**Amended Psychological Advice – 02/02/2025**

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

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

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

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| **Child’s name:** | Eira Lewis | **Date of Birth:** | 06/04/2018 |
| **School/Setting:** | Ardley St Lawrence CofE School | **Age:** | 6 Years 8 Months |
| **Address:** | 91 Bronte Paths Stevenage Hertfordshire Postcode: SG2 OPL | **UPN:** |  |
| **Looked after by Local Authority** | No |
| **Name of EP providing this advice:** | | Dr Scott I-Patrick *CPsychol* | |

**PURPOSE OF THIS REPORT**

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

**Sources of Information and Involvement**

This Psychological Advice outlines the documents reviewed and consultations conducted as part of Eira’s Education, Health, and Care Needs Assessment (EHCNA). The information has been gathered through a comprehensive review of submitted documents, a detailed assessment of Eira’s work samples, and a consultation with her parents, ensuring a holistic understanding of her strengths, challenges, and needs. While Eira’s current school was on Christmas break at the time of this assessment, recent information provided by her previous school and parents’ complimentary feedback on her new school’s support have been integrated to ensure accuracy.

*Sources:*

* Educational Psychologist Assessment (March 2024): Conducted by Dr Claire Collins, focusing on cognitive skills, sensory needs, and emotional regulation.
* Neurodevelopmental Assessment Reports (April and July 2024): Completed by Dr Jennifer Jackson and Ms Meg Dodd at the Lorna Wing Centre, confirming Eira’s diagnosis of autism with a demand-avoidance profile.
* Play Therapy Summary (May 2024): Provided by Meggan Jennet, identifying emotional and sensory challenges impacting daily functioning.
* Request for EHCNA (May 2024): Submitted by Sarah Lewis (Parent), summarising initial concerns about communication, sensory sensitivities, and emotional regulation.
* Step2 CAMHS Therapeutic Summary and Discharge Letter (August 2024): Summarising interventions targeting anxiety and sensory sensitivities, with noted partial success.
* School Submissions (June 2024 and December 2024): Contributions from Eira’s previous school, detailing educational strategies trialled, current challenges, and areas of strength.
* Parental Contributions (May, August, and December 2024): Insights from Eira’s parents, outlining her developmental history, sensory sensitivities, and aspirations for her future. Their feedback included reflections on how Eira is being supported at her current school and ongoing areas of need.
* Work Sample Analysis (December 2024): Reviewed by the EP as part of this assessment, highlighting Eira’s strengths in numeracy and challenges in fine motor coordination.
* Joint Assessment Meeting (30 December 2024): Attendees included Mr and Mrs Lewis (parents) and myself, Dr Scott I-Patrick (Educational Psychologist). Key themes discussed included:
  + Eira’s sensory sensitivities and challenges with transitions, which have historically impacted her attendance and engagement in school.
  + Parental reflections on Eira’s progress at Ardley St Lawrence Church of England School, including her improved engagement in a smaller, more flexible environment.
  + The interconnected nature of Eira’s needs, particularly her masking behaviours and their impact on her home and school life.

This advice provides a detailed and accurate representation of the information gathered, forming the foundation for recommendations and provisions to meet Eira’s identified needs.

**Psychological Summary and Formulation with Integrated Background Information**

Background Overview

Eira’s school journey has been characterised by increasing anxiety, particularly in response to sensory overload and social demands. Her mother has frequently described the school environment as overwhelming, which has contributed to significant attendance difficulties and disengagement from learning (Parental Contribution, May 2024). These concerns were echoed in school reports, which noted that, despite various adaptations, Eira continues to struggle in larger, unstructured settings, demonstrating sporadic attendance and avoidance behaviours that affect her ability to access the curriculum (School Submission, June 2024).

Eira has previously received support from Step2 CAMHS, including therapeutic interventions targeting emotional regulation and sensory sensitivities. While some progress was noted, these interventions have not sufficiently reduced her anxiety in unpredictable settings, and she continues to experience significant dysregulation that prevents her from engaging fully in education (Step2 CAMHS Letter, August 2024).

