Psychological Advice

**This psychological advice is written as part of the Education, Health and Care (EHC) needs assessment for the below child/young person. This advice should be read alongside other supporting documents as well as the information provided by other professionals who are supporting the child/young person.**

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| **Surname** | Biodun-Badmus | **Other Name/s** | Toluwani |
| **Date of Birth** | 23-Jan-2021; 4 Years | **Educational Setting** | Batchley Nursery Plus |

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| **Educational Psychologist** | Dr Scott I-Patrick *DEdPsych CPsychol* |

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| **Sources of information and involvement** | This psychological advice is based on a comprehensive review of all documents submitted as part of the Education, Health, and Care Needs Assessment (EHCNA) for Toluwani Biodun-Badmus. Documents reviewed include:   * Joint Assessment Meeting (JAM), dated 26th February 2025, attended by Ms Helen Woodhouse (SENCo, Batchley First School), Ms Julie Gould (SENCo, Honeybees School), Ms Taiwoo Biodun-Badmus (Mother), and Mr Biodun Badmus (Grandfather). This meeting gathered insights from home and educational settings, reviewed existing interventions, and established structured provisions to support Toluwani's communication, learning, social, emotional, and sensory needs. * Family Conversation & RS36 Form dated December 2024, completed by Helen Woodhouse (Teacher at Batchley Nursery Plus) and Toluwani's parents. This document provides background on Toluwani's developmental history, family context, and parental aspirations for his education and support. * EYFS Visit Summary, dated 20th June 2024, completed by the Early Years Inclusion Team Staff, following an observation visit at Honey Bees Day Nursery. This report details Toluwani's engagement levels, strengths, challenges, and agreed strategies for support. * EYFS Developmental Profile, dated Autumn 2024, completed at Honey Bees Nursery, outlining Toluwani's developmental progress across key Early Years Foundation Stage domains, highlighting areas of secure development and emerging needs. * Pupil Passport, dated 7th October 2024, developed at Batchley First School, this document provides an overview of Toluwani's preferences, strategies that support his learning environment, including sensory needs and communication strategies. * Learning Plan, dated 15th October 2024, provided by Nursery Plus, outlining specific targets and strategies to support Toluwani's personal, social, and emotional development, communication, physical development, and cognition. * Learning Plan Review, dated 3rd February 2025, from Batchley First School, documenting Toluwani's progress against targets in areas of personal, social and emotional development, communication, physical development, and thinking skills. * Current Learning Plan dated 20th January 2025, from Batchley First School, outlining updated targets and strategies focusing on communication development, social engagement, and self-care skills. * Timetable dated December 2024. This document is a structured overview from Batchley Nursery Plus of Toluwani's daily routine, including key interventions such as the 'Attention Bucket,' Sensory Room sessions, and enhanced transitions. * Panel Form, dated January 2025, submitted by Batchley Nursery Plus, summarising Toluwani's areas of need, school-based interventions, and assessment requests, as well as detailing involvement from professionals including Speech and Language Therapy (SALT) and Community Paediatrics. * Child's Views Form, dated December 2024, completed with the support of Helen Woodhouse (Class Teacher), this document captures Toluwani's experiences, preferences, and challenges in the nursery setting, noting his enjoyment of sensory activities and difficulties with adult-led tasks. * Health Clinic Letter, dated October 2024, completed by Dr Deepa Jose (Community Paediatrician). This letter details Toluwani's medical background. It confirms a diagnosis of Global Developmental Delay with autism traits, significant speech and language delay, and delayed self-care skills, alongside observations regarding his sensory behaviours, play style, and communication difficulties. * Umbrella Pathway Assessment Final Summary Report, dated 9th January 2025, confirming a diagnosis of Autism Spectrum Disorder as well as global developmental delay. The report provides details of Toluwani's developmental levels, social communication and interaction difficulties, restricted and repetitive patterns of behaviour, and sensory differences. * Speech and Language Therapy (SALT) Report. The report indicates that Toluwani receives fortnightly input from SALT at Batchley Nursery Plus, focusing on developing communication strategies, shared attention, and early language interventions. * SALT Plan and Targets, dated 25th October 2024, completed by the NHS Speech and Language Therapy Service. This document outlines essential communication strategies and specific targets for Toluwani, including the use of visual supports, structured choice-making, and interaction-based interventions. |
| **Date of advice** | 01/03/25 |

