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| **Confidential**  **Education, Health, and Care Needs Assessment**  **Psychological Advice/Information** |

**Amended Advice – 15/05/2025**

A copy of this advice is provided to Jada-May’s parents/carers prior to the completion of the process. This advice will be included as one of the appendices should a final Education, Health and Care Plan or Co-ordinated Plan be issued.

Please contact the Educational Psychologist (EP) if further clarification is required. An electronic copy of this advice will be kept by the Hertfordshire Educational Psychology Service and will be stored within the Local Authority’s electronic filing system.

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| **Child’s name:** | Jada-May Blackham | **Date of Birth:** | 10/12/2010 |
| **School/Setting:** | Bamwell School Shephall Green Stevenage Hens SG2 9XT  Currently attending Stevenage ESC Collenswood Road Stevenage SG2 9HQ | **Age:** | 14 years 3 months |
| **Address:** | 13 Tye End Stevenage  SG2 STU | **UPN:** | V919102214068 |
| **Looked after by Local Authority** | No |
| **Name of EP providing this advice:** | | Dr Scott I-Patrick *CPsychol* | |

**PURPOSE OF THIS REPORT**

Following agreement to an Education, Health, and Care Needs Assessment (EHCNA), Educational Psychologist advice was requested to consider the outcomes and provision to meet Jada-May’s educational needs. It is important that the information in this advice is read alongside existing information provided by parent/carers, professionals, and information provided as part of the Local Multi Agency Group (LMAG).

# **Sources of Information and Involvement**

This report is based on a thorough review of all evidence submitted for Jada-May Blackham's Education, Health, and Care Needs Assessment (EHCNA) request, including:

* EHCNA Request Form (February 2025), completed by Ms Chloe Dwyer (Mother). Includes detailed parental observations and background information
* Educational Information from Barnwell School (10th March 2025), provided by Ms Hayley Olcay, Associate Assistant Headteacher and SENDCo. Details attendance records, support strategies, and intervention history
* Year 8 Progress Check 1 (2023/2024 academic year). Academic performance tracking document from Barnwell School. Shows GCSE target grades, progress, behaviour for learning scores
* Education Information from Stevenage ESC (11th March 2025). Comprehensive overview of Jada-May's progress at Stevenage Education Support Centre. Documents strengths, difficulties, and strategies implemented during respite placement
* Pupil Assessment from Stevenage ESC (11th March 2025). Detailed academic and cognitive assessment data. Includes learning style preferences, reading age, spelling age, and various standardised assessments
* EXACT Individual Student Report (28th January 2025). Standardised assessment for exam access arrangements. Provides data on word recognition, reading comprehension, spelling, and writing speeds
* Notification of Request for EHCNA (13th February 2025). Prepared by Ms Katherine Love (EHCP Coordinator). Documents current educational placements and dual registration at Barnwell School and Stevenage Education Support Centre
* SEND SAS Speech, Language, Communication & Autism Team Consultation Summary (10th July 2024, reviewed 8th November 2024). Compiled by Ms Zara Stuart, Complex Specialist Advisory Teacher for Speech, Language, Communication and Autism. Based on school visits conducted on 21st June 2024 and 28th June 2024, with review meetings on 11th October 2024 and 8th November 2024. Includes observations, pupil voice, and meetings/discussions with SENCO/staff and parent
* GL Assessment Dyslexia Screener Teacher/Practitioner Report (6th December 2022). Administered at Barnwell School. Shows profile typical of someone with few signs of dyslexia (Category B)
* Secondary Language Link Assessment (25th January 2024). Standard score of 109 (72nd percentile). Shows Jada-May's understanding of language is appropriate for her age. All section results fell within the broad average range (85-115)
* Parent/Carer Contribution (February 2025). Provided by Ms Chloe Dwyer (Mother). Contains comprehensive developmental history and current presenting needs. Includes Jada-May's aspirations ("to be a mum") and parent's hopes ("to be happy and calm, comfortable in her surroundings and to be able to express herself freely")
* Health Information Form (February 2025). Completed by Ms Dwyer (Mother). Documents health concerns including pain, eating behaviours, dental health, personal care, attention, sleep, and emotional regulation challenges
* Professional Involvement Record (February 2025) - Lists current and previous professional involvement: Advisory Teacher: Ms Zara Stuart (Hertfordshire County Council); CAMHS and CCAT: Ms Sam Palmer; School Contacts: Mr Scott Jenkins (Barnwell School) and Ms Amy Sawyer (Stevenage ESC)
* Diagnostic Letter (1st July 2020). Dr Vinod Tyagi, Community Consultant Paediatrician. Initial assessment of Jada-May at the Lister Hospital regarding social communication and interaction concerns
* Autism Diagnosis Letter (3rd June 2021). Dr Vinod Tyagi, Community Consultant Paediatrician. Formal diagnosis of Autism Spectrum Disorder based on DSM-5 criteria. Detailed observations of Jada-May's social communication, interaction patterns, sensory needs, and behavioural characteristics. Assessment included ADOS assessment, parental information, school questionnaires, and virtual observation
* Virtual Autism Observation Assessment Report (included in diagnostic letter, 3rd June 2021). Mayuri Dave, Principal Speech & Language Therapist. Semi-structured observation consistent with NICE guidelines. Detailed assessment of communication, social interaction, and behavioural patterns
* Telephone consultation with Ms Chloe Dwyer (11th April 2025). Discussion about Jada-May's current functioning, concerns regarding her anxiety about returning to mainstream education, and confirmation of the accuracy of the preliminary observations. Included brief attempt to engage Jada-May directly in the assessment process.
* Additional Consultation with Ms. Hayley Olcay, Associate Assistant Headteacher and SENDCo, Barnwell School (12th May 2025). Discussion regarding Jada-May's educational progress, intervention history, and environmental support requirements across different educational settings. This consultation provided additional context regarding the effectiveness of various educational approaches and informed recommendations for appropriate provision.

These documents collectively provide an overview of Jada-May's developmental journey, strengths, and areas of need from both educational and clinical perspectives, forming the basis for the observations and recommendations that follow in this advice.

**RELEVANT HISTORY AND BACKGROUND INFORMATION**

*Early Development & Diagnosis*

Jada-May is the oldest of five girls. According to her mother, Chloe Dwyer, pregnancy and birth were normal, though her mother experienced a haemorrhage at delivery. Per Dr Tyagi's diagnostic letter (03/06/2021), Jada-May achieved all her developmental milestones at appropriate ages, including speech, with typical physical development and no concerns regarding her physical health, hearing, or vision.

Jada-May was diagnosed with Autism Spectrum Disorder (ASD) in Year 5, "after being on the wait list since year 1" (Parent Contribution, February 2025). Her diagnostic journey began with a referral to paediatric services for concerns about social communication, social interaction, and inflexible thinking (Dr Tyagi, 01/07/2020). Following comprehensive assessment, including ADOS assessment, parental and school questionnaires, and a virtual observation assessment, she received a formal diagnosis of ASD based on DSM-5 criteria on 3rd June 2021 (Dr Tyagi, 03/06/2021). According to the SEND SAS Consultation Summary (10.07.24), Jada-May "is aware of and has some understanding of her autism diagnosis, and Ms Dwyer has helped her with this."

*Family Context*

Jada-May lives with her mother, Chloe Dwyer, her stepdad Mark, an 8-year-old sister Emmy, and two half-sisters - Darcy (2 years) and Ola (5 weeks at time of assessment) at their home in Stevenage (Dr Tyagi, 03/06/2021). Her family history notes that her maternal uncle has a diagnosis of ADHD. The EHCNA Request Form (February 2025) lists several important people in her life including her mother, step-sister, step-dad, sisters, dad, and a friend.

As documented in Dr Tyagi's assessment (03/06/2021), Jada-May's parents went through a difficult separation when she was 2 years old. This period was particularly challenging as her biological father, Jody, created difficult situations for both mother and child - moving in and out of the house, and eventually taking everything away when he left, with Jada-May witnessing these events. Dr Tyagi noted that despite these early experiences, Jada-May does not report negative memories of her biological father and only remembers positive moments. She visits her father regularly as per court arrangements with no reported issues.

The initial clinic letter (01/07/2020) mentioned that Chloe reported significant behavioural challenges at home, with Jada-May being "very stubborn, very violent and very defiant of instruction." Her mother describes ongoing significant behavioural challenges, including: "she will launch the contents of her bedroom down the stairs," "will sit on her window ledge hang out the window threatening to jump out," and "will just sit in her room and just scream for hours on end" (Parent Contribution, February 2025).

*Pre-School and Early Education*

Jada-May began pre-school at Triangles at age 2.5 years, where she exhibited significant separation anxiety, often being "always left at the window screaming," with these distressed episodes lasting for at least 30 minutes. During this time, "it would only be her key worker that could calm her down" (Parent Contribution, February 2025).

When she was 3-4 years old, Jada-May moved to Peartree Way nursery, where separation anxiety continued. Her mother notes she "would again scream at drop off and would only be handed over to two particular teachers." When these preferred teachers were absent, Jada-May "would have a meltdown as soon as we went through the school gates" (Parent Contribution, February 2025).

During the nursery period, Jada-May received speech therapy "as she could pronounce words correctly" and had "a lot of 1:1 interaction with teachers during this time working on emotions and how she was with people in general" (Parent Contribution, February 2025). Her mother observed that "when she has some cold it helps her regulate," which provided some support during her nursery years. The documentation indicates that Jada-May "had no friends at her nursery" (Parent Contribution, February 2025).

*Primary School Experience*

Jada-May attended Peartree Spring Primary School (Dr Tyagi, 03/06/2021). Her transition to primary school initially went well. Her mother reports she "was fine when she was carried into primary school until about year 5" (Parent Contribution, February 2025). At this point, challenging behaviours emerged, including "throwing bookbags, coats, shoes at everyone and anyone." Getting to school became extremely difficult, with her mother describing how Jada-May would be "scratching at my face, biting me and pulling my hair out" during these transitions.