Despite attempts by her current school to implement a lower-demand and more flexible learning environment, there remains a pattern of avoidance and difficulties engaging in core curriculum activities. Her parents report that festive periods or increased sensory stimuli exacerbate these challenges. School observations indicate that while Eira can engage well in structured, predictable activities, her ability to sustain participation declines in less structured environments, particularly during transition periods. This pattern is consistent with her diagnosis of Autism Spectrum Condition with a demand-avoidance profile (Neurodevelopmental Assessment, April 2024; July 2024).

Eira’s masking behaviours are also a notable factor in her school experience. While she may appear calm and compliant in the school setting, parents report heightened emotional dysregulation at home, including increased anxiety, difficulty leaving the house, and exhaustion from sustained efforts to conform to school expectations. This discrepancy between her school presentation and home presentation suggests that Eira’s difficulties may not always be readily observable in classroom settings but require careful consideration in the formulation of support strategies.

Given the persistence of these challenges despite previous interventions, it is essential that Eira receives clearly defined, structured, and neurodiversity-affirming provisions that address her underlying difficulties in a manner tailored to her sensory, emotional, and cognitive needs. Recommendations should explicitly outline the level of support required to ensure her engagement, with specificity around group sizes, session durations, and provisions to reduce anxiety in unstructured settings. The provisions should also acknowledge the importance of self-regulation strategies and environmental adaptations in supporting Eira’s participation in school life.

In contrast, summer terms, which allow for more outdoor activities, have been described by her father as calmer and more engaging for Eira, due to the reduced sensory and social demands. Eira is unable to tolerate wearing the standard school uniform due to significant tactile sensitivities. Her mother emphasised the importance of sensory-friendly alternatives, which her current school accommodates. This flexibility has been vital for Eira’s comfort and attendance..

Current Profile

Eira’s profile reflects interconnected strengths and challenges across sensory, emotional, cognitive, and social domains. These insights provide a foundation for understanding her needs and formulating targeted recommendations.

*Strengths:*

* Creativity and Problem-Solving: Eira thrives in hands-on, structured activities, such as crafting or building projects, demonstrating strong visual-spatial reasoning and creativity.
* Empathy and Maternal Instincts: Eira exhibits a nurturing quality, often supporting peers in structured settings. For example, she has formed a meaningful bond with a neurodivergent peer, assisting her during quieter lunch breaks.
* Self-Awareness: Eira is beginning to recognise and articulate her sensory and emotional needs, occasionally requesting tools or support to manage her anxiety.

*Challenges:*

* Sensory Sensitivities: Noise, tactile discomfort, and environmental unpredictability continue to trigger emotional dysregulation and avoidance behaviours. Eira’s sensory needs are particularly evident during transitions and unstructured times, such as assemblies or lunch breaks.
* Masking Behaviours: In school, Eira often masks her difficulties, appearing compliant but becoming emotionally exhausted, leading to meltdowns and withdrawal at home.
* Cognitive Flexibility and Anxiety: Eira struggles with interpreting ambiguous instructions, adapting to change, and overcoming perfectionism, which exacerbates her avoidance of challenging tasks.
* Attendance and Engagement: While her current school provides a supportive ethos, Eira’s attendance remains inconsistent, particularly during high-demand periods and winter months when indoor activities dominate.

Formulation and Implications

Eira’s behaviours and needs are best understood within the context of her neurodiverse profile, which shapes her interactions with the environment and her coping mechanisms. Key insights include:

1. Sensory Processing and Emotional Regulation:
   * Eira’s sensory sensitivities are significant barriers to her participation and engagement. Emotional dysregulation often results from overstimulation, highlighting the need for tailored sensory supports.
2. Masking and Internalised Stress:
   * Eira’s masking behaviours allow her to conform to school expectations but lead to emotional exhaustion. This discrepancy between school and home observations underscores the importance of recognising hidden needs.
3. Demand Avoidance and Perfectionism:
   * Eira’s avoidance behaviours stem from a combination of anxiety and fear of failure, requiring strategies that reduce pressure and build confidence in a low-demand manner.
4. Supportive Relationships and Predictability:
   * Eira benefits from structured, predictable environments and nurturing relationships. Her positive interactions in small, familiar groups demonstrate her capacity to thrive when supported appropriately.