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| **Psychological Summary and Formulation with Integrated Background Information** |
| Developmental Overview  Toluwani is currently four years old. Early physical milestones were met, such as walking by his first birthday (Parental Feedback, December 2024; Health Clinic Letter, October 2024). Initially, his development appeared typical; however, from around 12 months parents noted reduced social engagement, minimal eye contact, and limited progress in speech development (Health Clinic Letter, October 2024; Parental Feedback, December 2024).  Toluwani's early experiences in nursery settings further highlight his developmental trajectory. He began attending Honey Bees Nursery in infancy - approximately 9 months (EYFS Visit Summary, 20th June 2024; Parental Feedback, December 2024). Initially, there were no significant concerns, but over time, observations noted a shift towards solitary, repetitive play and a strong preference for adult-led, sensory-based interactions (EYFS Developmental Profile, Autumn 2024; Pupil Passport, 7th October 2024). Specialist interventions were later introduced, and he now attends Batchley Nursery Plus, where structured supports focus on enhancing communication, sensory regulation, and engagement in daily activities (Panel Form, January 2025; Timetable, December 2024).  Recent assessment through the Preschool Umbrella Pathway has confirmed diagnoses of Autism Spectrum Disorder and Global Developmental Delay (Umbrella Pathway Assessment, 9th January 2025). The assessment identified significant difficulties with social interaction, social communication, and restricted/repetitive patterns of behaviour. Developmentally, Toluwani is functioning at a level significantly below his chronological age, with secure skills in the 0-11 month range for personal, social, emotional development and communication, and mixed 0-11 and 8-20 month skills for physical and thinking domains (Umbrella Pathway Assessment, 9th January 2025).  Current Profile  Strengths:   * Toluwani responds positively to structured sensory play. He benefits from deep pressure activities, sand play, and engaging in physical movement (Child's Views, December 2024; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * He demonstrates strong gross motor skills by confidently running, climbing, and jumping, and his fine motor abilities are evident in tasks such as manipulating puzzles (Health Clinic Letter, October 2024, Learning Plan Review, 3rd February 2025). * Toluwani thrives in environments that are structured and predictable. Visual, auditory, and object cues support his transitions and overall engagement (Panel Form, January 2025; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * He is eager to attend nursery and willingly engages with new activities, particularly those involving sensory experiences such as sand play, which he can sustain for extended periods (Learning Plan Review, 3rd February 2025; JAM, 26th February 2025).   Challenges:   * Toluwani is non-verbal and does not currently respond to his name. He relies on gestures, physical guidance (leading by the hand), and minimal facial expressions to express his needs, and his eye contact is fleeting. This often results in difficulties with joint attention and meaningful peer interactions (Health Clinic Letter, October 2024; Child's Views, December 2024; SALT Plan & Targets, 25th October 2024; JAM, 26th February 2025). * He displays high levels of frustration, particularly when required to follow adult-led activities, when his preferred objects are unavailable, or when transitions occur without adequate preparation. His emotional dysregulation is evident when overwhelmed by transitions or communication challenges (Family Conversation, December 2024; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025; Learning Plan Review, 3rd February 2025). * Toluwani shows sensory-seeking behaviours, including repetitive movements such as hand-flapping, toe-walking, climbing, and pacing. He also has rigid food preferences and continues to rely on nappies, requiring consistent adult assistance for personal care (Health Clinic Letter, October 2024; Pupil Passport, 7th October 2024; Umbrella Pathway Assessment, 9th January 2025; JAM, 26th February 2025). * He finds group activities challenging and struggles to engage with peers appropriately. He may take toys from other children when he wants them and has difficulty participating in structured group activities such as 'Hello time' and snack time (Learning Plan Review, 3rd February 2025; JAM, 26th February 2025).   Professional Insights  Toluwani's recently confirmed diagnoses of Autism Spectrum Disorder (ASD) and Global Developmental Delay provide an essential framework for understanding his profile and needs. His presentation is consistent with the core diagnostic features of ASD, including persistent difficulties in social communication and interaction, alongside restricted and repetitive patterns of behaviour, interests, and activities (Umbrella Pathway Assessment, 9th January 2025). The following insights have been formulated within this diagnostic context:   * Social communication difficulties - Toluwani's non-verbal status, lack of response to his name, and absence of joint attention are characteristic features of ASD. The Umbrella Pathway Assessment noted significant challenges in "socio-emotional reciprocity" and "non-verbal communication," with observations that "he does not look to get attention" and "eye contact is limited" (Umbrella Pathway Assessment, 9th January 2025). These fundamental social communication difficulties explain his tendency toward solitary play and reliance on physical guidance rather than conventional communication methods. * Restricted and repetitive behaviours - His hand-flapping, toe-walking, and highly repetitive play patterns align with the diagnostic criteria for ASD. The assessment noted that "play is very repetitive" and he demonstrates fixated interests that are "abnormal in intensity or focus," such as his attachment to his tablet which "he carries everywhere" (Umbrella Pathway Assessment, 9th January 2025). These behaviours serve a regulatory function for Toluwani, providing predictability and sensory input in a world he finds challenging to navigate. * Sensory processing differences - The sensory sensitivities and seeking behaviours Toluwani exhibits are now understood as core features of his ASD diagnosis rather than secondary characteristics. The Umbrella Pathway Assessment confirmed he is "hyperactive and does a lot of sensory seeking behaviour" and "likes lots of deep pressure on shoulders and arms to calm him" (Umbrella Pathway Assessment, 9th January 2025). These sensory differences directly impact his engagement with learning environments and social opportunities. * Developmental delay impact - Toluwani's Global Developmental Delay diagnosis provides context for understanding his current functioning across domains. With developmental skills primarily in the 0-11 month range despite his chronological age of four years (Umbrella Pathway Assessment, 9th January 2025), his capacity to engage with age-typical expectations is significantly affected. This developmental profile, coexisting with his ASD, creates a complex presentation requiring highly specialised support. * Communication and emotional regulation - The JAM highlighted that he uses physical guidance (leading adults by hand) rather than conventional communication methods, which is consistent with both his ASD diagnosis and developmental level. His limited communication repertoire contributes to heightened frustration, particularly during transitions or when needs cannot be met immediately (JAM, 26th February 2025, Learning Plan Review, 3rd February 2025).   Implications for Outcomes and Provisions  Given Toluwani's confirmed diagnoses and complex profile, interventions must be specialised, consistent, and implemented across contexts:   * Communication approaches must be adapted to his developmental level (0-11 months in communication) and autism-specific needs. The implementation of visual and object-based communication strategies, including PECS and objects of reference, should be intensified and consistently applied. The JAM confirmed both approaches have been introduced at home and school, though "engagement is inconsistent" (JAM, 26th February 2025). * Sensory regulation support is essential, given the prominent sensory features of his ASD. Establishing predictable routines, incorporating sensory breaks, and providing deep-pressure activities will help regulate his sensory experience. The JAM noted that Toluwani "enjoys sensory play, including cause-and-effect toys and activities involving movement" (JAM, 26th February 2025). * Social engagement approaches must accommodate both his developmental level and autism-specific challenges in social communication. Guided opportunities for joint attention and peer engagement should use parallel play models and adult-facilitated interactions at an appropriate developmental level. The JAM identified that "structured, detailed provisions" are necessary "to enable consistency across home and school" (JAM, 26th February 2025). * Self-care and independence skills teaching should be adapted to account for both his developmental delay and autism-specific learning style, with gradual, sensory-friendly approaches to foster toileting readiness and independent dressing skills (Learning Plan, 20th January 2025).   *These targeted strategies, specifically designed to address the needs arising from his Autism Spectrum Disorder and Global Developmental Delay, are intended to promote Toluwani's learning, participation, and overall well-being. The JAM emphasised the need for "structured implementation guides" to ensure consistent application of these approaches across contexts (JAM, 26th February 2025). This level of detailed guidance is particularly important given the complexity of Toluwani's diagnostic profile and the need for specialised interventions.* |
| **EP Recommendations for Learning Environment** |
| Key Barriers and Needs  Toluwani's engagement in the learning environment is influenced by several interrelated factors:   * *Communication Barriers:*    + Toluwani is non-verbal and relies on gestures, physical prompts (leading by the hand), and limited facial expressions to communicate.   + He does not currently respond to his name and does not yet engage in joint attention, with eye contact being fleeting (JAM, 26th February 2025).   + The absence of structured, alternative communication systems can result in frustration and difficulty expressing his needs (Health Clinic Letter, October 2024; SALT Plan & Targets, 25th October 2024; JAM, 26th February 2025). * *Sensory Processing Challenges:*    + He demonstrates sensory-seeking behaviours including hand-flapping, toe-walking, climbing, mouthing objects, and repetitive movements.   + Toluwani becomes overwhelmed in busy, unstructured settings with excessive noise or visual clutter, indicating a need for deep pressure and proprioceptive regulation (Panel Form, January 2025; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025).   + Sensory sensitivities, particularly to noise and unpredictability, impact his ability to engage in group activities (JAM, 26th February 2025). * *Difficulties with Transitions:*    + Toluwani finds moving between activities or settings challenging, particularly when changes are unexpected or not of his choosing.   + Transitions are difficult, and changes to routines can lead to distress (JAM, 26th February 2025).   + He benefits from structured routines and visual supports to help navigate transitions smoothly (Timetable, December 2024, Learning Plan, 15th October 2024). * *Self-Care and Independence Challenges*:   + Toluwani continues to rely on nappies and requires consistent adult assistance for toileting needs (Health Clinic Letter, October 2024; JAM, 26th February 2025).   + He has limited independence in self-care routines such as dressing and undressing (Learning Plan, 20th January 2025).   + These challenges impact his participation in nursery routines and will increasingly affect his independence as he approaches school age. * *Social Interaction Challenges:*    + He often prefers solitary play and struggles to engage meaningfully with peers, showing limited joint attention and a reliance on adult-led interactions.   + He does not yet initiate or sustain peer interactions (JAM, 26th February 2025).   + Without targeted interventions, these challenges may contribute to social isolation (Child's Views, December 2024; Pupil Passport, 7th October 2024).   Recommendations for Adaptation  Structured Communication Support   * Implement a Total Communication Environment.   + Introduce visual schedules and personalised daily timetables with symbols or photos to enhance predictability.   + Provide objects of reference (e.g., a cup for snack time) and model simple signs or symbols through a formal Alternative and Augmentative Communication (AAC) system such as Picture Exchange Communication System (PECS) or Singalong to encourage choice-making (JAM, 26th February 2025).   + Ensure consistency in communication approaches across home and school settings. As noted in the JAM, "PECS and visual supports have been trialled in school but are not yet consistently used" (JAM, 26th February 2025).   + Class staff and the SENCo will track Toluwani's use of communication tools through weekly observation logs, with termly reviews to assess progress.   Sensory Regulation Strategies   * Create a sensory-friendly learning environment.   + Establish a dedicated sensory area equipped with weighted lap pads, noise-cancelling headphones, fidget tools, and calming elements such as a dimly lit space.   + Schedule proactive sensory breaks that incorporate deep pressure activities (e.g., use of tightly rolled blankets or wall pushes) and opportunities for gross motor movement, as the JAM identified that Toluwani "enjoys sensory play" and benefits from "activities involving movement" (JAM, 26th February 2025).   + Provide sensory supports during group activities to mitigate the impact of noise and unpredictability, which were identified in the JAM as specific sensory challenges for Toluwani (JAM, 26th February 2025).   + Staff will log the use and effectiveness of the sensory space daily, with fortnightly reviews by the SENCo to make necessary adjustments.   Predictable and Structured Transitions   * Enhance transition supports to reduce anxiety.   + Embed visual and auditory cues using 'Now and Next' boards, transition songs (e.g., a tidy-up song), and countdown timers.   + Provide a five-minute warning before transitions and use simple verbal prompts alongside visual supports.   + Implement a structured approach to transitions between activities, as the JAM noted that Toluwani "struggles with transitions, often needing physical guidance to move from one activity to another" (JAM, 26th February 2025).   + Staff will document any distress during transitions, with weekly reflections and termly SENCo reviews to refine strategies.   Toileting and Self-Care Support   * Implement a structured toileting programme.   + Develop a consistent, sensory-friendly toileting routine with visual supports, including a toileting visual schedule and appropriate objects of reference.   + Schedule regular toileting opportunities throughout the day, using the same visual cues and verbal prompts each time.   + Create a comfortable, low-stimulation toileting environment that minimises sensory distractions.   + Establish a home-school coordination system to ensure consistent approaches to toileting across settings, with regular communication between parents and staff.   + Staff will maintain a daily toileting log to track progress, with monthly reviews to adjust strategies as needed. * Support development of dressing and undressing skills.   + Use 'backward chaining' techniques to teach self-help skills, starting with the last step of a sequence and gradually working backward (Learning Plan, 20th January 2025).   + Provide visual sequences for dressing and undressing routines.   + Incorporate opportunities to practice these skills throughout the day in meaningful contexts.   Supported Social Engagement   * Facilitate structured peer interactions to foster social participation.   + Organise small-group activities and joint attention tasks (e.g., passing a ball, sensory-based turn-taking) tailored to Toluwani's interests, such as sensory bins or cause-and-effect toys.   + Introduce a buddy system pairing him with a familiar peer for short, structured interactions, and use adult-mediated play scripts to scaffold engagement.   + Implement structured, adult-supported turn-taking games with peers at least three times per week, as recommended in the JAM (JAM, 26th February 2025).   + Peer engagement and responses will be logged weekly by staff, with termly reviews by the SENCo to assess and adjust social strategies.   Monitoring and Review Process   * Key staff will observe and record Toluwani's engagement with communication supports, sensory strategies, transition cues, toileting programmes, and social activities. * Nursery staff will reflect on the effectiveness of the strategies and adjust supports, as necessary. * Fortnightly - The SENCo will review logs related to sensory space use, transition responses, and toileting progress, ensuring timely modifications. * Termly - Parents, class teacher, and/or SENCo will assess overall progress and the impact of environmental adaptations, with input from the Speech and Language Therapy service as appropriate.   Summary of Key Recommendations   | **Barrier** | **Adaptation** | **Implementation** | **Monitoring** | | --- | --- | --- | --- | | **Communication** | Introduce formal AAC system (PECS/objects of reference) | Staff model and reinforce daily; ensure consistency across home and school | Weekly observation logs; termly SENCo reviews | | **Sensory Regulation** | Create a sensory-friendly space with deep pressure options | Establish a dedicated area; integrate scheduled sensory breaks | Daily logs; fortnightly reviews by SENCo | | **Transitions** | Use 'Now and Next' boards, transition songs, and countdown timers | Provide visual and auditory cues with advance warnings | Teacher logs of transition responses; weekly reflections | | **Toileting & Self-Care** | Implement structured visual toileting programme and dressing skills support | Create consistent routines with visual supports across home and school; use backward chaining for skills teaching | Daily toileting and self-care logs; monthly progress reviews | | **Social Interaction** | Facilitate structured, supported peer interactions | Organise joint play activities and a buddy system with adult mediation | Weekly peer interaction logs; termly SENCo assessments |   *These recommendations align with the structured provision plan established during the JAM, and are designed to address Toluwani's confirmed diagnoses of Autism Spectrum Disorder and Global Developmental Delay (Umbrella Pathway Assessment, 9th January 2025). Implementing these approaches consistently across contexts will be essential to supporting his engagement, communication, and overall development.* |
| **What Toluwani likes and enjoys** |
| Interests and Activities  Toluwani shows a strong preference for sensory-based and physical play, which not only provides enjoyment but also supports his self-regulation. His interests are evident across both home and nursery settings:   * Toluwani enjoys playing with sand - exploring textures, scooping, and pouring - which helps him to focus and regulate his sensory input (Child's Views, December 2024; Learning Plan, 15th October 2024; Learning Plan Review, 3rd February 2025). He can engage with sand play for extended periods, demonstrating sustained attention that is not as evident in other activities (Learning Plan Review, 3rd February 2025). * He is actively engaged by cause-and-effect toys (e.g., insert puzzles, pop-up toys, light-up buttons) that provide predictable interactions and reassurance (Health Clinic Letter, October 2024; JAM, 26th February 2025). During the JAM, it was noted that Toluwani particularly "enjoys sensory play, including cause-and-effect toys" (JAM, 26th February 2025). * Toluwani enjoys looking at himself in mirrors and engages in self-directed play involving his reflection. The Learning Plan Review noted that "he very much enjoys looking in the mirror and watching his own reflection, especially when 'marching'" and "likes to look at his reflection and pull faces" (Learning Plan Review, 3rd February 2025; Umbrella Pathway Assessment, 9th January 2025). * He actively seeks opportunities to jump, climb, and run. Activities such as climbing play structures, bouncing on a trampoline, and participating in movement-based games support his sensory needs and physical development (Parental Feedback, December 2024; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * Toluwani shows a strong attachment to his tablet, which the Umbrella Pathway Assessment described as an "addiction." He "carries his tablet everywhere" and can become distressed if access is disrupted (Umbrella Pathway Assessment, 9th January 2025; Health Clinic Letter, October 2024; Pupil Passport, 7th October 2024). He also responds positively to music and action-based songs, often joining in with hand actions and simple vocalisations (EYFS Visit Summary, 20th June 2024). * He shows a clear preference for tactile experiences, such as holding soft objects, squeezing them, or receiving deep-pressure input through tight hugs and being wrapped in a blanket (Family Conversation, December 2024; JAM, 26th February 2025). The JAM noted that he "likes lots of deep pressure on shoulders and arms to calm him" (JAM, 26th February 2025).   Social Preferences  Toluwani's social engagement is characterised by a preference for adult-supported interactions and structured play:   * He often initiates contact by leading adults by the hand to express his needs and shows enjoyment during one-on-one, physical-based games with trusted adults (SALT Plan & Targets, 25th October 2024; EYFS Visit Summary, 20th June 2024). The Learning Plan Review noted that "he will take an adult's hand to indicate he needs their help" (Learning Plan Review, 3rd February 2025). * He is eager to come to nursery and enjoys the company of adults (Learning Plan Review, 3rd February 2025). During the JAM, it was observed that he "relies heavily on adults to structure his engagement in activities" (JAM, 26th February 2025). * Although he typically engages in solitary or parallel play and does not initiate interactions with peers, he is comfortable playing alongside others when the environment is predictable and structured (Child's Views, December 2024; Pupil Passport, 7th October 2024). The JAM confirmed that "he does not yet initiate or sustain peer interactions" (JAM, 26th February 2025).   Learning Style Preferences  Toluwani benefits most from a structured, sensory-rich learning environment that incorporates visual supports and hands-on activities:   * He thrives on predictable routines and clear expectations, responding well to visual supports such as objects of reference, Now and Next boards, and visual timetables (Pupil Passport, 7th October 2024; Panel Form, January 2025). The JAM noted that "he can engage in activities that are highly structured and adult-led, particularly those involving repetitive play" (JAM, 26th February 2025). * His engagement is heightened when learning involves tactile and sensory elements. For example, integrating sand play into early numeracy or using cause-and-effect toys during interactive tasks supports his exploration and problem-solving skills (Learning Plan, 15th October 2024; Child's Views, December 2024). * Toluwani willingly joins in with new activities, particularly those with a sensory component (Learning Plan Review, 3rd February 2025). The JAM highlighted that activities "involving movement" are particularly motivating for him (JAM, 26th February 2025). * Toluwani benefits from a quiet, low-stimulation setting. Excessive noise or unpredictable activities can lead to discomfort and disengagement, highlighting the importance of a calm learning space (Health Clinic Letter, October 2024; JAM, 26th February 2025). The JAM specifically noted that "sensory sensitivities (particularly to noise and unpredictability) impact his ability to engage in group activities" (JAM, 26th February 2025).   Relevance and Opportunities for Learning  Toluwani's interests and preferences offer valuable opportunities to enhance his engagement and learning:   * Integrate sensory activities like sand play, mirror play, and cause-and-effect toys to encourage structured choice-making and communication. His sustained attention during these activities provides an ideal context for introducing communication strategies. * Use his enjoyment of mirrors as a motivational tool for encouraging joint attention, turn-taking, and early social games. The Learning Plan Review noted his particular enjoyment of "marching" while looking at his reflection, which could be incorporated into movement activities (Learning Plan Review, 3rd February 2025). * Embed physical movement into structured tasks (e.g., counting steps or using action songs during transitions) to maintain engagement and support his sensory needs, building on his enjoyment of movement-based activities (JAM, 26th February 2025). * Facilitate low-pressure, adult-mediated play routines and parallel play opportunities that gently scaffold his developing social skills, acknowledging his preference for adult company while gradually introducing peer interactions. * Leverage his tactile preferences and need for deep pressure (e.g., through weighted lap pads or structured hug breaks) to support transitions and reduce frustration, as noted in the JAM that "he likes lots of deep pressure on shoulders and arms to calm him" (JAM, 26th February 2025). * Incorporate his ability to find hidden objects, which was identified as a relative strength in the Learning Plan Review where it was noted that "Toluwani will very much notice if a toy that he has been playing with has been hidden" (Learning Plan Review, 3rd February 2025), into learning activities to build early cognitive skills.   *By building on these identified preferences and incorporating them systematically into his learning environment, Toluwani will be more likely to engage meaningfully with activities, develop essential skills, and experience success across contexts.* |
| **Parents hopes and aspirations for Toluwani** |
| Toluwani's parents hold a deep commitment to his well-being and development. Their aspirations are informed by a clear understanding of his strengths and challenges, and they envision a future where Toluwani can communicate effectively, build independence, and experience joy in both learning and social settings. They are determined to secure a supportive environment that nurtures his growth, confidence, and long-term well-being.  Academic Aspirations  Toluwani's parents hope for him to engage in learning in ways that capitalise on his strengths and interests:   * They aspire for Toluwani to establish a consistent, functional means of expressing his needs and preferences. During the JAM, his mother shared that they have introduced PECS and objects of reference at home, though engagement remains inconsistent (JAM, 26th February 2025). They hope for greater consistency in communication approaches across settings to help him develop these essential skills. * They wish for him to participate in activities that resonate with his love for sensory-based and hands-on learning, ensuring that he feels motivated, comfortable, and supported throughout his educational journey (Child's Views, December 2024; JAM, 26th February 2025). * They are keen for him to develop early learning and problem-solving skills that will support his autonomy and enable him to navigate structured learning environments successfully. Following the confirmation of his Autism Spectrum Disorder and Global Developmental Delay diagnoses (Umbrella Pathway Assessment, 9th January 2025), they recognise the need for specialised teaching approaches that accommodate his developmental profile.   Social and Emotional Development  Toluwani's parents prioritise his emotional well-being and social confidence:   * They hope that with the right support, Toluwani will develop greater comfort in social settings. During the JAM, they acknowledged that "he does not yet engage in joint attention" and "eye contact is fleeting" (JAM, 26th February 2025). They envisage him engaging in structured activities that gently encourage peer interaction while ensuring he feels safe. * Acknowledging his sensory sensitivities and communication challenges, they wish for him to learn strategies that help manage frustration, transitions, and unexpected changes in his environment. The JAM highlighted their awareness that "transitions are difficult, and changes to routines can lead to distress" (JAM, 26th February 2025). * They dream of Toluwani experiencing happiness through play, shared activities, and affectionate connections with familiar adults. They value his enjoyment of "sensory play, including cause-and-effect toys and activities involving movement" (JAM, 26th February 2025) and hope these preferences can be incorporated into his educational experiences.   Independence  Looking ahead, his parents have clear hopes for his growing independence:   * They desire for Toluwani to gradually develop basic self-care routines, such as toileting, dressing, and feeding himself, which are crucial for his autonomy (Health Clinic Letter, October 2024; JAM, 26th February 2025). * They hope that he will acquire the ability to follow routines, make informed choices, and adapt to changes confidently, thus participating meaningfully in everyday activities. During the JAM, they expressed support for the implementation of "structured, detailed provisions" to "enable consistency across home and school" (JAM, 26th February 2025). * Ultimately, they want him to be placed in a provision where his individualised needs are well understood and where tailored support will enable him to flourish academically and socially (Family Conversation, December 2024; JAM, 26th February 2025). Following his confirmed diagnoses, they recognise the importance of a specialist educational environment with staff experienced in supporting children with Autism Spectrum Disorder and Global Developmental Delay.   Support and Provision Aspirations  During the JAM, Toluwani's parents expressed specific aspirations regarding the support and provision they believe will best meet his needs:   * They value "structured implementation guides" that facilitate consistent approaches across home and school settings (JAM, 26th February 2025). This reflects their understanding that Toluwani benefits from predictability and routine. * They seek comprehensive support across all developmental domains, including "communication, learning, social, emotional, and sensory needs" (JAM, 26th February 2025). Their holistic view of Toluwani's needs demonstrates their understanding of how these areas interconnect. * They hope for provision that recognises and addresses his emerging communication through alternative means, acknowledging that while they have "introduced PECS and objects of reference," his "engagement is inconsistent" (JAM, 26th February 2025).   *Toluwani's parents' aspirations centre on fostering his communication skills, social-emotional well-being, and independence. Their vision aligns with professional insights, underscoring the need for individualised support strategies that nurture his engagement and development within the context of his confirmed diagnoses. The subsequent sections of this report will outline specific interventions to support these aspirations, ensuring that Toluwani is well-positioned to thrive in both his early years and future learning experiences.* |