During primary school, Jada-May had varied relationships with teachers – "either great relationships or awful relationships" according to her mother. One teacher "could not keep her in the classroom," and Jada-May would "jump the fences at school and run out of school to be with me" (Parent Contribution, February 2025).

Social challenges were evident as she "could not cope on the playground with other people" and required "her own separate door to go through and her own safe person to meet." At lunchtime, she "would never go to eat lunch with people her own age" and instead "would always sit with her teachers" (Parent Contribution, February 2025).

According to the initial assessment letter (01/07/2020), the school implemented various strategies to support Jada-May, including reward charts and other behavioural interventions. Despite these supports, her difficulties managing social situations and noises persisted, with Jada-May requiring entry to school through a separate door away from the main playground.

Prior to her autism diagnosis, Jada-May received additional support from GLAS-UK and psychiatric family support (DSPL2) focused on managing her emotions (Dr Tyagi, 03/06/2021). She was also referred to Step2 relating to separation anxiety.

Notably, during assessment (03/06/2021), Jada-May told Dr Tyagi that she enjoyed school, particularly mathematics and writing stories. She mentioned having friends at school, although assessment indicated challenges in maintaining reciprocal friendships.

Jada-May left primary school with KS2 scaled scores of 101 in Reading, 99 in Maths, and 98 in English GPVS (Education Information from Stevenage ESC, 11/03/2025), indicating she was working at an age-appropriate level at the end of primary school.

*Secondary School Transition and Experience*

The transition to secondary school was particularly challenging. Her mother describes the summer before secondary school as "very stressful" with Jada-May "having meltdowns over small things worrying about the start of school" creating tension in the home. Even practical preparations proved difficult: "I had to buy 15 different packs of shirts as she didn't like the labels or the collars or the buttons or the sleeves" (Parent Contribution, February 2025).

Jada-May transitioned to Barnwell School for secondary education. During Year 7 (2022-2023), she maintained 91% attendance and received 1:1 mentoring with a learning mentor. A Reading Age assessment in June 2023 showed she was functioning at 10.10 year - below her chronological age. The GL Assessment Dyslexia Screener (December 2022) indicated "few signs of dyslexia" (Category B) but revealed significantly below average performance in several areas, including Word Sounds (1st percentile), Reading (1st percentile), and Vocabulary (1st percentile). Her relative strength was in non-verbal reasoning (14th percentile), though still below average.

In Year 8 (2023-2024), Jada-May's attendance declined slightly to 90%. She attended Alternative Provision at Barnwell for part of the year before being reintegrated into mainstream provision. Her academic progress was documented as "Below Expected" in most subjects against a GCSE target grade of 5. Support was increased to weekly/three times per week mentoring. In March 2024, she was referred to a counselling program and CAMHS. By February 2024, she was placed on a part-time timetable, and in June 2024, a SAS Complex case worker was assigned. Interestingly, the Secondary Language Link Assessment (January 2024) showed age-appropriate language understanding with a standard score of 109 (72nd percentile), with particular strengths in Following Instructions (84th percentile) and Complex Sentences (81st percentile).

During Year 9 (2024-2025), Jada-May's attendance further declined to 60%. She returned to Alternative Provision following unsuccessful reintegration to mainstream. In November 2024, she received a safe space referral and was enrolled in the ESC Satellite program. By December 2024, she was referred for a 12-week full-time ESC respite placement due to risk of permanent exclusion. In January 2025, she commenced full-time placement at Stevenage ESC, where her attendance improved to 80%.

*Current Educational Provision and Reintegration Concerns*

Jada-May is currently in Year 9 and is dual registered at Barnwell School and Stevenage Education Support Centre (ESC). The SEND SAS Consultation Summary (10.07.24) documents that she attended a small Alternative Provision (AP) on the Upper Campus of Barnwell School. She was previously placed on the Middle School Campus but "was unable to manage her emotional responses, which resulted in frequent overwhelmed behaviours. Jada was unable to manage with the larger building and numbers of students, as well as the changes of location for lessons."

The Parent Contribution notes that Jada-May "is currently in alternative provision and has been since year 8" and is "currently on respite from school as she is at risk of permanent exclusion." Her mother states that she "cannot cope with the pressure and demand of mainstream provision" and "is in a heightened state before she even gets to school - just looking at the uniform gives her anxiety" (Parent Contribution, February 2025).

During a telephone consultation on 11/04/25, Ms Dwyer expressed that it has been difficult to engage Jada-May in discussions about the assessment process. When an attempt was made to speak with Jada-May directly, she was heard saying "I haven't been in mainstream for over 2 years and I don't know what to say..." before storming out of the room. This brief interaction revealed deep-rooted anxieties about potentially returning to mainstream school after her extended absence. Ms Dwyer confirmed this is a significant concern that should be considered as part of the assessment process, adding that Jada-May's anxieties about returning to mainstream education have intensified during her time away from that environment.

Recent review meetings (October-November 2024) documented that Jada-May was attending the Alternative Provision on a full-time basis, receiving weekly counselling with good engagement, and was preparing to start hairdressing sessions. The ESC had accepted her for one day a week starting mid-November, and both Jada-May and her mother had a successful visit to the ESC, with Jada-May feeling positive about attending.

*Interventions and Support Provided*

Barnwell School implemented numerous interventions to support Jada-May across Years 7-9. These included 1:1 mentoring, ELSA weekly sessions focusing on breathing and grounding techniques, 'Teach meets' to share needs and strategies with all teachers, and sessions with 'Tune into ASD'. Practical supports included an exit card system, red/amber/green prompt cards, additional literacy lessons including Lexia, touch typing instruction, and a pupil passport shared with all staff. Daily check-ins with a mentor were provided alongside bespoke challenge cards, withdrawal from trigger lessons when needed, visual prompts, and 1:1 discussions following incidents. From February 2024, Jada-May was placed on a part-time timetable and received Alternative Provision placement in both Years 8 and 9. External interventions were provided through TuneIntoASD and A Helping Hoof, with ongoing support from a SAS Complex case worker from June 2024.

At Stevenage ESC, Jada-May has benefited from small group teaching (5 pupils with 2 staff), individual workstations, and regular meetings between her parent and SENCO. Her daily schedule includes 1:1 reading interventions and a rewards system using vouchers for improved behaviours. She works with two mentors twice weekly and participates in enrichment activities. Additional supports include 1:1 music mentoring weekly, family support worker involvement, meet and greet with soft start mornings, and a RAG timetable with strategies for lessons. Weekly 1:1 boxing mentoring and specialised ASD teaching strategies provide further structure, alongside time out of class in a safe space when needed. She also receives 1:1 hair and beauty sessions, Tune into ASD coaching, and has been referred for Horse therapy.

*Attendance and Engagement*

Jada-May's attendance has shown a concerning trend, with a decline from 91% in Year 7 to 60% by Year 9 at Barnwell. The SEND SAS report indicated her "current attendance [was] 11.1%" (10.07.24). School staff reported that "Jada is not in her lessons much despite being on the premises" (Professionals Review Meeting, 08.11.2024). Her attendance has, however, improved to 80% since beginning at Stevenage ESC in January 2025. Her mother has found it "very challenging to encourage Jada to attend school and to wear the correct uniform; she is often very reluctant or will refuse to go" (SEND SAS Consultation Summary, 10.07.24).

*Health and Mental Wellbeing*

According to the Health Information Form (February 2025), Jada-May experiences "constant suffering from headaches and belly aches" and has significant challenges with eating, described as "refuses to eat - lives on sugar, does not like her food hot." She "goes through obsessive phases where something is her favourite food and will eat it every day and then suddenly it stops." Dental health is described as "awful" with appointments being extremely difficult: "can take half hour for the dentist to even look at her teeth." Despite being referred for fillings, she "is refusing to get them done" (Health Information Form, February 2025).

Jada-May has engaged in self-harming behaviours including "scratching, banging head" and will "stop eating when anxious" (Parent Contribution, February 2025). There is increasing concern about her mental health, with the Professionals Review Meeting (08.11.2024) noting that "a few referrals have been made with regards to Jada's mental health by Sophie Cook (Designated Safeguarding Lead)." The SEND SAS report states that "Jada can express suicidal ideation when in crisis; her extreme distress has required urgent assessment by the CAMHS Crisis Team in the accident and emergency department" (10.07.24).

*Social Functioning and Family Outings*

Family outings present particular challenges as Jada-May "cannot cope" and "will run away." Her mother notes they "cannot use public transport" and Jada-May "will only go in the car." To manage these situations, she "uses ear defenders or air pods with music" and her mother has "learnt when she needs time away" (Parent Contribution, February 2025).

These historical insights and developmental patterns inform the current understanding of Jada-May's strengths and needs, providing crucial context for the recommendations in later sections. The pattern shows increasing educational difficulties despite numerous interventions, indicating a need for more specialised and consistent support as she progresses toward adulthood. The recent interaction during the telephone consultation (11/04/25) further highlights her significant anxiety about educational environments, particularly regarding potential reintegration to mainstream settings after her extended period in alternative provision.

**YOUNG PERSON'S VIEWS**

The EHCNA Request Form (February 2025) contains a brief statement from Jada-May regarding her future aspirations. When asked about her views, hopes, and goals for the future, she expressed a desire "to be a mum."

Jada-May has demonstrated awareness of her own needs and a desire to develop better coping strategies. According to the SEND SAS Consultation Summary (10.07.24), "Jada showed awareness of her challenges with emotional regulation and processing her feelings; she would like to learn self-help strategies to support herself with this." Furthermore, "Jada understands, and is able to verbalise, the situations that may trigger her to feel less regulated."

During her diagnostic assessment (Dr Tyagi, 03/06/2021), Jada-May told Dr Tyagi that meeting her favourite teacher and friend makes her happy. When asked what makes her sad, she mentioned "when I cannot go to the school and see my friend, Chloe, then I become sad," indicating the importance of school and specific relationships to her emotional wellbeing.

