

What people like and admire about me

Growth mindset (please adapt learning to use my strengths)

I am good at ...

I find the following things tricky...

At the moment, I'm working on

e.G Please see my SALT targets
Please see my OT targets

My interests (things I like to talk about)

My One Page Profile

Name of child

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

The most important things for new adults to know

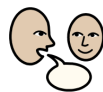
My hopes and dreams for the future

My sensory profile (complete activity first)

Sensory experiences I like

Sensory experiences I don't like

Communication friendly environment



- Use simple, literal language
- Step by step instructions (with visuals as needed)
- Repeat instructions and check understanding
- Extra time for processing when asking a question/reflection time
- Pre-teach new and important concepts/vocabulary (e.g. Word Aware)
- Clarify, explain and check understanding of vocabulary
- If a sentence doesn't make sense, adult to support through use of modelling not explicit correction
- Use of Talk partners
- General social stories for whole class use

Additional support from others



- Extra adult support for individual areas of need, use of key resources, individual strategies and support
- Learning/ Play buddies
- Catch up groups/boosters for Maths, reading, phonics, spelling, writing

What helps me?

(From core offer)

In place/helps me **let's try** **doesn't help**
***advised by external professionals**

Environment and resources



Teaching and learning strategies



- Learning which is differentiated, cumulative and multi-sensory and allows for repetition and over-learning
- Learning linked to personal interests and engaging
- Marking/ feedback/monitoring which identifies next steps and is responsive to any individual targets/plans
- Feedback which encourages a growth mindset and praise for effort as well as accuracy
- Targeted and differentiated questioning that provides challenge and encourages metacognition
- Allow understanding to be demonstrated in different ways (oral reports, video presentations, posters etc)
- Whole class learning breaks / movement breaks / sensory breaks within each learning session

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
- Emotional literacy display
- IWB formatting to follow guidelines from British Dyslexia Association (BDA)

Other aspects of Environment

- 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
- Seating arrangements e.g. proximity to teachers/a buddy/ avoidance of distractions or sensory overload

Resources

- Reading rulers/bookmarks /overlays
- Pencil grips, variety of pens/pencils to try, different coloured paper
- Word mats /lists/ vocabulary cards
- Letter and number strips
- Writing frames, Sentence starters
- Colourful semantics resources
- Individual whiteboards for drafting
- Number lines / Numicon /counters /cubes etc
- Concrete resources/props/stimuli
- Handouts using BDA guidelines

The class community

- Classroom charter linked to Rights Respecting approach
- Clear rewards and consequences
- Shared approach and curriculum for emotional literacy (Zones of Regulation)
- individual roles and responsibilities within the class
- Topics which engage and reflect the lives, cultures and experiences of all our learners