Where is Toluwani now?

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| **Communication and interaction** | **Cognition and Learning** |
| Strengths   * Toluwani uses gestures and physical guidance - often leading adults by the hand - to indicate his needs and direct attention to desired objects or locations (Health Clinic Letter, October 2024; SALT Plan & Targets, 25th October 2024; JAM, 26th February 2025). * He engages well with objects of reference, Now and Next boards, and other visual cues that support his understanding of routines and transitions (Pupil Passport, 7th October 2024; Panel Form, January 2025; JAM, 26th February 2025). * In highly motivating, sensory-based activities - such as sand play, action-based songs, and peek-a-boo - Toluwani demonstrates moments of shared attention when an adult models engagement with an object of interest (Child's Views, December 2024; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025). * He produces vocal sounds that express enjoyment or frustration, indicating an emerging understanding of cause-and-effect in communication. The JAM noted that "he babbles when he is unhappy" (JAM, 26th February 2025; Child's Views, December 2024; EYFS Visit Summary, 20th June 2024). * Toluwani is beginning to recognise familiar objects linked to daily routines (e.g., a nappy for changing or a snack for mealtime), which supports his limited but growing ability to communicate needs (Family Conversation, December 2024, Learning Plan Review, 3rd February 2025). * He demonstrates emerging skills in making choices when presented with forced-choice options, sometimes indicating preferences through looking, gesturing, or vocalising (Learning Plan, 20th January 2025).   Needs and Impact   * Toluwani remains non-verbal and does not respond to his name. This limitation makes it challenging for him to express choices, request help, or articulate discomfort, often resulting in frustration or withdrawal (Health Clinic Letter, October 2024; SALT Plan & Targets, 25th October 2024; JAM, 26th February 2025). * He struggles with recognising and using social cues such as eye contact, responding to his name, and turn-taking. During the JAM, it was observed that "he does not look to get attention" and "eye contact is limited" (JAM, 26th February 2025). These challenges affect his interactions with peers and his ability to participate in group activities (EYFS Visit Summary, 20th June 2024; Child's Views, December 2024). * Toluwani is highly dependent on adult mediation for communication. The JAM confirmed that he "relies heavily on adults to structure his engagement in activities" (JAM, 26th February 2025). Without structured support, he tends to follow his own agenda, limiting spontaneous social interactions and the development of independent communication strategies (Pupil Passport, 7th October 2024; Parental Feedback, December 2024). * Although he responds to objects of reference in structured settings, his communication strategies do not consistently transfer across home, nursery, and therapy environments. The JAM noted that "PECS and visual supports have been trialled in school but are not yet consistently used" (JAM, 26th February 2025). This inconsistency can hinder his overall engagement in learning and social activities. * The absence of functional communication often leads to distress, manifesting as avoidance of activities or repetitive behaviours used to self-regulate (Health Clinic Letter, October 2024). Additionally, his limited social communication restricts opportunities for peer relationships, potentially affecting his sense of belonging (Family Conversation, December 2024; JAM, 26th February 2025). * Joint attention and reciprocal interaction are not yet established, as confirmed during the JAM. This fundamental social communication challenge limits his ability to engage in back-and-forth exchanges essential for relationship building and social learning.   Effectiveness of Current Support   * The use of objects of reference and visual schedules has proven effective in helping Toluwani anticipate routines and transitions, thereby reducing distress (Pupil Passport, 7th October 2024; Panel Form, January 2025; JAM, 26th February 2025). * Intensive interaction strategies - where adults mirror his gestures and vocalisations - have encouraged moments of shared attention and engagement during sensory activities (SALT Plan & Targets, 25th October 2024; EYFS Visit Summary, 20th June 2024). * Although symbol-based supports (e.g., early forms of PECS or Singalong) have been introduced in both home and school settings, their inconsistent application limits their overall effectiveness. The JAM confirmed that "PECS and objects of reference" have been introduced, though "engagement is inconsistent" (JAM, 26th February 2025; SALT Plan & Targets, 25th October 2024). * Recent efforts to offer structured choices during daily routines are showing promise, though Toluwani's responses remain variable. He sometimes indicates that he wants "more" of something by tapping the symbol or using gestural approximations (Learning Plan Review, 3rd February 2025).   Gaps Identified:   * Toluwani does not currently use a structured AAC system consistently. Introducing a formal system such as PECS or an AAC device could provide a consistent means for him to express his needs. The JAM emphasised the need for "structured, detailed provisions" to "enable consistency across home and school" (Health Clinic Letter, October 2024). * Communication strategies are not yet consistently reinforced across home, school, and therapy settings, reducing the potential for skill generalisation. The JAM recommended "structured implementation guides" to facilitate consistent application of approaches (JAM, 26th February 2025; Parental Feedback, December 2024). * Without structured adult mediation, Toluwani does not naturally seek peer interaction. Interventions targeting social communication - such as turn-taking games and joint attention tasks - are needed to foster engagement in small, supported groups. The JAM identified that he should participate in "adult-supported turn-taking games with peers at least 3 times per week" (Child's Views, December 2024). * Toluwani needs more targeted support to develop basic turn-taking skills during simple interactions. His Learning Plan (20th January 2025) includes a target for him to "take turns during a very simple interaction with an adult," indicating this as a priority area for development. | Strengths   * Toluwani demonstrates strong engagement in hands-on, sensory-based activities. He shows enjoyment during sand play, tactile exploration, and movement-based tasks that follow a predictable pattern (Health Clinic Letter, October 2024; Learning Plan, 15th October 2024; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025). * He is highly engaged in activities that offer clear, predictable routines - such as cause-and-effect toys, insert puzzles, and repetitive motor tasks. This structure helps him to focus and supports his emerging learning skills (Health Clinic Letter, October 2024; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * In familiar, structured contexts, Toluwani displays trial-and-error learning and persistence. He shows emerging problem-solving abilities when stacking blocks or completing puzzles, indicating potential for further cognitive development (Parental Feedback, December 2024; EYFS Visit Summary, 20th June 2024). * He is drawn to highly visual activities and responds well to bright colours, clear patterns, and movement-based interactions. This suggests that visual supports can be particularly effective in engaging him (Child's Views, December 2024). * Toluwani will search for toys that have been hidden, demonstrating object permanence and motivation to find preferred items. The Learning Plan Review noted that "he will very much notice if a toy that he has been playing with has been hidden. He will search for items on the floor and around his play space" (Learning Plan Review, 3rd February 2025). * He is eager to come to nursery and willingly joins in with new activities, which provides a foundation for building engagement with structured learning tasks (Learning Plan Review, 3rd February 2025).   Needs and Impact   * Toluwani struggles to maintain focus on structured tasks, especially if they are not aligned with his interests. His short attention span means that without highly motivating activities, his engagement is often fleeting (Panel Form, January 2025, Learning Plan, 15th October 2024). * While he demonstrates problem-solving skills in familiar contexts, Toluwani has not yet transferred these skills to new tasks or environments. For example, he may complete a well-known puzzle but struggles to apply similar strategies in novel situations (Health Clinic Letter, October 2024). * His understanding of early numeracy, literacy, and sequencing concepts remains at an emerging stage. The Umbrella Pathway Assessment confirmed that his cognitive skills are at a developmental level of 0-11 months (secure) with some emerging skills in the 8-20 month range (Umbrella Pathway Assessment, 9th January 2025). Toluwani benefits most from concrete, sensory-based learning experiences and requires adaptations to access abstract academic concepts effectively (Panel Form, January 2025). * He learns best in highly structured environments and finds transitions or new tasks challenging without clear visual and sensory cues. The JAM noted that "transitions are difficult, and changes to routines can lead to distress" (JAM, 26th February 2025). This reliance limits his ability to adapt to varying learning situations (Timetable, December 2024). * Toluwani finds it difficult to engage in group learning activities. The Learning Plan Review observed that he "finds it difficult to sit down for group activities such as Hello time & snack time" (Learning Plan Review, 3rd February 2025). * His low developmental level affects his ability to engage with age-appropriate learning materials and concepts. The Umbrella Pathway Assessment confirmed his developmental levels significantly below his chronological age across all domains (Umbrella Pathway Assessment, 9th January 2025).   Impact on Learning and Development:   * His short attention span and difficulty following multi-step instructions reduce his participation in group learning activities unless one-to-one support is provided. The JAM confirmed that he "relies heavily on adults to structure his engagement in activities" (JAM, 26th February 2025). * Limited generalisation of skills affects his ability to build upon previous learning, thereby impacting progress in early cognitive and problem-solving tasks. He requires highly structured and consistent approaches to help transfer skills between contexts (JAM, 26th February 2025). * A strong preference for sensory-based activities means he is less likely to engage with traditional academic materials without adaptations that align with his sensory profile. The JAM noted that he "can engage in activities that are highly structured and adult-led, particularly those involving repetitive play" (JAM, 26th February 2025; Child's Views, December 2024). * The significant gap between his chronological age (4 years) and developmental level (0-11 months for most domains) means he requires a highly specialised curriculum approach focused on early developmental skills rather than age-typical expectations (Umbrella Pathway Assessment, 9th January 2025).   Effectiveness of Current Support   * Highly structured routines, including the use of Now and Next boards and objects of reference, have helped Toluwani engage with familiar tasks and understand daily routines (Pupil Passport, 7th October 2024; Panel Form, January 2025). * Hands-on, sensory-based learning approaches have supported momentary engagement. Movement breaks and tactile materials are beneficial, although consistency across settings requires improvement (Learning Plan, 15th October 2024; EYFS Visit Summary, 20th June 2024). * Structured, adult-supported activities have enabled him to access learning experiences; however, his independence in task completion remains limited (EYFS Visit Summary, 20th June 2024; SALT Plan & Targets, 25th October 2024). * Recent work on developing choice-making using forced-choice approaches is showing some progress. The Learning Plan Review noted that "Toluwani can sometimes choose his picture out of two for the self-registration card" (Learning Plan Review, 3rd February 2025).   Gaps Identified:   * Toluwani does not engage well with traditional materials such as books or worksheets. There is a need for more interactive, multisensory methods that align with his learning style and developmental level (Health Clinic Letter, October 2024; Umbrella Pathway Assessment, 9th January 2025). * Despite current supports, his ability to sustain attention is variable, suggesting that further strategies are needed to extend engagement over longer periods. The Learning Plan (20th January 2025) includes a target for him "to attend to a small group activity for at least 3 minutes, twice a day," indicating this remains a priority area. * Although structured activities help him in familiar settings, explicit strategies to promote the transfer of skills to new contexts are necessary. The JAM emphasised the need for "structured, detailed provisions to enable consistency across home and school" (JAM, 26th February 2025; Panel Form, January 2025). * Toluwani struggles to apply his emerging problem-solving skills in dynamic, social situations, such as navigating peer interactions or adapting to unexpected changes (Child's Views, December 2024, Learning Plan Review, 3rd February 2025). * Given his confirmed developmental levels in the 0-11 month range for most domains, there is a need for a more developmental approach to his learning targets that better aligns with his actual functioning rather than chronological age expectations (Umbrella Pathway Assessment, 9th January 2025). |