Implications for Outcomes and Provisions

The insights gathered underscore the importance of implementing neurodiversity-affirming strategies to address Eira’s needs while building on her strengths. Specific considerations include:

1. Sensory and Environmental Supports:
   * Consistent access to sensory-friendly tools and environments, such as noise-cancelling headphones and quiet corners, to minimise triggers and support self-regulation.
   * Flexibility in uniform requirements to accommodate Eira’s tactile sensitivities, allowing her to wear soft, tagless clothing.
2. Social and Emotional Development:
   * Structured, small-group activities that align with Eira’s interests can foster peer connections and emotional resilience.
3. Predictable Routines and Visual Supports:
   * Visual schedules and pre-taught routines can reduce Eira’s anxiety and improve her ability to navigate transitions.
4. Low-Demand, Strength-Based Learning Opportunities:
   * Activities that align with Eira’s creative strengths, such as project-based learning, can enhance her engagement and confidence while reducing task avoidance.

This psychological advice provides a comprehensive understanding of Eira’s unique profile, ensuring that recommendations align with her strengths and address her challenges in a manner that promotes her well-being and educational inclusion.

**What Eira Likes and Enjoys**

Interests and Activities

Eira’s creativity and imagination are central to her engagement and emotional well-being. Her parents have highlighted several activities that bring her joy and provide valuable opportunities for her to express her strengths and interests:

* Musical Theatre and Role-Play: Eira enjoys performing, singing, and acting out stories. These activities provide a safe outlet for self-expression and emotional exploration. Her love of creating imaginative scenarios allows her to thrive in structured yet creative environments.
* Arts and Crafts: Eira finds comfort and engagement in arts and crafts, particularly those involving hands-on, tactile elements like drawing, painting, and building small projects. Parents shared that she especially enjoys creating habitats for animals using natural materials, reflecting her interest in nature and visual-spatial strengths.
* Baking and Decorating: Baking is a family activity Eira loves, particularly tasks that allow her to decorate cakes and cookies. These structured yet creative tasks align with her sensory preferences and provide opportunities for her to feel successful.

Social Preferences

Eira’s social engagement is closely tied to structured and predictable interactions. She thrives in small, familiar groups where she feels secure and can contribute confidently:

* One-on-One or Small-Group Interactions: Eira feels most comfortable in settings with clear roles and expectations, enabling her to participate without overwhelming social demands. Her parents noted that she enjoys cooperative activities like board games or collaborative crafts.
* Structured Leadership Roles: When given opportunities to lead within predictable scenarios, such as planning role-play activities or helping a peer, Eira demonstrates a strong sense of responsibility and empathy. For example, she enjoys supporting a neurodivergent peer during quieter lunch breaks, reflecting her nurturing instincts.

Seasonal Preferences and Impact on Engagement

Eira’s engagement varies across seasons due to changes in sensory and social demands:

* Summer Terms: Eira’s father highlighted that she enjoys outdoor activities during the summer, which allow for sensory regulation and lower social pressures. Outdoor crafts and nature exploration align well with her interests and provide a calming influence.
* Winter Months: Prolonged indoor periods during the winter are more challenging for Eira, as they involve greater sensory and social demands. Her parents noted that flexibility in activities during this time, such as incorporating calming and tactile tasks, helps maintain her engagement.

Learning Style Preferences

Eira’s learning is enhanced when activities align with her creative and sensory strengths:

* Visual and Step-by-Step Approaches: Eira benefits from visual schedules, colourful charts, and step-by-step instructions that help her anticipate tasks and transitions, reducing her anxiety and improving focus.
* Interest-Driven Content: Linking tasks to her passions, such as role-play scenarios or baking-themed numeracy problems, has been particularly effective in encouraging her participation and reducing avoidance behaviours.
* Hands-On Learning: Physical and interactive tasks, such as building models or engaging in movement-based learning, keep Eira motivated and sustain her attention.