During a telephone consultation on 11/04/25, an attempt was made to directly engage with Jada-May to gather her views about the assessment process. Her response was brief but revealing: "I haven't been in mainstream for over 2 years and I don't know what to say..." before she became overwhelmed and left the conversation. This comment offers important insight into her perception of her educational journey and highlights significant anxiety about mainstream education after an extended period in alternative provision. Her emotional reaction to the conversation further demonstrates how deeply rooted these concerns are and how difficult she finds it to discuss her educational future.

*Interests and Activities*

Jada-May demonstrates engagement with various activities and subjects:

Jada-May enjoys creative and imaginative pursuits. According to her diagnostic assessment (Dr Tyagi, 03/06/2021), she shows creativity in writing stories and is quite artistic. During her assessment interview, she specifically told Dr Tyagi that she likes mathematics and writing stories. She mentioned she was writing a story which she started in Year 3 but had not yet finished, and that she generally prefers happy endings in her stories.

Technology and practical subjects are areas of particular interest. "Jada shared that she enjoyed the observed lesson and is 'good on computers'. She finds using computers helpful" (SEND SAS Consultation Summary, 10.07.24). She has "quite an obsession with her PlayStation and playing videogames" (Dr Tyagi, 03/06/2021) and enjoys watching television programs, sometimes adopting an American accent which her mother believes she has copied from TV shows.

Jada-May has expressed interest in various practical and vocational activities. "Jada mentioned that she likes music and would like to try drumming at school" and "also enjoys baking and thinks this would be 'helpful' to do in school" (SEND SAS Consultation Summary, 10.07.24). She has shown interest in hairdressing, participating in 1:1 hair and beauty sessions at Stevenage ESC (Education Information from Stevenage ESC, 11/03/2025).

*Learning Style and Preferences*

Jada-May's assessment results and observations indicate specific learning preferences:

She appears to engage best with structured, predictable activities. She values routine and shows strong preferences for things being done in particular ways. For example, her assessment notes she has specific orders in which she sits in the car or on the sofa, and follows a strict morning routine before school (Dr Tyagi, 03/06/2021).

Her learning style assessment shows a slight preference for visual learning (score of 4) over auditory (score of 2), with a stronger preference for kinaesthetic approaches (score of 6) (Pupil Assessment from Stevenage ESC, 11/03/2025). She responds well to visual information and demonstrates strong visual memory, as evidenced by her ability to recall details from a picture story book she had seen at school (Dr Tyagi, 03/06/2021).

Jada-May responds better when given choices and allowed to decide the order of her work. Keeping tasks short is also beneficial for her engagement (Education Information from Stevenage ESC, 11/03/2025).

She engages more effectively in one-to-one settings, as evidenced by her participation in various 1:1 interventions including reading, music mentoring, and boxing (Education Information from Stevenage ESC, 11/03/2025). She has expressed that "she feels it is more fun in the AP [Alternative Provision]" compared to the middle school environment (SEND SAS Consultation Summary, 10.07.24), and after visiting the Educational Support Centre (ESC), "Jada is feeling positive about going there" according to the November 2024 review meeting notes.

*Social Preferences and Relationships*

Despite challenges with peer relationships, Jada-May values friendship and has some positive social connections. "Jada has a strong friendship with another student and sees her outside of school" (SEND SAS Consultation Summary, 10.07.24). She "listed her strengths as being 'fun, loyal to friends, listening, accepting others easily and being independent'" (SEND SAS Consultation Summary, 10.07.24).

Jada-May has historically preferred adult company over peer interactions. During primary school, she "would never go to eat lunch with people her own age" and instead "would always sit with her teachers at lunchtime" (Parent Contribution, February 2025). She has formed strong attachments to specific adults, such as her key worker at pre-school who "could calm her down" and the "two particular teachers" at nursery to whom she would only be handed over (Parent Contribution, February 2025).

She tends to prefer interactions with younger children rather than peers her own age. Dr. Tyagi's assessment (03/06/2021) notes she "gets along better with younger children" and is "very loving and kind toward very young babies." When engaged in imaginative play, Jada-May enjoys inviting other children to join her, though she tends to dominate these interactions by being "very directive towards them, telling them what to do at every step" (Dr. Tyagi, 03/06/2021).

Within her family context, according to parental feedback, "Ms Dwyer explained that Jada is an excellent older sister and is very nurturing towards her siblings" (SEND SAS Consultation Summary, 10.07.24).

When she makes a friend, she becomes very invested in that relationship, sometimes becoming "obsessive" (Education Information from Stevenage ESC, 11/03/2025). While she has been placed in small group settings of 5 pupils with 2 staff members, it's noted that "being in a small group makes very little difference to her" in terms of engagement (Education Information from Stevenage ESC, 11/03/2025).

*Sensory Preferences and Regulation*

Jada-May has shown preferences in sensory regulation. Her mother has observed that "when she has some cold it helps her regulate" (Parent Contribution, February 2025), suggesting that certain sensory experiences may be calming for her.

She uses "air pods with music" as a regulatory tool when going out, which indicates that listening to music may be both enjoyable and functional for her (Parent Contribution, February 2025). This preference for controlled auditory stimulation suggests she may benefit from environments with reduced sensory input.

Her food preferences, while described as challenging, show strong patterns. She goes "through obsessive phases where something is her favourite food and will eat it every day" before suddenly stopping (Health Information Form, February 2025).

Understanding Jada-May's interests, preferences, and self-identified strengths provides valuable insight for developing appropriate support strategies. Incorporating her interests in technology, creative writing, music, cooking, and hairdressing into her educational program could significantly increase her engagement and confidence. Additionally, building on her self-identified strengths of being loyal and accepting could help strengthen her social connections and sense of belonging in the school environment.

**PARENTS' HOPES AND ASPIRATIONS**

*Long-Term Goals*

In the EHCNA Request Form (February 2025), Chloe Dwyer clearly articulates her hopes for Jada-May's future:

"I would like her to be happy and calm, comfortable in her surroundings and to be able to express herself freely."

This aspirational statement emphasises emotional wellbeing and self-expression rather than specific academic or career goals. The focus on comfort in surroundings suggests a desire for Jada-May to develop strategies that help her navigate various environments with reduced anxiety and distress.

Ms. Dwyer states, "I would like support to be put into place to help her have a successful future and to be in the right educational setting to achieve her potential" (Parent Contribution, February 2025). This indicates her recognition that appropriate educational placement is critical for Jada-May's future success.

During a telephone consultation on 11/04/25, Ms Dwyer reviewed the preliminary observations draft and confirmed that it accurately reflected Jada-May's needs at this time. She specifically emphasised Jada-May's deep-rooted anxieties about potentially returning to mainstream education after being out of that environment for over two years. This clarification highlights Ms Dwyer's concern that the educational provision recommended should take into account Jada-May's extended absence from mainstream schooling and the psychological impact this has had on her.

*Immediate Priorities*

From the documentation provided, several immediate priorities can be identified from Ms. Dwyer's perspective:

Appropriate Educational Placement

Ms Dwyer emphasises that Jada-May "cannot cope with the pressure and demand of mainstream provision. She is in a heightened state before she even gets to school - just looking at the uniform gives her anxiety" (Parent Contribution, February 2025). This highlights the urgency of finding an educational approach that reduces rather than exacerbates Jada-May's anxiety and challenging behaviours.

The telephone consultation (11/04/25) further reinforced this priority, with Ms Dwyer expressing particular concern about Jada-May's response when approached about the assessment process. Jada-May's immediate anxiety and statement that she "hasn't been in mainstream for over 2 years" before becoming overwhelmed and leaving the room demonstrates the significance of this concern. Ms Dwyer wants any educational placement decisions to account for this extended absence and the intensified anxiety it has created.

As of October 2024, "Ms Dwyer is at the beginning stages of applying for an EHCP and is receiving support from SENDIASS" (SEND SAS Consultation Summary, 10.07.24). Her active engagement with alternative educational settings is evident, as she visited the Educational Support Centre with Jada-May, where it was reported that "Jada and Mrs Dwyer had a successful visit there and Jada is feeling positive about going there" (Professionals Review Meeting, 08.11.2024).

Improving School Attendance and Engagement

The documentation notes that "Ms Dwyer finds it very challenging to encourage Jada to attend school and to wear the correct uniform; she is often very reluctant or will refuse to go" (SEND SAS Consultation Summary, 10.07.24). This suggests a priority for supporting Jada-May to develop a more positive relationship with school and improving her attendance from the reported 11.1%.

Emotional Regulation Support

Significant concerns are expressed about Jada-May's difficulty regulating emotions, with her mother noting she "has extreme behaviour and emotions towards even the smallest things. This is affecting her everyday life and her school. She cannot regulate her emotions" (Health Information Form, February 2025).

Ms Dwyer has reported that "Jada has 'roller coaster mood dips' and a flight response in stressful situations" (SEND SAS Consultation Summary, 10.07.24). She has also witnessed concerning levels of emotional distress, with the documentation noting that "Jada can express suicidal ideation when in crisis; her extreme distress has required urgent assessment by the CAMHS Crisis Team" (SEND SAS Consultation Summary, 10.07.24).

Social Communication and Friendship Skills

"Jada's parent is concerned that Jada has great difficulties with managing her friendships in school" (SEND SAS Consultation Summary, 10.07.24). Ms. Dwyer has noted that "Jada's facial expressions do not always match her feelings and emotions; it can be difficult to read her mood, which can rapidly shift up and down" (SEND SAS Consultation Summary, 10.07.24).

While not explicitly stated as a priority, Ms. Dwyer's descriptions suggest concerns about Jada-May's social functioning, noting she "cannot understand general social cues and norms. Cannot read facial expressions. Cannot understand sarcasm" (Health Information Form, February 2025).

Personal Independence Skills

The documentation highlights concerns about Jada-May's self-care abilities, with her mother reporting she "needs to be reminded of personal hygiene constantly - washing, dressing, cleaning teeth, using deodorant" (Health Information Form, February 2025).