| **Social, emotional, mental health** | **Sensory and Physical** |
| Strengths   * Toluwani seeks comfort from familiar adults, often initiating physical contact (e.g., hugs, squeezes) which aids in emotional regulation (Parental Feedback, December 2024; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * He is happiest during structured, repetitive interactions - such as sand play, peek-a-boo, and cause-and-effect activities - that provide a sense of emotional security (Child's Views, December 2024; EYFS Visit Summary, 20th June 2024). * Although he does not initiate peer interactions, Toluwani can comfortably co-exist with others during preferred activities, indicating potential for gradual social engagement (Health Clinic Letter, October 2024; JAM, 26th February 2025). * He uses facial expressions, vocal intonations, and gestures to communicate his feelings, demonstrating early awareness of his emotional states (Panel Form, January 2025; SALT Plan & Targets, 25th October 2024). * Toluwani is eager to come to nursery and willingly joins in with new activities when they align with his interests and sensory preferences (Learning Plan Review, 3rd February 2025). * He demonstrates some understanding of behavioural boundaries, as noted in the JAM that "he understands when he is told off" (JAM, 26th February 2025).   Needs and Impact   * Toluwani often becomes frustrated when he is unable to communicate his needs or when preferred activities conclude unexpectedly. This frustration may manifest as withdrawal, repetitive motor movements (e.g., hand-flapping, toe-walking), or attempts to take objects from peers (Health Clinic Letter, October 2024, Learning Plan Review, 3rd February 2025). * He struggles to initiate or sustain interactions with peers and shows minimal reciprocal play, which can lead to social isolation and limit opportunities for cooperative learning. The JAM confirmed that "he is not interested in other children" and "plays on his own" (JAM, 26th February 2025; Child's Views, December 2024; Pupil Passport, 7th October 2024). * Toluwani relies heavily on familiar adults for comfort and co-regulation. He has not yet developed independent self-soothing or coping strategies to manage his emotions during transitions or unexpected changes (Parental Feedback, December 2024; JAM, 26th February 2025). * Changes in routine or unpredictable events cause significant distress, making clear visual, auditory, and sensory supports essential for easing transitions. The JAM noted that "transitions are difficult, and changes to routines can lead to distress" (JAM, 26th February 2025; Timetable, December 2024; Learning Plan, 15th October 2024). * He can react aggressively when frustrated or when boundaries are set. The Learning Plan Review observed that "when an adult says no, Toluwani will sometimes hit/hurt the adult" (Learning Plan Review, 3rd February 2025). * Toluwani finds "noisy environments" challenging, which can trigger emotional dysregulation and withdrawal (JAM, 26th February 2025). His sensory sensitivities directly impact his emotional well-being and social participation.   Impact on Engagement   * His difficulties in regulating emotions may lead to withdrawal or sensory-seeking behaviours, particularly in unfamiliar or highly structured social situations. * Limited peer engagement and over-reliance on adults may impede the development of independent coping mechanisms and future relationship-building. * A high need for predictability means that without consistent routines and supports, his participation in classroom activities may be adversely affected (Panel Form, January 2025). * His emotional responses to adults setting boundaries can create challenges in managing his behaviour within the classroom and potentially limit learning opportunities (Learning Plan Review, 3rd February 2025).   Effectiveness of Current Support   * Deep pressure input (hugs, squeezes, weighted items) has been beneficial in helping Toluwani regulate his emotional responses (Health Clinic Letter, October 2024; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * Structured routines and visual cues (e.g., Now and Next boards) have reduced distress during transitions, although further reinforcement across settings is needed (Timetable, December 2024; Pupil Passport, 7th October 2024). * While adult mediation during social play provides him with emotional security, these interactions have not yet fostered independent self-regulation or proactive social engagement (Learning Plan, 15th October 2024). * Recent work on developing his ability to attend to small group activities is beginning to show some progress, but remains an ongoing area of need (Learning Plan, 20th January 2025).   Gaps Identified:   * Toluwani does not yet use independent coping techniques (e.g., visual emotion cards, calming strategies), remaining reliant on adult intervention (Parental Feedback, December 2024). * There is a need for structured, small-group play sessions to scaffold gradual peer interaction. The JAM recommended "adult-supported turn-taking games with peers at least 3 times per week" (JAM, 26th February 2025; Panel Form, January 2025). * Although visual supports help, incorporating tools such as countdown timers and social stories could further ease anxiety around changes (Timetable, December 2024). * A more comprehensive approach to managing his emotional responses when adults set boundaries is needed. The Learning Plan Review's observation that he may hit/hurt adults when told "no" indicates the need for specific strategies to help him manage frustration and accept limitations (Learning Plan Review, 3rd February 2025). * Additional strategies are needed to increase his tolerance of noisy environments, as the JAM noted that "sensory sensitivities (particularly to noise and unpredictability) impact his ability to engage in group activities" (JAM, 26th February 2025). | Strengths   * Toluwani demonstrates confidence in physical activities. He enjoys running, climbing, jumping, and pacing, which indicates a robust drive for movement and proprioceptive input (Health Clinic Letter, October 2024; Pupil Passport, 7th October 2024; JAM, 26th February 2025). * He actively seeks predictable, rhythmic sensory input. For example, he benefits from deep pressure (tight hugs, squeezes), repetitive movements (toe walking, hand flapping), and tactile play with materials like sand and water. These activities appear to provide him comfort and aid in self-regulation (Parental Feedback, December 2024; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025). * Toluwani responds well to sensory-based routines, such as interactive songs with actions, tactile-based nursery rhymes, and guided movement breaks, which create predictability in his day (Timetable, December 2024; Pupil Passport, 7th October 2024). * Although he faces challenges with fine motor tasks, he can manipulate insert puzzles, hold small objects with a pincer grip, and engage in simple cause-and-effect play, demonstrating emerging fine motor development (Panel Form, January 2025, Learning Plan, 15th October 2024). * He enjoys sensory play and will engage with a variety of mark-making tools, including "paint, chalk, dabbers" to make marks on different surfaces (Learning Plan Review, 3rd February 2025). * He will attend to and explore sensory-based activities for extended periods, showing particular enjoyment of sand play which supports focused attention (Learning Plan Review, 3rd February 2025; JAM, 26th February 2025).   Needs and Impact   * Toluwani frequently seeks deep pressure and other sensory inputs to self-regulate. When overwhelmed, he may engage in repetitive movements or seek constant adult contact, which can interfere with structured activities. The JAM confirmed that he "does a lot of hand flapping and toe walking" and engages in "hyperactive and sensory seeking behaviour" (JAM, 26th February 2025; Health Clinic Letter, October 2024). * His impulsivity and limited risk awareness - such as climbing on furniture or running unsafely - raise concerns in unstructured settings, necessitating close adult supervision (Parental Feedback, December 2024; Pupil Passport, 7th October 2024). * Toluwani struggles with tasks like feeding himself, dressing, and manipulating clothing, which restrict his independence in daily routines. These challenges affect his ability to participate in age-appropriate self-care tasks (Health Clinic Letter, October 2024, Learning Plan, 20th January 2025). * He is highly sensitive to noise, sudden changes, and unfamiliar tactile stimuli. This can lead to withdrawal or dysregulation in busy environments, such as playgrounds or noisy group activities. The JAM highlighted that "sensory sensitivities (particularly to noise and unpredictability) impact his ability to engage in group activities" (JAM, 26th February 2025; Panel Form, January 2025; Timetable, December 2024). * Toluwani is not yet toilet trained and continues to rely on nappies, requiring significant adult support for personal care routines (Health Clinic Letter, October 2024; JAM, 26th February 2025). * His selective eating patterns and sensory-based food preferences limit his dietary variety. The JAM noted that "he is not keen on certain textures of food" (JAM, 26th February 2025).   Impact on Engagement   * His sensory-seeking behaviours may divert his focus from structured tasks, limiting engagement in learning. * Safety concerns due to his limited risk awareness necessitate constant supervision during movement-based play. * Fine motor difficulties impede his participation in self-care, reducing his independence across daily routines. * Sensory sensitivities to noise and unpredictability can lead to withdrawal or dysregulation in busy, group-based educational environments, limiting his access to social learning opportunities (JAM, 26th February 2025). * His dependence on nappies affects his independence and may impact future integration into mainstream settings as he approaches school age.   Effectiveness of Current Support   * Structured sensory breaks - including deep pressure activities, swinging, and bouncing - have been beneficial in helping Toluwani self-regulate, though these strategies require greater consistency. The JAM noted that he "likes lots of deep pressure on shoulders and arms to calm him" (JAM, 26th February 2025; Timetable, December 2024; EYFS Visit Summary, 20th June 2024). * Embedding sensory activities into predictable routines (e.g., tactile-based nursery rhymes, objects of reference for transitions) has improved his engagement; however, these supports do not fully address his need for movement during transitions (Panel Form, January 2025; Pupil Passport, 7th October 2024). * One-to-one adult support during outdoor play and transitions helps manage safety risks, but additional strategies to build his independent awareness of danger are needed (Parental Feedback, December 2024). * Recent efforts to develop his self-help skills have been initiated through his Learning Plan, which includes targets for "Toluwani to begin to help with dressing and undressing routines for shoes and coat" (Learning Plan, 20th January 2025).   Gaps and Areas for Improvement:   * Toluwani does not yet use self-directed strategies (e.g., weighted lap pads, chewable fidgets) to manage sensory needs, remaining reliant on adult co-regulation (Health Clinic Letter, October 2024; JAM, 26th February 2025). * He does not currently receive a structured toileting programme to support the development of independent toileting skills, which is becoming an increasingly important area of need as he approaches school age (Health Clinic Letter, October 2024). * While sensory breaks are effective in structured environments, there is a need for specific interventions to manage sensory overload in unstructured or noisy settings. The JAM highlighted his challenges with "noise and unpredictability" (JAM, 26th February 2025). * A more systematic approach to developing his dressing and undressing skills is needed. His Learning Plan includes teaching these skills through "backward chaining" techniques, but this requires consistent implementation (Learning Plan, 20th January 2025). * Adaptive strategies for managing his selective eating patterns have not yet been fully developed, potentially limiting his nutritional intake and social participation during mealtimes (JAM, 26th February 2025). |

