet. Ocassionally I will attempt to take my trousers off but I need an adult to help me. * Offer me food/drinks throughout the day. I am unable to communicate these needs. I need reminding of meal times throughout the day. * With support I am able to carryout meal time routines. I need adults on hand for support but I like to have my own space without adults looking at me. If I see you looking at me I wont eat. * Supervise what I am putting in my mouth, I like to eat the sand, pens and playddough. I will drink the water out the water tray too. | * Change the sequence of my changing routine. If you don’t let me carry this out in a particular way I will lash out, become very distressed and wont allow you to carry on with changing me. |
| **What do I need to help me transition and follow routines?**  *What do I need from adults to follow routines and transition from one activity to another?*  *What other supports in the environment help me to follow routines and transition?* | * I need adults who take a slow pedagogical and a relationship-based approach, giving me time to become familiar and relaxed with new environments and people. * I need adults to demonstrate, model and give me hand over hand to show me what I do when carrying out routines. I need routines to be repeated over and over until I learn the sequence then I am then able to carry them out. Such as washing my hands, serving my lunch. * Ensure an adult directs me and supports me during the day. If I am left I will zone in on drawing logo. I will not independenlty leave this task. * I can be very quiet and self contained even at times when I am having a melt down. If the room is busy and noisy I might get lost and forgotten about. I need adults who keep me in mind and look out for me. * I have a simplified chosing board that I rely on for helping me move round the room. I need a key adult to support and encourage me to use my choosing board. * I rely on the visual environment to learn and access different areas and experinces. With adult support I am beginning to make connections between my choosing board and the visual environment. * Use simple key phrases when talking to me, I am not yet ready for verbal instructions. | * Speak loud and rush me. There is a process for each set of my routine I need to go through. If I miss a part of it I need to start from the beginning. * Ask me to do soemthing without approaching me and using my visual/guestures as I will not understand what is being asked of me. |
| **What else do I need?**  *Sensory profile of needs- how does my sensory profile impact on my access to experiences and how can an adult and the environment support me? Loud/busy environments vs quiet/calm, bright/stimulating vs low arousal/low sensory.*  *Diet and eating needs- what do I need from an adult to encourage me to try new foods and to support my eating habits?*  *Do I need a Positive Behaviour Support Plan to tune into my arousal cycle and understand the function of any behaviours that challenges?*  *Do I need enhanced nurture experiences to support my wellbeing?*  *What level of multi-agency planning do I need? Has there been consideration of a coordinated support plan for me?*  *Anything else?* | * Provide calm, quiet environments with lots of opportunity for 1-1 joint interations with adults. * Give me opportunities to run freely and explore in a safe and secrue environment. * Ensure I have eaten something throughout the day, I particularlly enjoy crackers, biscuits, toast, fish fingers. At home I am very particular of brands and packaging I will only eat certain ones. At nursery I do not get to see this. It took months for me to eat anythging at nurery. * I need to feel a connection with an adult to feel safe and relaxed. I do not cope in an environment where I have no connections to adults. I need enhanced nurture. I love cuddles when I am ready for them. I need adults who know me well and things I like. I love logos, his is a way you can connect with me. Drawing, signing and singing logos helps me to connect with you. * Provide me with extra support, I currently have a form 4, Speech and Language therapy (when needed), Educational phsychologist, TAC meetings. A referal to Paediatrics has been done (TIME). The nursery also provides SFLA support on a 1-1 basis, daily for short time periods. I also recive 1-1 support form my keyworker and other staff on a regular basis. |  |

**What does my daily routine look like :**

* When I wake up I need to carry out a very specific routine to set my day in the right step. I cannot function if each step doesn’t happen. My dad has to carry me down the stairs, I will not allow for my mum to do this. My dad has to stop on each step and point and look at the photo saying the same phrase. If he misses a step or part of this sequence I will scream, and lash out until he goes back to the start. I cannot carry on with my day unless this happens. The sequence of getting dressed, where I eat, the route I walk, theposition of house hold objects and getting buckled into my car seat. I attend nursery 5 days per week 52 weeks of the year. When I arrive at nursery my mum and dad know I need then to carry out another specific routine. I do not allow my dad to leave the car, I only allow for my mum to take me into nursery. Once I arrive in nursery my mum doesn’t hang around. I sometimes need to give her a reminder of this. I will push her and close the door saying ‘bye bye’. If my mum enters the playroom this makes me feel anxious. I will become distressed and stimm. Luckily my mum knows my boundaries that nursery and home are very separate. I will take my time to visually exlore the environment and staff before I feel safe. I then sit at the drawing table and draw/write logos. This can help me regulate. i may get up and the run a specific route of the room backwards and forwards before going back to the drawing table. At 9am we all go into our groups for gathertime. I have wokred so hard on building my tolarance for sitting and joining in. if I am happy and relaxed I will sit and join in with some of the actions to our welcome song. This has took 2 years to establish. I will on focus on this for a few minutes after that I will zone out and stare into space. Most of my day I will walk around or sit at the drawing table fixating on logos. I rely heavily on adults around me to support me and direct me. My choosing board and the visual environment is helping me with this. I like to explore playdough, sand, water and run outside in the garden. I am unablke to ask for a coat, wellies or waterproofs. I cannot tolarate nursery waterproofs or wellies that arent my own. I recive daily 1-1 support from SFLA.

**When I Arrive at Nursery I Like:**

I like to be greeted from an adult who uses a quiet, gentle sign-song voice, keeping space between us until I feel safe to approach you. If it is one of my key adults I will give them a hug and hold their hands. I need time to visually explore the environment and staff before I feel safe.

**When I play I like:**

Joint interactions – 1 to 1 with adults, songs/rhymes, rhyme picture books and musical instruments.

Sensory play where is am able to use all my senses to explore sand, water, playdough and paint. It usually ends up all over my face, hands body and hair.

**When it’s Snack/lunch I Like:**

To carry out the lunch time routine – washing my hands and serving my lunch. I support carrying my plate.

I need an adult close by but not watching me. This stops me from exploring and trying foods.

I need time to explore foods using all my senses.

My diet is limited I mainly eat beige coloured foods.

**When its Time to go home I Like**

My mum to wait in the cloakroom.

I will give her lots of cuddles.

Space and time to run back and forward.

Once I get home I need my nursery clothes off straight away and for my bag to be put somehwhere I cant see it. If this doesn’t happen I will become very anxious, distressed and frustrated.

**What I am working on:**

adults are supporting me to re-establish routines by using hand over hand modelling, narrating and using buzzwords and short phrases

Adults are supporting me to use my choosing board to move round the room and be involved in different types of play

Adults are supporting my communication through 1-1 time, visuals, single key words and gestures.