*Home-School Collaboration*

Ms Dwyer demonstrates a commitment to working collaboratively with educational professionals:

* She has come into school when requested to help during incidents, such as when Jada-May refused to come out of the toilets (Education Information from Stevenage ESC, 11/03/2025)
* She participates in "regular meetings with parent and SENCO" at Stevenage ESC (Education Information from Stevenage ESC, 11/03/2025)
* The SEND SAS report recommends that "It may be helpful to facilitate communication with Jada's parent via email so that staff are aware when she has had a challenging evening or morning before school; her day in school and particular positives or challenges could be communicated in this way" (SEND SAS Consultation Summary, 10.07.24)

Stevenage ESC has actively involved Ms. Dwyer through a "Family support worker, working with home weekly" and offering "Parent coffee mornings around different topics including anxiety" (Education Information from Stevenage ESC, 11/03/2025).

Her engagement with the assessment process is further evidenced by her participation in the telephone consultation (11/04/25), where she provided additional context about Jada-May's anxieties and confirmed the accuracy of the preliminary observations.

*Understanding of Jada-May's Needs*

Ms. Dwyer demonstrates a clear understanding of Jada-May's diagnosis and needs:

* "Jada is aware of and has some understanding of her autism diagnosis, Ms Dwyer has helped her with this" (SEND SAS Consultation Summary, 10.07.24)
* She has identified specific sensory needs: "School and parent report that Jada has varied sensory needs e.g. food consistency, different materials/clothes and noise" (SEND SAS Consultation Summary, 10.07.24)

The comprehensive information Ms. Dwyer has provided about Jada-May's behaviours, triggers, and coping strategies suggests a willingness to share knowledge to support educational planning. For example, she notes strategies that help, such as:

* Breaking things "down into steps, needs to be worded correctly"
* Understanding that "if you say something is going to happen it has to happen" (Parent Contribution, February 2025)
* Using sensory regulation tools like "ear defenders or air pods with music" (Parent Contribution, February 2025)

Ms Dwyer's detailed observations about behaviour patterns at home could inform consistent approaches across settings. Her engagement with the EHCP process, support for alternative educational provisions, and concerns about Jada-May's mental health suggest her primary goal is for Jada-May to access appropriate support that will improve her well-being, educational engagement, and future prospects. The telephone consultation (11/04/25) reinforced her concern that Jada-May's extended time out of mainstream education has created significant anxiety that must be considered in planning her educational future. Her views will be essential in developing outcomes and provisions that align with the family's priorities and Jada-May's needs as she prepares for adulthood.

**PSYCHOLOGICAL ASSESSMENT OF STRENGTHS AND NEEDS**

**Further or Higher Education and/or Employment**

Strengths

*Academic and Cognitive Abilities:*

* Mathematics: Jada-May specifically identified mathematics as a subject she enjoys (Dr Tyagi, 03/06/2021).
* Verbal language processing: Jada-May demonstrates age-appropriate language comprehension (standard score 109, 72nd percentile) with particular strength in following instructions (standard score 115, 84th percentile) and complex sentences (standard score 113, 81st percentile) (Secondary Language Link Assessment, 25.01.2024).
* Average reasoning ability (score of 51) on cognitive assessments, suggesting intellectual potential (Pupil Assessment from Stevenage ESC, 11/03/2025).
* Reading comprehension speed is a relative strength (standard score 119, 90th percentile) (EXACT Individual Student Report, 28/01/2025).

*Practical Skills and Interests:*

* Digital Skills: Jada-May has expressed that she is "good on computers" and "finds using computers helpful" (SEND SAS Consultation Summary, 10.07.24), suggesting potential for technology-based education or employment pathways.
* Creative abilities: She shows creativity and imagination in writing stories and is described as "quite artistic" (Dr. Tyagi, 03/06/2021). Her creative writing ability is evidenced by her self-initiated story project begun in Year 3.
* Practical Skills Orientation: Jada-May has shown interest in practical activities such as baking and hairdressing, which could align well with vocational pathways (SEND SAS Consultation Summary, 10.07.24).
* Excellent handwriting speed (standard score >140, 99th percentile) and good typing speed (standard score 122, 93rd percentile) when engaged (EXACT Individual Student Report, 28/01/2025).

Needs

*Academic Attainment and Progress:*

* School reports indicate that "JMB is currently working below age-related expectations across the curriculum. They are concerned that her current engagement and progress in learning will mean she may not meet her GCSE target grade (grade 5)" (SEND SAS Consultation Summary, 10.07.24).
* Significant gaps in learning across subjects, with most academic areas assessed as "Below Expected" (Year 8 Progress Check 1, 2023/2024).
* Word recognition difficulties (standard score 69, 2nd percentile) impacting access to text-based learning (EXACT Individual Student Report, 28/01/2025).
* Spelling challenges (standard score 72, 3rd percentile) affecting written work (EXACT Individual Student Report, 28/01/2025).
* Reading age of 15.9 years and spelling age of 10.4 years, both below chronological age (Pupil Assessment from Stevenage ESC, 11/03/2025).
* Earlier cognitive assessments showed significant difficulties with word sounds (1st percentile), reading (1st percentile), and vocabulary (1st percentile), though more recent language assessments suggest improvements in verbal comprehension (GL Assessment Dyslexia Screener, 06.12.2022).

*School Attendance and Engagement:*

* Extremely low attendance (as low as 11.1% and currently at 60% in Year 9) is significantly impacting educational progress and engagement with learning (SEND SAS Consultation Summary, 10.07.24; Educational Information from Barnwell, 10/03/2025).
* Jada-May is currently "on respite from school as she is at risk of permanent exclusion" (Parent Contribution, February 2025).
* Difficulty with classroom demands: "storming out of lessons, slamming doors, locking herself in toilets, swearing at staff, non-engagement in any instructions" (Parent Contribution, February 2025).
* Task refusal and difficulty accepting instructions from staff, particularly those "she doesn't like" (Education Information from Stevenage ESC, 11/03/2025).
* Profound anxiety about returning to mainstream education after extended absence, as evidenced by her statement during the telephone consultation (11/04/25): "I haven't been in mainstream for over 2 years and I don't know what to say..." This indicates a significant psychological barrier to re-engaging with traditional educational pathways that must be addressed in any future educational planning.

*Executive Functioning and Attention:*

* Executive Functioning: Jada-May "struggles with organisation and is very forgetful" and "does not know which days she has PE" (SEND SAS Consultation Summary, 10.07.24).
* Limited Organisation and preparation skills: "Does not take anything to school - one pen in her pocket. Her mentor would bring everything she needed" (Health Information Form, February 2025).
* Challenges with maintaining focus and concentration: "Very low attention and listening skills - lacks concentration and interest" (Health Information Form, February 2025).
* Attention and Focus: "School staff reported that Jada needs regular breaks due to her challenges with focus" (SEND SAS Consultation Summary, 10.07.24).
* Task Processing: Jada-May "finds too many instructions confusing" which could impact her ability to follow complex directions in education or employment settings (SEND SAS Consultation Summary, 10.07.24).
* High distractibility means she benefits from shorter tasks (Education Information from Stevenage ESC, 11/03/2025).
* Inconsistent engagement with learning: "Flips between interests" and "gets bored easily if you can even get her to start something in the first place" (Health Information Form, February 2025).

Barriers to Learning

*Emotional and Sensory Factors:*

* High anxiety related to school environment: "just looking at the uniform gives her anxiety" (Parent Contribution, February 2025).
* Extended absence from mainstream setting has intensified anxiety about return, as evidenced during the telephone consultation (11/04/25) when she became overwhelmed at the mere discussion of educational assessment, demonstrating significant emotional barriers to educational re-engagement.
* Difficulties with sensory aspects of school uniform: "I had to buy 15 different packs of shirts as she didn't like the labels or the collars or the buttons or the sleeves" (Parent Contribution, February 2025).
* Challenges with transitions and unstructured times: "could not cope on the playground with other people - she had to have her own separate door to go through and her own safe person to meet" (Parent Contribution, February 2025).
* Emotional dysregulation frequently interrupts learning and task completion (Education Information from Stevenage ESC, 11/03/2025).
* Anxiety management: Separation anxiety from her mother affects school attendance and engagement (Dr. Tyagi, 01/07/2020 & 03/06/2021).
* Response to frustration: When upset or frustrated, Jada-May may hide, shout, become violent, or exhibit childlike behaviours rather than communicating her needs (Dr. Tyagi, 03/06/2021).
* Help-seeking behaviour: She "struggles to ask for help" when faced with challenges (Dr. Tyagi, 03/06/2021).
* Sensory sensitivities to noise, crowds, and uniform impact her ability to cope in typical educational settings (Education Information from Stevenage ESC, 11/03/2025).

*Supportive Approaches*

* Responds well to 1:1 support: "Her mentor would bring everything she needed" (Health Information Form, February 2025).
* Benefits from structured communication: "Breaking things down into steps, needs to be worded correctly" (Parent Contribution, February 2025).
* Requires predictability: "If you say something is going to happen it has to happen" (Parent Contribution, February 2025).
* Requires "one-to-one support, lots of praise and encouragement" to complete even simple tasks (Dr. Tyagi, 03/06/2021).

These strengths and needs indicate that Jada-May has several cognitive and practical strengths that could support her future educational and employment pathways, particularly in areas involving technology, creative expression, and practical skills. However, significant barriers exist related to her attendance, engagement, executive functioning, and emotional regulation that will require targeted support to enable her to access appropriate further education or employment opportunities. Her extended absence from mainstream education has created additional psychological barriers that will need careful consideration in planning any educational transitions.

**Independence and Independent Living**

Strengths

*Self-Awareness and Identity:*

* Self-Identity: Jada-May "listed her strengths as being 'fun, loyal to friends, listening, accepting others easily and being independent'" (SEND SAS Consultation Summary, 10.07.24).
* Self-Awareness: She "is aware of and has some understanding of her autism diagnosis" and "showed awareness of her challenges with emotional regulation" (SEND SAS Consultation Summary, 10.07.24).
* Communication of preferences: Jada-May can communicate her preferences clearly, though sometimes inappropriately (Education Information from Stevenage ESC, 11/03/2025).