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| **Communication and Interaction** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Toluwani's parents and nursery staff aspire for him to develop a consistent means of expressing his needs and preferences. They envision him becoming more confident in communicating his choices, which will in turn support his participation in group activities and enhance his sense of belonging (Family Conversation, December 2024; Parental Feedback, December 2024; JAM, 26th February 2025).  By the end of Key Stage 1, Toluwani will be able to:   * Independently use an alternative communication system (e.g., a formal AAC system such as PECS or Singalong) to express his basic needs and choices in at least 4 out of 5 observed opportunities across different settings (Health Clinic Letter, October 2024). * Engage in structured social interactions with minimal adult mediation, showing improved recognition and use of social communication cues during small-group activities. | Toluwani's communication and interaction profile identifies the following key needs:   * His current reliance on non-verbal gestures and minimal vocalisations restricts his ability to express choices, request assistance, or indicate discomfort (SALT Plan & Targets, 25th October 2024). * He struggles to recognise and use cues such as eye contact and turn-taking, affecting his peer interactions (Child's Views, December 2024). * Toluwani depends heavily on adult mediation, which limits the development of independent communication strategies (Pupil Passport, 7th October 2024). * Communication supports, although effective in structured environments, are not consistently applied at home, in nursery, and during therapy sessions. * The absence of functional communication contributes to distress and may lead to withdrawal or repetitive self-regulatory behaviours (Health Clinic Letter, October 2024). * He does not respond to his name and joint attention is not yet established (JAM, 26th February 2025). | Enhanced Use of Alternative Communication:   * Toluwani will independently use a formal AAC system (e.g., PECS or Singalong) to indicate his needs and choices in at least 4 out of 5 opportunities across home, nursery, and therapy settings. Weekly observation logs will document frequency and consistency of AAC use, with termly reviews by the SENCo.   Improved Social Communication:   * During structured, adult-facilitated small-group activities, Toluwani will demonstrate appropriate social communication cues (e.g., making eye contact, turn-taking) in 3 out of 5 observed sessions per week. Session logs and peer interaction reviews by the class teacher and SENCo will track progress.   Increased Generalisation of Communication Strategies:   * Communication strategies (visual supports, AAC, and social scripts) will be consistently reinforced, with Toluwani using these supports effectively in all environments in at least 75% of observed opportunities per week. Monitoring across settings will be undertaken via weekly logs, with progress discussed at termly interdisciplinary reviews.   Improved Turn-Taking:   * Toluwani will engage in simple turn-taking during play activities with adults and peers for at least two exchanges in 4 out of 5 observed opportunities weekly. Staff will document his participation and progress in turn-taking logs. | Ordinary Available Provision  Visual and Object-Based Communication Supports:   * Toluwani will have ongoing access to visual schedules, objects of reference, and Now and Next boards within his classroom and therapy sessions. These supports are embedded in daily routines and used by both classroom staff and therapists. Staff will document Toluwani's engagement with these supports weekly, with reviews during termly SENCo meetings.   Adult-Mediated Interaction Techniques:   * Adults in his nursery and at home will continue to use structured, mirroring strategies to promote shared attention and encourage communication attempts. These techniques are delivered during regular classroom interactions and sensory activities. Effectiveness will be reviewed through observation notes recorded weekly by the class teacher.   Additional Provision  Formal Alternative Communication System (AAC) Introduction:   * Toluwani will be introduced to a structured AAC system (e.g., PECS or Singalong) to provide a consistent alternative means of expression. A formal AAC system will be introduced and integrated into daily routines. This will be implemented by the class teacher, with support from the SENCo to model its use. Implementation will occur in all settings - nursery and home - with daily reinforcement. Weekly observation logs will be maintained, with termly reviews by the SENCo to assess progress and adapt strategies as needed.   Structured Social Interaction Sessions:   * Toluwani will participate in small-group social skills sessions focused on turn-taking, recognising social cues, and joint attention. These sessions will include activities such as turn-taking games and guided peer interactions. A teaching assistant will facilitate the sessions, with oversight from the class teacher. Sessions will be held twice weekly for up to 20 minutes in a designated area of the school. Progress will be documented in session logs, with monthly reviews by the SENCo to ensure that strategies are fostering increased independence in communication.   Adult-Supported Turn-Taking Activities:   * Toluwani will engage in structured turn-taking activities using his preferred toys and sensory materials. Staff will use a "wonder box" approach, taking turns to explore toys together with clear verbal labelling of "adult's turn" and "Toluwani's turn." These activities will be implemented daily during play sessions by classroom staff, with progress monitored through weekly observation logs. |
| **Cognition and Learning** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Toluwani's parents and educators aspire for him to build on his emerging problem-solving skills and visual strengths by engaging more consistently with multisensory learning approaches. They envision him becoming more independent in his learning, with the ability to transfer skills across different contexts and maintain focus during structured activities (Parental Feedback, December 2024; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025).  By the end of Key Stage 1, Toluwani will be able to:   * Engage in structured, multisensory learning tasks with sustained attention for the duration of the activity in at least 4 out of 5 sessions. * Demonstrate the ability to apply problem-solving strategies learned in familiar contexts to new, novel tasks with minimal adult support. * Access early numeracy, literacy, and sequencing concepts using adapted, concrete materials that align with his sensory profile and developmental level. | Toluwani's cognitive and learning profile highlights the following key needs:   * His short attention span affects his participation in structured activities unless highly motivating multisensory approaches are used (Panel Form, January 2025, Learning Plan, 15th October 2024). * Although he displays problem-solving skills in familiar settings, he struggles to transfer these strategies to new tasks and environments (Health Clinic Letter, October 2024). * His grasp of early academic concepts remains emerging, necessitating adaptations through concrete, sensory-based learning experiences (Panel Form, January 2025; Umbrella Pathway Assessment, 9th January 2025). * While he thrives on structure, this reliance can limit his ability to adapt to new learning situations and reduce opportunities for creative problem-solving (Timetable, December 2024). * These challenges reduce his participation in group learning activities and hinder progress in developing cognitive skills, as he requires additional one-to-one support to complete multi-step tasks (Child's Views, December 2024; JAM, 26th February 2025). | Enhanced Sustained Engagement:   * Toluwani will maintain engagement in structured, multisensory learning tasks for the full duration (e.g., 15-20 minutes) in at least 4 out of 5 sessions per week. Observation logs will track engagement weekly, with termly reviews by the SENCo.   Improved Skill Generalisation:   * Toluwani will transfer problem-solving strategies from familiar tasks to novel activities in at least 3 out of 5 observed opportunities per week. Session logs and teacher observations will document instances of successful skill generalisation, reviewed monthly.   Increased Conceptual Understanding:   * Toluwani will demonstrate improved understanding of early numeracy, literacy, and sequencing concepts through adapted, sensory-based tasks, completing targeted activities with minimal one-to-one support in 4 out of 5 opportunities weekly. Structured task completion rates will be recorded in weekly logs, with progress monitored monthly by the class teacher and SENCo.   Improved Group Participation:   * Toluwani will engage in small-group learning activities for increasing periods (building from 3 minutes to 10 minutes) at least twice daily, demonstrating appropriate sitting, watching, and listening behaviours. Daily participation logs will track progress, with fortnightly reviews to adjust support strategies. | Ordinary Available Provision  Structured Visual and Sensory Supports:   * Toluwani will continue to use visual schedules, Now and Next boards, and objects of reference embedded in his daily routines. These supports are integrated into classroom activities and are used consistently by all staff. Classroom staff will document his engagement weekly, with termly reviews by the SENCo.   Sensory-Integrated Learning Approaches:   * His current multisensory approaches - including tactile materials, movement breaks, and hands-on activities - will remain in place to support his engagement and learning. Delivered within regular lessons by the class teacher, these strategies are part of the daily curriculum. Effectiveness will be assessed through weekly observation logs and feedback during interdisciplinary reviews.   Additional Provision  Targeted Multisensory Learning Intervention:   * Toluwani will participate in targeted one-to-one or small-group sessions designed to extend his attention span and promote the generalisation of problem-solving skills to new contexts. Sessions will focus on interactive, hands-on tasks (e.g., sand tracing for letters, number-based movement games) and problem-solving activities using adapted, multisensory materials. A teaching assistant, under the oversight of the class teacher and SENCo, will deliver these sessions. Sessions will be conducted in a designated learning area twice weekly for up to 20 minutes. Session logs will be maintained, with monthly progress reviews by the SENCo to adjust strategies, as necessary.   Interactive Learning Stations:   * Toluwani will have access to photo-based schedules and hands-on interactive learning stations that allow for repeated practice of academic concepts in a concrete, sensory-friendly format. Learning stations will include tasks tailored to reinforce early numeracy, literacy, and sequencing skills based on his developmental level of 0-11 months (Umbrella Pathway Assessment, 9th January 2025). These will be set up and supported by classroom staff and the teaching assistant. Accessible throughout the school day in the classroom and designated resource areas. Usage and effectiveness will be reviewed weekly by the class teacher, with formal reviews by the SENCo termly.   Structured Group Participation Programme:   * Toluwani will receive targeted support to increase his tolerance and participation in small-group activities. This will include adapted seating (e.g., weighted cushion), visual timers to show duration, and reinforcement systems tailored to his interests. Support staff will implement specific settling strategies before group activities and provide sensory regulation supports during sessions. This will be implemented daily during "Hello time" and other group activities, with progress tracked using a daily participation log. |