Implications for Support

Eira’s preferences highlight the importance of incorporating her interests and strengths into her educational and social environments:

1. Engaging Her Interests: Activities that integrate musical theatre, arts, and baking can foster positive emotional experiences and improve her willingness to engage with challenges.
2. Structured Social Opportunities: Small-group role-play or creative projects can provide safe spaces for Eira to build peer connections and practice social skills.
3. Seasonal Adjustments: Tailoring activities to the seasonal demands on Eira’s sensory and emotional regulation can support consistent engagement year-round.
4. Visual and Practical Learning Approaches: Using visual supports and hands-on tasks can cater to Eira’s strengths, helping her feel secure and capable in her learning environment.

By leveraging these preferences, supporting adults can create opportunities for Eira to thrive both academically and socially while respecting her sensory and emotional needs.

**Parent’s Hopes and Aspirations for Eira**

Eira’s parents, Sarah and Alexander Lewis, hold clear aspirations for her educational progress, emotional well-being, and long-term independence. Their hopes reflect a deep understanding of her unique profile, grounded in their experiences and observations.

Educational Progress

* Building Confidence in Learning: Eira’s parents aspire for her to feel confident and comfortable engaging with her learning tasks, particularly in structured and interest-driven environments. They hope she will approach activities with curiosity rather than fear of failure.
* Nurturing Creativity and Strengths: Recognising Eira’s love for the arts, role-play, and baking, her parents emphasised the importance of integrating these interests into her education to foster motivation and self-esteem.
* Progress in Core Skills: Eira’s parents wish for her to make steady progress in literacy and numeracy, with a particular focus on improving her fine motor skills and confidence in writing tasks, which they see as essential for her future.

Emotional Well-Being

* Developing Emotional Resilience: Sarah and Alexander want Eira to develop strategies to manage her anxiety and emotional dysregulation constructively, enabling her to participate more fully in both school and social activities.
* Feeling Secure and Included: They hope Eira will continue to experience environments that understand and accommodate her sensory needs, ensuring she feels safe and included. Flexibility, such as the use of sensory-friendly clothing and quieter spaces, remains a priority.

Social Connections

* Building Meaningful Relationships: Eira’s parents value the importance of friendships and peer connections, particularly in structured settings where she feels comfortable. They aspire for her to form lasting relationships that contribute to her happiness and sense of belonging.

Independence and Adulthood

* Gaining Daily Living Skills: Eira’s parents hope she will gradually develop the skills needed to manage daily tasks independently, such as dressing, organising her belongings, and completing age-appropriate responsibilities.
* Exploring Personal Interests: They envision Eira continuing to pursue her creative passions, whether as hobbies or potential career paths, fostering a sense of purpose and identity.
* Advocating for Her Needs: Sarah and Alexander want Eira to develop the confidence to express her needs and preferences effectively, enabling her to navigate new environments and advocate for herself as she transitions into adolescence and adulthood.

Implications for Support

Eira’s parents’ aspirations align with the need for tailored, neurodiversity-affirming approaches that celebrate her strengths while addressing her sensory and emotional needs. Key areas of focus include:

1. Tailored Educational Strategies: Integrating Eira’s interests into the curriculum to build her confidence and engagement in learning.
2. Social Skills Development: Facilitating structured opportunities for Eira to form meaningful connections with peers in a predictable and supportive environment.
3. Support for Independence: Providing gradual and consistent exposure to new tasks and responsibilities, with clear instructions and scaffolding to promote her confidence.
4. Advocacy and Self-Expression: Empowering Eira to identify and articulate her needs through personalised strategies, such as visual supports or role-play scenarios.

These aspirations underscore the importance of a collaborative and flexible approach to supporting Eira’s growth and development, ensuring she feels valued and capable as she moves through her educational journey.

