‘X’ strengths:

- ‘X’ enjoys practical activities such as classroom organisation such as handing out books.
- ‘X’ likes to do things the best of their ability.
- ‘X’ is very keen on sports, particularly football
- ‘X’ loves Art.

How to support ‘X’ in the classroom:

- Seat ‘X’ away from distractions but explain the reason for this.
- Where possible, take time to explain to ‘X’ why things have to be done as you are asking them to be.
- Prepare ‘X’ for changes.
- Be very firm and **consistent** with ‘X’ but where possible allow ‘X’ to explain personal feelings and try to take these feelings into account without giving in.
- Where possible give ‘X’ chance to give his point of view, ‘X’ may struggle to do this verbally but may be able to write it down.
- Explain tasks to ‘X’ as simply as possible and do not give lots of instructions at once.
- Give ‘X’ take-up time after an instruction and don't keep repeating the instruction over & over.
- Emphasise positives to ‘X’ as he fixates on negatives

St Joseph’s Learner Profile

Completed by……..

Photo

- **Name:** ‘X’
- **D.O.B:** 00/11/12
- **SEN register:** SEN support (K)
- **Baseline results:**

‘X’ difficulties:

- ‘X’ has ADHD and struggles to concentrate and avoid distractions.
- ‘X’ was diagnosed with ASD in August 2014 and therefore finds many aspects of school life difficult especially changes to routine.
- ‘X’ has some difficulties with attachment and struggles to build positive relationships with staff. ‘X’ really appreciates staff who make the effort to get to know him.
- ‘X’ finds new situations difficult.
- ‘X’ can be very stubborn and inflexible.
- ‘X’ has a strong, but often misguided sense of what is fair & unfair and sometimes struggles to see other people’s point of view.
- When ‘X’ gets into a bad mood, he finds it difficult to get out of it and tends to “dig heels in”.
- ‘X’ finds it difficult to accept if things aren't perfect.

Support ‘X’ receives:

- Medication for ‘X’s ADHD. ‘X’ takes this in school at the start of dinner time.
- Support from the CIAT team.
- Sessions in social skills groups, working on teamwork skills and other personal skills.
- Musical Interaction programme to develop listening skills and to provide ‘X’ with practical learning opportunities.
- ESA support in lessons to help ‘X’ to access the work and help him to keep concentration and practice self-control with his behaviour.