| **Social Emotional and Mental Health** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Toluwani's parents and educators aspire for him to develop greater independence in managing his emotions and to build confidence in social interactions. They envision him gradually reducing his reliance on adult support for emotional regulation, ultimately leading to increased participation in group activities and improved self-soothing during transitions (Parental Feedback, December 2024; Child's Views, December 2024; JAM, 26th February 2025).  By the end of Key Stage 1, Toluwani will be able to:   * Independently use self-regulation strategies (e.g., visual emotion cards, calming techniques) to manage frustration in 4 out of 5 observed instances. * Engage in structured, small-group social interactions with peers, demonstrating increased initiative in initiating and sustaining reciprocal play. * Navigate transitions with reduced distress by utilising personalised visual and auditory supports. | Toluwani's social, emotional, and mental health profile highlights the following key needs:   * Frequent frustration, withdrawal, and repetitive behaviours when he is unable to communicate needs or when preferred activities end unexpectedly (Health Clinic Letter, October 2024). * Difficulty initiating and sustaining peer interactions, resulting in minimal reciprocal play and potential social isolation (Child's Views, December 2024). * Reliance on familiar adults for comfort and co-regulation, limiting his development of independent coping mechanisms (Parental Feedback, December 2024). * Significant distress during changes in routine or in unstructured environments, highlighting the need for clear, supportive transition strategies (Timetable, December 2024; JAM, 26th February 2025). * Challenges with accepting boundaries and adult direction, sometimes responding with aggression when told "no" (Learning Plan Review, 3rd February 2025). | Enhanced Independent Emotional Regulation:   * Toluwani will independently use self-regulation strategies - such as visual emotion cards and calming techniques - in 4 out of 5 observed opportunities during transitions or challenging situations. Weekly observation logs will record his use of these strategies, with termly reviews by the SENCo.   Improved Social Engagement:   * In structured small-group sessions, Toluwani will initiate or reciprocate social interactions in at least 3 out of 5 observed opportunities per week. Session logs and peer interaction checklists maintained by the class teacher and teaching assistant will document progress.   More Successful Transitions:   * With the use of personalised transition supports (e.g., countdown timers, social stories), Toluwani will exhibit reduced distress and manage transitions independently in at least 4 out of 5 instances per week. Transition response logs recorded daily by staff, with monthly review meetings to assess progress.   Improved Response to Boundaries:   * Toluwani will demonstrate appropriate responses when boundaries are set in at least 4 out of 5 instances, using taught strategies to manage frustration rather than physical aggression. Daily behaviour logs will track incidents and strategy use, with fortnightly reviews to assess effectiveness. | Ordinary Available Provision  Sensory Regulation Supports:   * Toluwani will have ongoing access to deep pressure tools (e.g., weighted items) and designated quiet areas within the classroom to support emotional regulation during challenging moments. These supports are embedded into daily routines and used consistently by classroom staff. Staff will document usage and effectiveness weekly, with reviews during termly SENCo meetings.   Predictable Routines and Visual Supports   * Structured routines, visual schedules, and Now and Next boards will continue to be used to reduce distress during transitions. These strategies are integrated into daily classroom activities by all teaching staff. Observations and feedback from teachers will be recorded weekly and discussed in termly interdisciplinary reviews.   Additional Provision  Structured Small-Group Social Play Sessions:   * Toluwani will participate in targeted, adult-facilitated social play sessions designed to scaffold gradual peer interaction and foster reciprocal communication. Sessions will include activities such as turn-taking games and guided peer interactions. A teaching assistant will deliver these sessions under the oversight of the class teacher. Sessions will be conducted in a designated area twice weekly for up to 20 minutes. Session logs will be maintained, with monthly reviews by the SENCo to ensure that strategies are fostering increased independence in social engagement.   Independent Coping Strategy Intervention:   * Toluwani will be introduced to a targeted programme teaching independent coping and self-soothing techniques (e.g., using visual emotion cards, practising calming exercises). One-to-one sessions focusing on building independent emotional regulation skills. Delivered by a teaching assistant with input from the SENCo. Sessions will occur twice weekly for 15-20 minutes in a quiet, supportive space. Progress will be tracked using individual logs and reviewed monthly by the SENCo to ensure the development of independent coping mechanisms.   Enhanced Transition Support Tools:   * Incorporation of additional tools such as countdown timers, personalised social stories, and transition objects to facilitate smoother transitions. Transition supports will be introduced and integrated into the daily schedule. The class teacher will lead the implementation, supported by all staff in relevant settings. Tools will be used during every transition throughout the day. Effectiveness will be recorded in daily transition logs, with weekly feedback provided by classroom staff and termly reviews by the SENCo.   Boundary Acceptance Programme:   * Toluwani will participate in a structured programme to develop his understanding of boundaries and appropriate responses when limits are set. This will include visual supports (e.g., "stop" and "wait" cards), social stories about accepting "no," and positive reinforcement of appropriate responses. The programme will be implemented daily during natural opportunities when boundaries need to be established. A teaching assistant under the guidance of the class teacher will deliver the programme. Daily logs will track his responses to boundaries, with fortnightly reviews to assess progress and adjust strategies. |
| **Sensory and Physical** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Toluwani's parents and educators aspire for him to develop greater independence and safety in his physical activities while building effective self-regulation strategies for sensory needs. They envision him becoming more confident in managing his sensory inputs and fine motor tasks, thereby enhancing his participation in both structured and unstructured environments (Parental Feedback, December 2024; EYFS Visit Summary, 20th June 2024; JAM, 26th February 2025).  By the end of Key Stage 1, Toluwani will be able to:   * Independently use self-directed sensory regulation strategies (e.g., weighted lap pads, chewable fidgets) during sensory overload episodes in 4 out of 5 observed opportunities. * Demonstrate improved safety awareness by engaging in movement-based activities with minimal adult supervision, reducing risky behaviours during play. * Enhance fine motor skills and self-care abilities to perform age-appropriate tasks (e.g., feeding, dressing) with reduced reliance on adult assistance. * Develop independence in toileting routines, transitioning from nappies to using the toilet with appropriate supports. | Toluwani's sensory and physical profile highlights the following key needs:   * He frequently requires deep pressure and other sensory inputs to self-regulate; when overwhelmed, he may engage in repetitive movements or seek constant adult contact, interrupting structured activities (Health Clinic Letter, October 2024; JAM, 26th February 2025). * His impulsivity and limited risk awareness necessitate ongoing close adult supervision in unstructured settings (Parental Feedback, December 2024). * Difficulties with tasks such as feeding, dressing, and manipulating objects reduce his independence in daily routines (Health Clinic Letter, October 2024, Learning Plan, 20th January 2025). * High sensitivity to noise, sudden changes, or unfamiliar tactile stimuli can lead to withdrawal or dysregulation during busy or unpredictable activities (Panel Form, January 2025; JAM, 26th February 2025). * He continues to rely on nappies and requires consistent adult assistance for toileting needs, limiting his independence (Health Clinic Letter, October 2024; JAM, 26th February 2025). | Enhanced Independent Sensory Regulation:   * Toluwani will independently use self-directed sensory regulation strategies (e.g., weighted lap pads, chewable fidgets, or movement-based calming techniques) in 4 out of 5 observed instances during sensory overload episodes. Weekly observation logs will track his use of these strategies, with termly reviews by the SENCo.   Improved Safety Awareness During Physical Activities:   * Toluwani will demonstrate increased awareness of personal safety by reducing impulsive or risky behaviours (e.g., climbing on unsafe surfaces) in at least 4 out of 5 observed outdoor play sessions per week. Safety incident logs and teacher observations will document his behaviour, reviewed monthly by the SENCo.   Increased Fine Motor and Self-Care Skills:   * Toluwani will independently complete age-appropriate fine motor and self-care tasks (e.g., feeding, dressing) with minimal adult assistance in 4 out of 5 observed opportunities per week. Task completion checklists and individual logs maintained by classroom staff will record progress, with monthly evaluations by the SENCo.   Emerging Toileting Independence:   * Toluwani will participate in a structured toileting programme, demonstrating increased awareness of toileting needs and engagement with the routine in 4 out of 5 scheduled opportunities daily. A daily toileting log will track progress, with monthly reviews to assess development and modify approaches as needed.   Improved Management of Sensory Sensitivities:   * Toluwani will use taught strategies to manage sensory overload in noisy or unpredictable environments, reducing instances of distress or withdrawal by 50% from baseline. Environmental response logs will document his coping in challenging sensory situations, with monthly assessment of progress. | Ordinary Available Provision  *Sensory Breaks and Deep Pressure Tools:*   * Toluwani will have access to deep pressure supports (e.g., weighted items) and designated quiet areas within the classroom to aid in self-regulation during sensory overload. These supports are integrated into daily routines and are used consistently by classroom staff. Staff will document his engagement with these tools weekly, with reviews during termly SENCo meetings.   *Structured Routines and Visual Supports*   * Ongoing use of structured routines, visual schedules, and objects of reference during transitions will help reduce distress and provide predictable sensory input. These supports are embedded in daily activities across all settings by the class teacher and support staff. Effectiveness is monitored through weekly observation logs and discussed in termly interdisciplinary reviews.   Additional Provision  *Individualised Sensory Integration Programme:*   * Toluwani will receive targeted input to enhance his sensory processing and self-regulation abilities. This will include a sensory diet with scheduled proprioceptive activities, deep pressure techniques, and movement breaks throughout the day. A specialised programme will be developed with input from the SENCo and implemented by classroom staff. This will occur throughout the day at scheduled intervals and when Toluwani shows signs of sensory seeking or overload. A sensory profile and intervention log will document implementation and effectiveness, with monthly review meetings to refine approaches.   *Fine Motor and Self-Care Skills Development:*   * Toluwani will receive targeted input to enhance fine motor skills, hand strength, and self-care abilities. Targeted sessions focusing on fine motor tasks (e.g., manipulative tasks, feeding, dressing) will build toward independence. Sessions will be delivered by a trained teaching assistant under the guidance of the SENCo. Sessions will occur twice weekly for up to 20 minutes in a designated resource area within the school. Progress will be documented using appropriate logs, with monthly progress reviews by the SENCo.   *Evidence-Based Structured Toileting Programme:*   * Toluwani will participate in an individualised toileting programme based on evidence-based approaches for children with autism and developmental delays. This will include:   + Implementation of a visual toileting schedule with clear, simple images representing each step of the process   + Scheduled sitting opportunities at consistent times throughout the day (timed-based approach)   + Positive reinforcement system specifically targeting toileting attempts and successes   + Graduated guidance techniques to teach the toileting sequence   + Sensory considerations for the bathroom environment to reduce potential barriers to success (e.g., noise reduction, appropriate lighting, comfortable seating)   + Consistent language and prompts across home and school settings * Teaching assistants will implement the programme consistently throughout the day at predetermined intervals (at least 5 times daily). A detailed toileting log will track progress daily, with fortnightly reviews to assess effectiveness and make necessary adjustments. Parents will be provided with the same visual supports and language prompts to ensure consistency between home and school environments.   *Environmental Modifications for Sensory Sensitivities:*   * Toluwani will be provided with adaptations to manage challenging sensory environments, including noise-cancelling headphones for noisy settings, a visual warning system for transitions or changes, and a personal toolkit of sensory supports that can travel with him between settings. These modifications will be available throughout the day in all environments he accesses. Staff will monitor his use of these supports and their effectiveness through weekly logs, with monthly reviews to refine strategies based on his changing needs.   *'Backward Chaining' Dressing Skills Programme:*   * Toluwani will participate in a systematic programme to develop his dressing and undressing skills, focusing initially on shoes and coat as specified in his Learning Plan (20th January 2025). Using the 'backward chaining' approach, he will learn skills by starting with the final step and gradually working backward through the sequence. Teaching assistants will implement this programme daily during natural dressing and undressing routines. Progress will be documented in daily self-care logs, with fortnightly reviews to assess skill development. |