*Routine and Organisation:*

* Preference for routine: She benefits from structured routines, as evidenced by her strict morning routine before school (Dr. Tyagi, 03/06/2021).
* Organisation of personal items: Her preference for order is evident in her need for specific seating arrangements in the car and on the sofa (Dr. Tyagi, 03/06/2021).

*Family Responsibilities:*

* Ms Dwyer reported that "Jada is an excellent older sister and is very nurturing towards her siblings," suggesting capability in caring roles (SEND SAS Consultation Summary, 10.07.24).

*Future Skills Development:*

* She shows interest in vocational skills (hair and beauty) that could support future independence (Education Information from Stevenage ESC, 11/03/2025).

Needs

*Self-Care and Daily Living Skills:*

* Personal hygiene challenges: "General hygiene is not good - she will not wash or clean her teeth if not told to" (Parent Contribution, February 2025).
* Requires substantial support with daily routines: "I must lay out her uniform for her and go over every piece of clothing to check she has it on" (Parent Contribution, February 2025).
* Limited motivation for self-care: "Needs to be reminded of personal hygiene constantly - washing, dressing, cleaning teeth, using deodorant" (Health Information Form, February 2025).
* Menstrual hygiene difficulties: "does not understand how to keep herself clean when on her period" (Health Information Form, February 2025).
* Eating preferences: She has specific requirements around food, including a restricted diet and needing food to be prepared in particular ways (e.g., "sandwich has to be cut in a certain way") (Dr. Tyagi, 03/06/2021).
* Mealtime routines: She "would only eat food in a certain order" indicating rigid patterns that may affect independent eating (Dr. Tyagi, 03/06/2021).

*Executive Functioning:*

* Appears to struggle with initiation: "Gets bored easily if you can even get her to start something in the first place" (Health Information Form, February 2025).
* Difficulties with motivation and follow-through: "JM struggles to be independent and motivated" (Parent Contribution, February 2025).
* Limited Organisational skills: "At one point she would leave everything she needed for school at school" (Health Information Form, February 2025).
* Decision-making challenges: Benefits from being given limited choices rather than open-ended decisions (Education Information from Stevenage ESC, 11/03/2025).

*Mobility and Transportation:*

* Limited independence with transportation: "She will not walk to or from school and she will not get in anyone else's car" (Parent Contribution, February 2025).
* Travel limitations: Will only travel in her mother's car, restricting independent mobility (Education Information from Stevenage ESC, 11/03/2025).
* Refusal to participate in school trips due to sensory overload from noise, crowds, and smells (Education Information from Stevenage ESC, 11/03/2025).

*Emotional Regulation and Flexibility:*

* Self-Regulation Skills: Jada-May "needs support for emotional regulation" and "does not have strategies for self-regulation at the moment" (SEND SAS Consultation Summary, 10.07.24).
* Emotional regulation difficulties: Takes "a long while to be able to regulate after she has become upset" (Education Information from Stevenage ESC, 11/03/2025).
* Inflexible thinking: The diagnostic assessment identified "restrictive thoughts" and "inflexibility" as key areas of difficulty (Dr. Tyagi, 03/06/2021).
* Resistance to change: She shows "concern and may have meltdowns" when confronted with unexpected changes in her environment or routine (Dr. Tyagi, 03/06/2021).
* Strong preferences: She is described as "very strong headed" and becomes "confrontational or even violent" when asked to do something she doesn't want to do (Dr. Tyagi, 03/06/2021).
* Difficulty with transitions and changes to routine, requiring advanced preparation (Education Information from Stevenage ESC, 11/03/2025).

*Self-Confidence and Future Concerns:*

* Very low self-esteem (score of 19) affecting confidence in attempting new tasks (Pupil Assessment from Stevenage ESC, 11/03/2025).
* Future Concerns: Jada-May has expressed significant anxiety about her future capabilities, having stated, "How am I ever going to cope as an adult, I can't cope as a child" (SEND SAS Consultation Summary, 10.07.24).

Environmental Factors

*Supportive Approaches:*

* Routine and Predictability: "School report that Jada needs consistency and predictability. She can find it very confusing and frustrating when staff are saying different things to her, and she does not know what will happen next" (SEND SAS Consultation Summary, 10.07.24).
* Transition Management: Jada-May struggles significantly with larger environments and transitions, as evidenced by her inability to manage on the Middle School Campus with "the larger building and numbers of students, as well as the changes of location for lessons" (SEND SAS Consultation Summary, 10.07.24).

Jada-May demonstrates some emerging strengths in self-awareness and her role within her family that could be built upon to develop greater independence. However, she requires significant support across multiple areas of independent living skills, including self-care, executive functioning, transportation, emotional regulation, and decision-making. Her anxiety about her future ability to cope as an adult highlights the importance of developing a structured approach to gradually building these skills as she progresses through adolescence.

**Community and Friendships**

Strengths

*Friendship Capacity:*

* Jada-May "has a strong friendship with another student and sees her outside of school" (SEND SAS Consultation Summary, 10.07.24).
* She can form strong attachments with peers, showing capacity for relationship building (Education Information from Stevenage ESC, 11/03/2025).
* During assessment, she named several individuals she considers friends (Dr. Tyagi, 03/06/2021).

*Social Values and Awareness:*

* Jada-May identifies being "loyal to friends, listening, accepting others easily" as personal strengths (SEND SAS Consultation Summary, 10.07.24).
* She has developed coping mechanisms for social situations: "JM has learnt to laugh along when you are meant to laugh" (Parent Contribution, February 2025).
* She is "very loving and kind toward very young babies" (Dr. Tyagi, 03/06/2021).

*Communication Abilities:*

* Jada-May "is able to communicate to adults and peers very well when regulated" (SEND SAS Consultation Summary, 10.07.24).
* "Jada interacted with her peers positively during the lesson time" when observed in a structured setting (SEND SAS Consultation Summary, 10.07.24).
* She invites other children into her play, showing desire for social interaction (Dr. Tyagi, 03/06/2021).

Needs

*Social Understanding and Interaction:*

* Social comprehension challenges: "Cannot understand general social cues and norms. Cannot read facial expressions. Cannot understand sarcasm" (Health Information Form, February 2025).
* Misalignment of social responses: "her facial expressions don't match up with what is going on in the room" (Parent Contribution, February 2025).
* Eye contact: Jada-May "struggles with consistent eye contact during conversation or social interaction" (Dr. Tyagi, 03/06/2021).
* Social awareness: She has difficulty understanding "nuances of subtle social interaction" and may not show "age-appropriate empathy in many situations" (Dr. Tyagi, 03/06/2021).
* Struggle with hierarchy: Having "no awareness of hierarchy" and speaking inappropriately to adults (Education Information from Stevenage ESC, 11/03/2025).

*Friendship Development and Maintenance:*

* Limited peer relationships: "JM would tell you she had friends, but these people would always use her as the butt of the joke" (Parent Contribution, February 2025).
* Social vulnerability: "JM has always been the easy target she got picked on during secondary - they knew what buttons to press" (Parent Contribution, February 2025).
* Friendship Management: "Jada struggles to forge, maintain and manage conflict in friendships. This impacts Jada's view on school and her motivation to come to school" (SEND SAS Consultation Summary, 10.07.24).
* Social Problem-Solving: "School feel that she lacks skills to solve difficulties and to manage when there are challenges in communication/misunderstandings" (SEND SAS Consultation Summary, 10.07.24).
* Vulnerability in friendships - "will do whatever that person requests of her" making her "incredibly vulnerable" (Education Information from Stevenage ESC, 11/03/2025).
* Obsessive tendencies in friendships - "has made one friend at the ESC and has become obsessive over them" (Education Information from Stevenage ESC, 11/03/2025).
* Struggles with friendship setbacks (Education Information from Stevenage ESC, 11/03/2025).

*Communication Style:*

* Conversation style: She "tends to dominate the interaction/communication with others" and may "become aloof and may not take part in conversation" if uninterested in the topic (Dr Tyagi, 03/06/2021).
* Literal language understanding: She "struggles with the literal language and may take it quite literally" and "struggles with humour and banter" (Dr Tyagi, 03/06/2021).
* Nonverbal communication: She "may not use many gestures to communicate" and "struggles to interpret other people's facial expressions, subtle changes in the tone of the voice" (Dr Tyagi, 03/06/2021).
* Emotional expression: When angry, she "scream[s] and shout[s] and struggles to express her emotions in words" (Dr Tyagi, 03/06/2021).
* Social Communication Under Stress: "When socially overwhelmed and emotionally dysregulated, Jada can speak inappropriately to adults and show flight responses; this has resulted in some fixed term suspensions" (SEND SAS Consultation Summary, 10.07.24).

*Social Preferences and Patterns:*

* Social isolation: "JM had no friends at her nursery" and "never really got invited to many parties or sleepovers" (Parent Contribution, February 2025).
* Preference for adult interaction: "never went to eat lunch with people her own age she would always sit with her teachers at lunchtime" (Parent Contribution, February 2025).
* Peer interactions: She "struggles with peers of the same age but gets along better with younger children" (Dr Tyagi, 03/06/2021).
* Small group preference: She "struggles with too many people around her such as house parties" (Dr Tyagi, 03/06/2021).
* Difficulty building relationships with adults - appears "very disinterested and distant" (Education Information from Stevenage ESC, 11/03/2025).
* Social interaction difficulties - often distracted by others' activities instead of focusing on her own work (Education Information from Stevenage ESC, 11/03/2025).

*Community Integration:*

* Challenges with public settings: "When we go out as a family she cannot cope - she will run away, we cannot use public transport she will only go in the car" (Parent Contribution, February 2025).
* Discomfort in social environments: "If we go out to a restaurant she will sit under a table" and "does not like it when people look at her" (Parent Contribution, February 2025).
* Requires environmental adaptations: "If she is heighted in a public space, we have to sit down somewhere calm" (Parent Contribution, February 2025).
* Broader Social Integration: "Jada finds it challenging to regulate and manage her emotional responses during unstructured times; she expressed that she feels that older children do not like her" (SEND SAS Consultation Summary, 10.07.24).