**PSYCHOLOGICAL ASSESSMENT OF STRENGTHS AND NEEDS**

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| **Communication and interaction** | **Cognition and Learning** |
| Current Strengths Identified  Eira demonstrates several strengths in communication that reflect her creativity and ability to engage when the environment is predictable and familiar:   * Receptive Language in Structured Settings: Eira is able to follow clear, concise instructions when paired with visual supports or within familiar routines. Her parents and teachers both noted her capacity to complete tasks successfully when the expectations are explicitly outlined. * Expressive Language on Familiar Topics: Eira speaks fluently and confidently about her interests, such as baking, arts, and role-play activities. Her enthusiasm for storytelling and imaginative play allows her to engage meaningfully in discussions related to these topics. * Non-Verbal Communication: Eira supplements her speech with gestures and facial expressions, particularly when she is unsure of how to phrase her response. This strength has been observed consistently during structured activities at school and at home. * Role-Play and Imaginative Play: Eira excels at scripting and acting out detailed storylines during role-play activities, using her creativity to engage in communication within comfortable, predictable settings.   Current Needs and Impact Identified  Eira’s communication challenges are closely linked to her sensory sensitivities, anxiety, and her preference for predictable interactions:   * Initiating and Sustaining Conversations: Eira struggles to start or maintain conversations in larger, unstructured groups. This limits her ability to form deeper peer connections and contribute during less guided discussions. * Interpreting Social Cues: Difficulties reading body language, tone of voice, and turn-taking cues often lead to misunderstandings in social settings. These challenges have been highlighted during peer interactions and in observations by school staff. * Reliance on Scripts: Eira frequently uses repetitive phrases or scripts drawn from videos or role-play scenarios, limiting her flexibility in responding to peers. * Impact of Anxiety on Communication: High levels of anxiety in noisy or unstructured environments affect Eira’s ability to process verbal instructions or engage confidently in group tasks. Parents have noted that she often withdraws or becomes distressed in these settings. * Processing Multi-Step Directions: Eira benefits from simplified, step-by-step instructions, as complex or abstract directions can overwhelm her, leading to incomplete tasks or avoidance behaviours.   Effectiveness of Current Support  Several strategies have been implemented to support Eira’s communication needs, with varying degrees of success:   * Visual Aids and Structured Routines: Daily schedules and visual prompts have reduced Eira’s anxiety and improved her participation in structured activities. However, she remains reliant on these supports and struggles to generalise skills to less predictable contexts. * Play-Based and Small-Group Approaches: Play therapy and small-group activities have provided safe spaces for Eira to explore her emotions and develop basic communication skills. Generalising these skills to larger or less-structured settings remains a challenge. * Soft-Start Mornings: Starting her school day in quieter environments has helped Eira transition smoothly, though this strategy does not fully address her difficulties with group communication.   Interconnections  Eira’s communication needs interact closely with her sensory sensitivities and anxiety:   * Sensory Triggers: Overstimulation reduces her ability to process verbal instructions or engage socially. For example, noisy group settings exacerbate her withdrawal tendencies. * Emotional Regulation: Anxiety and dysregulation limit her ability to interpret social cues or adapt flexibly to peer interactions, contributing to avoidance behaviours.   Implications for Support  Eira’s communication needs highlight the importance of tailored strategies that build on her strengths while addressing her challenges:   1. Small-Group Conversation Opportunities: Facilitated sessions focusing on turn-taking, topic-based discussions, and social cues can help Eira practise initiating and sustaining conversations in a structured, predictable setting. 2. Role-Play Scenarios: Incorporating role-play into literacy or social skills activities can encourage Eira to develop flexible communication strategies using her strengths in scripting and storytelling. 3. Visual and Step-by-Step Supports: Simplified instructions and visual prompts can reduce her anxiety during multi-step tasks and improve her ability to process verbal directions. 4. Social Skills Development: Targeted interventions focusing on interpreting body language and tone of voice, delivered through structured activities, can enhance Eira’s confidence in peer interactions.   