*Any interventions implemented by a setting should be done so in order to contribute to achieving the stated outcomes.  The outcomes presented are based on the professional judgment of the Educational Psychologist at this present time and represent what might be reasonably expected for the young person named in this report* *to achieve within the indicated time frame.  These outcomes partly reflect the cultural norms for children within education and should be subject to review.*

Statement of Truth

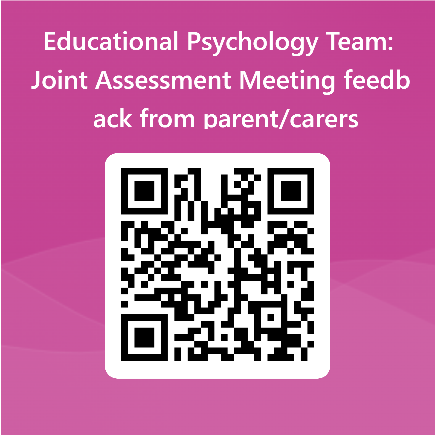
I can confirm that I have made clear which facts and matters referred to in this report and within my own knowledge and which are not. Those within my own knowledge I can confirm to be true. The opinions I have expressed represent my true and complete professional opinions on the matters to which they refer.

Signed by: Dr Scott I-Patrick DEdPsych CPsychol

Role: Associate Educational Psychologist

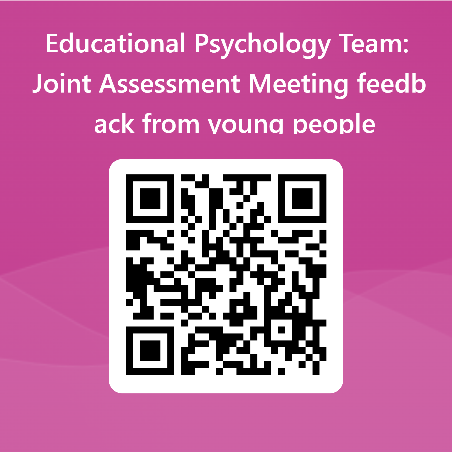
Date: 01/03/25

We are committed to gaining feedback from parent/carers, please complete this, short, anonymous survey about your experience with the Educational Psychologist.



https://forms.office.com/e/D3YUugwHgP

If you feel your child/young person is able to respond to an online questionnaire about this process, please ask them to complete the below about their experience.



<https://forms.office.com/e/wdUBKLaSKT>