Jada-May demonstrates several important strengths in her capacity for friendship and communication when regulated. She has some positive social values and has developed coping strategies. However, she experiences significant challenges across multiple aspects of social functioning, particularly in understanding social cues, maintaining peer relationships, managing her communication style, and integrating into community settings. Her difficulties with social interaction both reflect and contribute to her emotional regulation challenges, making this an important area for targeted support.

**Maintaining Good Health**

Strengths

*Health Awareness and Self-Advocacy:*

* Health Awareness: Jada-May "understands, and is able to verbalise, the situations that may trigger her to feel less regulated," showing insight into her emotional health needs (SEND SAS Consultation Summary, 10.07.24).
* Help-Seeking: She "would like to learn self-help strategies to support herself" with emotional regulation, demonstrating proactive interest in her wellbeing (SEND SAS Consultation Summary, 10.07.24).
* Emotional Expression: She "is able to share her feelings and emotions with her friends and at times, with her learning mentor" (SEND SAS Consultation Summary, 10.07.24).

*Physical Health Baseline:*

* No major physical health concerns: Dr Tyagi's assessment (03/06/2021) states "There are no concerns regarding her physical health."
* Normal development: She "achieved all her milestones at appropriate age including speech" (Dr. Tyagi, 03/06/2021).
* Immunizations: Her "immunisation is up-to-date" (Dr Tyagi, 03/06/2021).
* Vision and hearing: These were reported as "fine" with no concerns (Dr. Tyagi, 03/06/2021).

*Self-Regulation Strategies:*

* Has developed some self-regulation strategies: Uses "ear defenders or airpods with music" (Parent Contribution, February 2025).
* Has shown some engagement with health-related interventions such as ELSA sessions focusing on breathing and grounding techniques (Educational Information from Barnwell, 10/03/2025).
* Mother has identified helpful regulation strategies: "when she has some cold it helps her regulate" (Parent Contribution, February 2025).

Needs

*Physical Health Concerns:*

* Chronic pain issues: "Constant suffering form headaches and belly aches" (Health Information Form, February 2025).
* Poor dental health: "Awful - can take half hour for the dentist to even look at her teeth. She has been referred to get filings done but is refusing to get them done" (Health Information Form, February 2025).
* Restricted eating patterns: "Refuses to eat - lives on sugar, does not like her food hot" and "goes through obsessive phases where something is her favourite food and will eat it every day and then suddenly it stops" (Health Information Form, February 2025).
* Weight concerns: "Weight loss - she's petite anyway" (Health Information Form, February 2025).

*Mental Health and Emotional Regulation:*

* Mental Health Support: "School/parent reported that Jada has SEMH needs and in particular, anxiety; this can impact on her attendance" (SEND SAS Consultation Summary, 10.07.24).
* Significant emotional dysregulation: "JM has extreme behaviour and emotions towards even the smallest things" and "cannot regulate her emotions" (Health Information Form, February 2025).
* Emotional Volatility: Ms Dwyer explained that Jada-May has "roller coaster mood dips" and a "flight response in stressful situations (e.g. climbing gate in middle school due to social overwhelm)" (SEND SAS Consultation Summary, 10.07.24).
* Intense emotional outbursts: "she will launch the contents of her bedroom down the stairs" and "will just sit in her room and just scream for hours on end" (Parent Contribution, February 2025).
* Meltdowns: When angry, she "can get into a very big meltdown lasting for hours and may consist of becoming volatile, hitting, biting and throwing things around" (Dr Tyagi, 03/06/2021).
* Emotional identification: She has difficulty differentiating between emotions, particularly between feeling sad and angry (Dr Tyagi, 03/06/2021).
* Response pattern: Either "completely shut down" or "get louder and shout" when overwhelmed (Education Information from Stevenage ESC, 11/03/2025).
* Recovery time: Takes significant time to regulate emotions after becoming upset (Education Information from Stevenage ESC, 11/03/2025).
* Deep-rooted anxiety about educational environments, particularly regarding potential return to mainstream schooling after extended absence, as demonstrated during the telephone consultation (11/04/25) when she became overwhelmed and left the room when asked about the assessment process.

*Self-Harm and Crisis Behaviours:*

* Self-harming behaviours: "JM has self-harmed - scratching, banging head" and "when she had meltdowns at school she would just sit and bang her head off the wall - this is still the case now" (Parent Contribution, February 2025).
* Distressing thoughts: "wish herself to be dead" (Parent Contribution, February 2025).
* Crisis Management: "Jada can express suicidal ideation when in crisis; her extreme distress has required urgent assessment by the CAMHS Crisis Team in the accident and emergency department" (SEND SAS Consultation Summary, 10.07.24).

*Sleep Patterns:*

* Sleep difficulties: "Takes some gummies to help settle her but have little to no effect. Wills struggle to fall asleep then once asleep will not get up" (Health Information Form, February 2025).

*Sensory Processing Challenges:*

* Sensory Regulation: "School and parent report that Jada has varied sensory needs e.g. food consistency, different materials/clothes and noise" which can impact her comfort and regulation (SEND SAS Consultation Summary, 10.07.24).
* Uniform Sensitivities: "Jada finds it challenging to follow the school uniform code due to her sensory needs relating to touch and materials - she does not like clothing to be tight round her neck (top button and tie) and finds it difficult to wear longer socks as she does not like materials on her legs" (SEND SAS Consultation Summary, 10.07.24).
* Sensory sensitivity to clothing: Difficulty with "labels or the collars or the buttons or the sleeves" of school uniform (Parent Contribution, February 2025).
* Tactile sensitivities: "struggles to be dirty as a child she would never do messy play or play in the dirt, when potty training she would refuse to be wet" (Parent Contribution, February 2025).
* Food texture sensitivities: "Textures of food will depend on mood" and "will not have things touching" on her plate (Health Information Form, February 2025).
* Auditory sensitivity: She "does not like loud noises and would require headphones" (Dr. Tyagi, 03/06/2021).
* Environmental sensitivity: She becomes distressed in busy environments and with too much environmental noise (Dr. Tyagi, 03/06/2021).

*Insight and Reflection:*

* Lack of insight into own behaviour: "refuses to accept any wrong doing with her actions, fails to see the part she has played in any incident" (Education Information from Stevenage ESC, 11/03/2025).
* Impulsive behaviours: There are instances where Jada-May "has pushed children off the slide or into the swimming pool without any major triggers" (Dr Tyagi, 03/06/2021).

Jada-May demonstrates some important strengths in her health awareness and willingness to develop self-regulation strategies. However, she has significant needs across multiple health domains, particularly in emotional regulation, mental health, sensory processing, and basic physical health management. Her self-harming behaviours and suicidal ideation during crisis situations highlight the importance of comprehensive mental health support. Additionally, her sensory processing challenges and difficulties with sleep, eating, and dental care require targeted interventions to improve her overall health and wellbeing.

**PSYCHOLOGICAL SUMMARY AND FORMULATION**

In considering the various aspects of Jada-May's development, educational experiences, and current functioning, several key themes emerge that help us understand her needs and inform appropriate support strategies.

**Overview**

Jada-May is a 14-year-old girl with Autism Spectrum Disorder who is currently experiencing significant challenges in her educational journey. She has been out of mainstream education for over two years and has expressed deep anxiety about the prospect of returning. Her statement during our telephone consultation, "I haven't been in mainstream for over 2 years and I don't know what to say..." before becoming overwhelmed, highlights how profound this anxiety has become. This extended absence has created additional psychological barriers to re-engagement with traditional educational pathways.

**Cognitive Profile and Learning**

Jada-May demonstrates an uneven cognitive profile with several areas of strength alongside significant challenges. Her verbal language comprehension is a notable strength, functioning at an age-appropriate level (standard score 109), with particular abilities in following instructions and understanding complex sentences. She also shows good reading comprehension speed (standard score 119) when engaged. These strengths suggest she has the cognitive capacity to engage with learning when appropriately supported.

However, she experiences difficulties with word recognition (standard score 69) and spelling (standard score 72), which impact her access to text-based learning. Her learning style assessment indicates a preference for kinaesthetic and visual approaches over auditory learning, suggesting she benefits from hands-on, practical activities with visual supports.

**Educational Engagement**

Jada-May's attendance has declined significantly throughout her secondary education, from 91% in Year 7 to as low as 11.1% during Year 9 at Barnwell School. This pattern reflects her increasing difficulty in coping with the mainstream environment. Her attendance has improved to 80% since beginning at Stevenage ESC in January 2025, suggesting she responds better to smaller, more structured educational settings with higher levels of support.

When at school, Jada-May has demonstrated engagement with practical subjects and activities aligned with her interests, including technology, creative writing, hair and beauty, and music. Her mother reports that "just looking at the uniform gives her anxiety," indicating that the prospect of school creates significant distress even before attendance.

**Emotional Regulation**

A central challenge for Jada-May is her difficulty regulating her emotions. She experiences intense emotional responses that can escalate rapidly and take considerable time to resolve. These difficulties manifest as meltdowns, withdrawal, verbal outbursts, and occasionally self-harming behaviours. During periods of heightened distress, she has expressed suicidal ideation requiring assessment by CAMHS Crisis Team.

Jada-May shows some awareness of her emotional regulation challenges and has expressed a desire to develop better coping strategies. She can identify triggers but currently lacks effective self-regulation tools. Her response to emotional overload typically follows one of two patterns: either "completely shut down" or "get louder and shout."

**Social Understanding and Relationships**

Jada-May values friendships and can form strong attachments, but struggles with the complexities of peer relationships. She identifies being "loyal to friends, listening, [and] accepting others easily" as personal strengths, demonstrating self-awareness of her positive social qualities.

However, she finds it difficult to understand social cues, read facial expressions, and navigate the nuances of peer interactions. She tends to form intense, sometimes "obsessive" attachments to individual friends and is socially vulnerable, often becoming "the easy target" or being willing to "do whatever that person requests of her."

Historically, she has preferred adult company and interactions with younger children over same-age peers. Within smaller, more structured settings, she can interact positively with others when regulated.

**Sensory Processing**

Jada-May experiences significant sensory sensitivities that affect many aspects of her daily life. She has particular difficulties with clothing textures (labels, collars, buttons), food textures and temperatures, and environmental stimuli such as noise and crowds. These sensitivities contribute to her anxiety in busy environments like mainstream schools.

She has developed some coping strategies, including using music through air pods as a regulatory tool and specific sensory experiences like "cold" that her mother reports helps her regulate. Understanding and accommodating these sensory needs is essential for creating environments where she can function comfortably.

**Independence Skills**

Jada-May requires significant support with daily living skills, including personal hygiene, Organisation, and self-care routines. She benefits from visual supports, clear step-by-step instructions, and consistent routines. Despite these challenges, she demonstrates nurturing qualities toward her younger siblings and has expressed an aspiration "to be a mum," suggesting she values caring roles.

**Key Implications**

1. **Educational Planning:** Jada-May's extended absence from mainstream education and her evident anxiety about returning suggest she requires a carefully planned, gradual approach to educational engagement that prioritises emotional safety. Any transition between settings will need extensive preparation and support.
2. **Strengths-Based Approach:** Building on Jada-May's interests in practical subjects (technology, hairdressing, creative writing) and her cognitive strengths in verbal comprehension offers the most promising pathway for educational engagement.
3. **Environmental Considerations:** Her sensory sensitivities and difficulty managing busy, noisy environments indicate a need for calm, predictable learning spaces with clear structures and reduced sensory demands.
4. **Emotional Support:** Developing effective emotional regulation strategies is a priority. Jada-May requires consistent approaches across settings that help her identify emotional states and implement appropriate coping mechanisms before reaching crisis points.
5. **Social Skills Development:** Structured social skills teaching with opportunities to practice in supported environments will help address her challenges in peer relationships while building on her self-identified strengths in loyalty and acceptance.

This psychological formulation informs the outcomes and provisions recommended in the following section. Importantly, it recognises that Jada-May's needs are interconnected rather than isolated challenges, and that effective support must address these needs holistically while building on her considerable strengths and potential.

Following consultation with Ms Olcay (Associate Assistant Headteacher and SENDCo), it is clear that Jada-May's complex presentation requires a level of environmental modification, specialist staffing, and therapeutic intervention that extends significantly beyond typical mainstream adaptations. Ms. Olcay's professional view, informed by extensive experience with Jada-May across multiple educational settings and comprehensive intervention attempts, indicates that her multifaceted needs necessitate a specialized learning environment with *immediate access to crisis support, sensory regulation facilities, and staff trained specifically in autism and emotional regulation interventions.*

**SUGGESTED LONG TERM AND SHORT-TERM OUTCOMES FOR CONSIDERATION**

*These outcomes and provisions build upon Jada-May's identified strengths while addressing her key areas of need. They form a comprehensive approach that supports her development across all domains while recognising the interconnected nature of her challenges. The recommendations provide practical, school-deliverable interventions that follow a clear progression toward meaningful long-term outcomes aligned with preparation for adulthood. Particular attention has been paid to addressing Jada-May's anxiety about educational environments, especially in relation to her extended absence from mainstream education and the need for carefully planned transitions into any future educational setting.*

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| **Further or Higher Education and/or Employment**  **Long-Term Outcome 1:** By the end of Key Stage 4, Jada-May will successfully complete a personalised curriculum that includes at least three vocational qualifications in areas aligned with her interests and strengths (e.g., technology, hair and beauty, creative arts), demonstrating the skills needed for her preferred post-16 pathway. (Monitored by SENCO and subject teachers)  **Short-Term Targets:**   * Within 3 months, Jada-May will attend 80% of lessons in her preferred practical subjects, actively engaging with tasks for at least 20 minutes with appropriate support. * Within 6 months, Jada-May will complete short, structured learning tasks in each subject area with no more than two prompts, using visual supports and timers to manage task completion. * By the end of Year 10, Jada-May will identify three vocational areas of interest and participate in taster experiences in each, helping to inform her Key Stage 4 options and post-16 planning. * By the end of Year 10, Jada-May will develop fundamental digital literacy skills (word processing, internet safety, email) to support her learning and future employment prospects, completing a structured computing course appropriate to her level.   **Long-Term Outcome 2:** By the end of Key Stage 4, Jada-May will demonstrate improved ability to manage school-related anxiety, developing strategies to regulate her emotions in educational settings and maintaining engagement with her learning programme for 80% of scheduled sessions. (Monitored by SENCO and learning mentor)  **Short-Term Targets:**   * Within 2 months, Jada-May will work with staff to create a personalised anxiety management toolkit, identifying at least three strategies that help her remain regulated in educational settings. * Within 4 months, Jada-May will successfully use her anxiety management strategies with prompting in 50% of instances when early signs of distress are identified. * By the end of Year 10, Jada-May will independently recognise early warning signs of anxiety and implement appropriate coping strategies before reaching crisis point in 60% of instances. * By the end of Year 10, Jada-May will articulate her concerns about educational transitions in planned, supported conversations, contributing to planning for her post-16 options. |
| **Recommendations:**  **Ordinary (Quality First Teaching):**   * Provide clear visual timetables for each day and visual task breakdowns for all classwork, ensuring Jada-May knows what to expect and what steps to follow in each lesson. (Responsibility: Subject teachers) * Ensure seating arrangements place Jada-May in a position that minimises sensory overload (e.g., away from doors, windows, or noisy equipment) and near supportive peers when appropriate. (Responsibility: Subject teachers) * Use timers or countdowns to help Jada-May anticipate transitions and task durations, building in sensory breaks between activities. (Responsibility: Subject teachers) * Embed Jada-May's interests (e.g., technology, creative writing, hair and beauty) into learning activities to increase motivation and engagement. (Responsibility: Subject teachers) * Present information using visual and kinaesthetic approaches to support Jada-May's preferred learning styles. (Responsibility: Subject teachers)   **Additional (Targeted Support Beyond Ordinary):**   * Daily check-in (morning and afternoon) with a key worker for approximately 10 minutes to review the day's schedule, prepare for any changes, and provide emotional regulation support. (Responsibility: Learning mentor) * Implementation of a personalised workstation approach with clear visual task breakdowns, timers, and sensory tools to support executive functioning and task completion. Tasks should be short, well-defined, and include built-in breaks. (Responsibility: Subject teachers with TA support) * Alternative recording methods available in all classes (e.g., voice recording, typing, mind mapping) to accommodate Jada-May's strengths in verbal comprehension while supporting her writing difficulties. (Responsibility: Subject teachers) * Personalised cue cards and an agreed "exit card" system for Jada-May to signal when she is feeling overwhelmed and needs to access her designated safe space. (Responsibility: SENCO to create, all staff to recognise and respond) * Weekly (30-minute) sessions focusing on emotional regulation using an evidence-based approach such as Zones of Regulation, helping Jada-May identify emotional states and implement appropriate coping strategies. (Responsibility: Learning mentor) * Twice-weekly literacy support (20-minute sessions) targeting Jada-May's specific needs in word recognition and spelling, using multi-sensory approaches that build on her reading comprehension strengths. (Responsibility: TA or learning support teacher) * Development of an individualised learning passport documenting Jada-May's learning preferences, sensory needs, and effective strategies that can follow her between different teachers/settings. (Responsibility: SENCO with input from Jada-May and her mother) * Provision of exam access arrangements including 25% extra time, separate room with minimal distractions, and access to a word processor, based on her EXACT assessment results. (Responsibility: SENCO) * Half-termly career exploration sessions using visual and hands-on activities to help Jada-May discover and discuss her strengths and interests, creating connections between her current learning and potential future pathways. (Responsibility: Careers staff/SENCO) |

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| **Independence and Independent Living**  **Long-Term Outcome 1:** By the end of Key Stage 4, Jada-May will demonstrate essential self-care and organisation skills needed for semi-independent living, consistently managing her personal hygiene, basic food preparation, and daily routines with minimal prompting. (Monitored by SENCO and key worker)  **Short-Term Targets:**   * Within 3 months, Jada-May will establish and follow a visual morning routine checklist for 4 out of 5 school days, requiring only one verbal prompt. * Within 6 months, Jada-May will independently complete a personal care routine (including dental hygiene, showering, and appropriate clothing choices) with the support of visual checklists, requiring prompting on no more than 2 of 5 steps. * By the end of Year 10, Jada-May will plan and prepare at least three simple meals or snacks following visual recipes, demonstrating appropriate food hygiene practices. * By the end of Year 10, Jada-May will independently organise her school materials and personal belongings using a colour-coded system, maintaining organisation for at least 4 weeks consecutively.   **Long-Term Outcome 2:** By the end of Key Stage 4, Jada-May will develop strategies to manage her sensory sensitivities independently, appropriately using self-regulation tools in 80% of instances without prompting and successfully navigating at least three community environments with minimal support. (Monitored by SENCO and key worker).  **Short-Term Targets:**   * Within 2 months, Jada-May will work with staff to create a personalised sensory profile, identifying triggers and effective calming strategies for different environments. * Within 4 months, Jada-May will use appropriate sensory regulation tools (e.g., earphones, fidget items, cold sensory items) with prompting when showing signs of sensory overload in 60% of instances. * By the end of Year 10, Jada-May will independently recognise and communicate her sensory needs in structured settings, requesting appropriate accommodations before becoming overwhelmed. * By the end of Year 10, Jada-May will participate in at least three structured community activities (e.g., shopping in a quiet store, visiting a library, attending a small café) using her sensory management strategies. |
| **Recommendations:**  **Ordinary (Quality First Teaching):**   * Provide clear, consistent expectations and routines across all school settings to support Jada-May's need for predictability. (Responsibility: All staff) * Allow access to sensory tools (e.g., fidget items, earphones) during class time when needed without drawing attention to their use. (Responsibility: Subject teachers) * Incorporate life skills elements into subject teaching where possible (e.g., measuring in maths, following instructions in English, budgeting in PSHE). (Responsibility: Subject teachers) * Ensure advance notice of any changes to routines or expectations, with visual supports to help Jada-May process and prepare for changes. (Responsibility: All staff)   **Additional (Targeted Support Beyond Ordinary):**   * Implementation of a comprehensive life skills curriculum focusing on personal care, meal preparation, and household management through structured, practical sessions twice weekly (45 minutes). (Responsibility: Life skills coordinator/TA) * Access to specialist autism-trained teaching staff with specific expertise in supporting students with complex sensory processing needs and emotional regulation difficulties in therapeutic learning environments. (Responsibility: Specialist teaching team) * Development of visual routine charts for morning preparation, school day organisation, and evening routines, with clear step-by-step guidance. These should be consistent between home and school. (Responsibility: SENCO/Learning mentor in collaboration with parent) * Creation and implementation of a personalised sensory regulation toolkit, including items identified as helpful (cold items, music) and opportunities to practice using these appropriately in various settings. (Responsibility: SENCO) * Structured teaching of menstrual hygiene management using visual guides, social stories, and discrete practice opportunities with a trusted female staff member. (Responsibility: Learning mentor/school nurse) * Establishment of a weekly reward system celebrating independence achievements to build confidence and motivation. (Responsibility: Key worker) * Fortnightly community skills sessions (60 minutes) beginning with structured visits to quiet locations with high staff support, gradually increasing complexity and reducing support as confidence develops. (Responsibility: Learning mentor/TA) |

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| **Community and Friendships**  **Long-Term Outcome 1:** By the end of Key Stage 4, Jada-May will establish and maintain at least two appropriate peer relationships in structured settings, demonstrating improved understanding of social boundaries and reciprocal friendship skills. (Monitored by SENCO and learning mentor)  **Short-Term Targets:**   * Within 3 months, Jada-May will identify at least three characteristics of healthy friendships and three warning signs of unhealthy relationships through structured social skills teaching. * Within 6 months, Jada-May will participate in a structured small group activity for at least 20 minutes, taking turns and following group guidelines with minimal support. * By the end of Year 10, Jada-May will recognise at least five common social cues and respond appropriately in role-played scenarios and structured real-life interactions. * By the end of Year 10, Jada-May will demonstrate appropriate strategies for managing friendship difficulties (e.g., seeking adult support, using "I" statements, taking space) in 50% of naturally occurring situations.   **Long-Term Outcome 2:** By the end of Key Stage 4, Jada-May will successfully participate in at least one supervised community activity or club aligned with her interests for a minimum of 45 minutes, demonstrating appropriate social interaction skills and emotional regulation in less structured environments. (Monitored by SENCO and learning mentor)  **Short-Term Targets:**   * Within 2 months, Jada-May will identify and consistently use at least three appropriate strategies to manage social anxiety in structured small group settings. * Within 6 months, Jada-May will participate in a highly structured, interest-based activity with 2-3 peers for 15 minutes, with adult facilitation. * By the end of Year 10, Jada-May will successfully transition between structured activities in small group settings without becoming overwhelmed in 70% of instances. * By the end of Year 10, Jada-May will demonstrate understanding of appropriate social boundaries and personal space in 75% of observed interactions. |
| **Recommendations:**  **Ordinary (Quality First Teaching):**   * Provide clear social expectations for group work and partner activities, using visual supports and explicit teaching of turn-taking and conversation skills. (Responsibility: Subject teachers) * Create opportunities for structured social interaction within lessons, carefully selecting partners/groups and providing clear frameworks for collaborative tasks. (Responsibility: Subject teachers) * Model and reinforce appropriate social language and interactions consistently across all school environments. (Responsibility: All staff) * Use social stories or comic strip conversations to prepare Jada-May for new social situations or to process social misunderstandings. (Responsibility: Subject teachers with support from SENCO)   **Additional (Targeted Support Beyond Ordinary):**   * Implementation of a structured social skills curriculum delivered in small groups (twice weekly, 30 minutes) focusing on interpreting facial expressions, understanding social boundaries, and responding to friendship challenges. (Responsibility: Learning mentor/TA) * Facilitation of a structured "circle of friends" approach to foster positive peer relationships in a supported environment. (Responsibility: Learning mentor, weekly sessions) * Provision of a lunchtime "safe space" club with structured, low-demand social activities that align with Jada-May's interests. (Responsibility: Designated staff member, daily) * Creation and use of social scripts and role-play opportunities to practice appropriate responses to challenging social scenarios. (Responsibility: SENCO/learning mentor) * Explicit teaching of online safety and appropriate digital communication to support positive online friendships while minimising vulnerability (weekly sessions in Year 10). (Responsibility: IT teacher/SENCO) * Monthly supported community outings starting with brief, highly structured visits to quiet settings with significant staff support, gradually increasing duration and reducing support as Jada-May's confidence develops. (Responsibility: Learning mentor) |

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| **Maintaining good Health**  **Long-Term Outcome 1:** By the end of Key Stage 4, Jada-May will independently implement appropriate emotional regulation strategies in 70% of stressful situations, recognising early warning signs of distress and using effective coping mechanisms before reaching crisis point. (Monitored by SENCO and learning mentor)  **Short-Term Targets:**   * Within 2 months, Jada-May will work with staff to develop a personalised 5-point emotional scale with corresponding regulation strategies for each level. * Within 3 months, Jada-May will identify and label her emotional state using her 5-point scale in 50% of instances when prompted. * Within 6 months, Jada-May will select and use an appropriate calming strategy from her emotional regulation toolkit when at level 3 (moderate distress) on her scale, with prompting. * By the end of Year 10, Jada-May will consistently use at least three personalised coping strategies to de-escalate emotional distress before reaching crisis point, requiring minimal adult prompting.   **Long-Term Outcome 2:** By the end of Key Stage 4, Jada-May will establish and maintain consistent engagement with necessary health routines (including dental care, nutrition, and sleep hygiene), demonstrating improved understanding of their importance for overall wellbeing. (Monitored by SENCO and school nurse)  **Short-Term Targets:**   * Within 3 months, Jada-May will identify at least three benefits of regular dental care and participate in a desensitisation programme to reduce anxiety about dental appointments. * Within 6 months, Jada-May will establish a consistent bedtime routine and show improved sleep patterns 4 out of 7 nights per week, as reported through home-school communication. * By the end of Year 10, Jada-May will include at least one new healthy food choice in her diet each week, expanding her nutritional options beyond preferred foods. * By the end of Year 10, Jada-May will attend a healthcare appointment (e.g., dental check-up, GP visit) with appropriate preparation and support, demonstrating reduced anxiety compared to baseline.   **Long-Term Outcome 3:** By the end of Key Stage 4, Jada-May will demonstrate improved understanding of her autism diagnosis and associated sensory needs, effectively communicating these needs to others and advocating for appropriate accommodations in different environments. (Monitored by SENCO)  **Short-Term Targets:**   * Within 3 months, Jada-May will work with staff to create a personalised "About Me" document that explains her autism in accessible terms and identifies key strategies that help her. * Within 6 months, Jada-May will identify at least three ways her sensory sensitivities affect her in different environments and appropriate accommodations for each. * By the end of Year 10, Jada-May will explain her sensory preferences and needs to a familiar adult using her "About Me" document or similar resource. * By the end of Year 10, Jada-May will request appropriate sensory accommodations in at least three different settings when needed. |
| **Recommendations:**  **Ordinary (Quality First Teaching):**   * Implement consistent emotional regulation language and visual supports across all school settings to help Jada-May identify and communicate her emotional state. (Responsibility: All staff) * Provide regular sensory breaks during the school day, proactively scheduled to prevent overload rather than waiting for signs of distress. (Responsibility: Subject teachers) * Maintain predictable routines with visual supports, giving advance notice of any changes to reduce anxiety. (Responsibility: All staff) * Model and teach calm breathing techniques and simple self-regulation strategies that can be used discreetly in class. (Responsibility: All staff)   **Additional (Targeted Support Beyond Ordinary):**   * Implementation of a comprehensive emotional regulation curriculum using evidence-based approaches such as the Zones of Regulation or the Incredible 5-Point Scale. (Responsibility: Learning mentor/SENCO, three 20-minute sessions weekly) * Development of a personalised emotional regulation plan identifying triggers, early warning signs, and effective calming strategies. This should be shared with all staff and practiced consistently. (Responsibility: SENCO with input from Jada-May and family) * Provision of a designated safe space for Jada-May to access when feeling overwhelmed, with clear entry/exit protocols and calming resources. (Responsibility: SENCO) * Establishment of a home-school communication system to share information about sleep, emotional state, and potential triggers. (Responsibility: Key adult/SENCO, daily check-ins) * Structured teaching about healthy food choices using visual supports and gradual exposure to new foods in a pressure-free environment. (Responsibility: Life skills coordinator, weekly cooking sessions) * Provision of a discrete, supportive approach to dental care preparation using social stories, desensitisation techniques, and practice sessions. (Responsibility: Learning mentor/school nurse) * Weekly sessions (30 minutes) on understanding autism and developing self-advocacy skills, utilising age-appropriate resources to help Jada-May understand her diagnosis in positive terms. (Responsibility: SENCO/learning mentor) * Provision of immediate crisis intervention protocols delivered by staff trained in de-escalation techniques and autism-specific approaches, with capacity for same-day mental health support when required. (Responsibility: Specialist mental health team/trained crisis intervention staff) * Development of a personalised sensory profile and accommodation plan that can be shared with staff and updated regularly as Jada-May's needs change. (Responsibility: SENCO with input from Jada-May) |

**Signed:** *Scott I-Patrick*

**Name:** Dr Scott I-Patrick *DEdPsychol CPsychol*

**Role:** Locum Educational Psychologist

**Date:** 15/04/25

**Ref:** 20101210-BLACKHAMJM-EHMNUMBER-PSYCH\_ADVICE

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