These approaches aim to empower Eira to build confidence in her communication skills, fostering both social connections and academic engagement. | Current Strengths Identified  Eira demonstrates several cognitive strengths that provide opportunities for engagement and success in her learning:   * Visual Learning and Hands-On Engagement: Eira excels at tasks involving visual aids, diagrams, and practical activities. She thrives when using tools like visual schedules and diagrams to understand new concepts and anticipate transitions. * Structured Routines: Predictable and consistent routines enable Eira to focus and complete tasks more independently. Teachers have observed her perseverance in structured, step-by-step activities. * Non-Verbal Reasoning and Logical Thinking: Standardised assessments highlight Eira’s ability to solve puzzles and complete block-based challenges using logical reasoning. * Sustained Engagement in Preferred Contexts: Eira remains focused and motivated when working on topics that interest her, such as baking or nature-based science projects. Her creativity and practical problem-solving skills are consistently evident in these areas.   Current Needs and Impact Identified  Eira’s cognitive profile also presents challenges that impact her learning in a mainstream school setting:   * Working Memory and Multi-Step Instructions: Eira finds it difficult to retain and process instructions with multiple steps. This was observed during group activities and documented in her work sample analysis. As a result, she often requires adult prompts to complete complex tasks. * Phonics and Reading Fluency: Eira’s inconsistent application of phonics skills impacts her confidence in reading and decoding new words. Her progress in literacy has been hindered by missed opportunities for consistent instruction. * Abstract Reasoning in Numeracy: Eira demonstrates success in practical numeracy tasks, such as counting coins or measuring objects, but struggles to generalise these skills to abstract problems. This limits her ability to progress in numeracy lessons. * Task Avoidance and Perfectionism: Eira often disengages from tasks she perceives as overwhelming or uncertain, reflecting anxiety about making mistakes.   Effectiveness of Current Support  Several strategies have supported Eira’s learning, though areas for improvement remain:   * Visual Supports and Step-by-Step Guidance: Eira benefits from clear visual aids and simplified instructions that break tasks into manageable steps. These strategies have reduced her reliance on adult prompts in familiar contexts. * Interest-Based Learning: Linking academic tasks to Eira’s creative passions has improved her engagement and reduced task avoidance. For example, using baking-themed problems in numeracy has been particularly effective. * Small-Group Literacy and Numeracy Sessions: While small-group interventions have helped Eira improve basic skills, she continues to struggle with generalising these gains to broader classroom settings.   Interconnections  Eira’s cognitive needs are closely linked to her sensory sensitivities and anxiety:   * Sensory Overload: Overstimulation in noisy or chaotic environments limits her ability to process instructions and complete tasks independently. * Anxiety and Task Avoidance: Her fear of making mistakes or encountering unfamiliar tasks exacerbates her perfectionism, further reducing her willingness to engage in new challenges.   Implications for Support  Eira’s cognitive strengths and challenges underscore the need for tailored strategies to enhance her learning experience:   1. Working Memory Supports: Providing checklists, visual prompts, and regular verbal reminders can help Eira manage multi-step instructions and improve her independence. 2. Phonics and Numeracy Interventions: Targeted small-group sessions focused on literacy and numeracy, using familiar, interest-based examples, can build her confidence in these areas. 3. Reducing Perfectionism: Encouraging effort over outcomes and normalising mistakes as part of learning can help Eira overcome her task avoidance and engage more readily with new challenges.   By aligning teaching strategies with Eira’s cognitive profile, supporting adults can foster her academic progress while building her confidence and resilience in learning. |
| **Social, emotional, mental health** | **Sensory and Physical** |
| Current Strengths Identified  Eira demonstrates several strengths that support her emotional development and social engagement in structured environments:   * Empathy and Support for Others: Eira shows a nurturing side, often supporting peers who require additional help. For instance, she has formed a bond with a neurodivergent classmate, whom she helps during quieter times. * Emerging Self-Awareness: Eira has started recognising her own emotions and sometimes asks for tools or strategies, such as noise-cancelling headphones, to help manage feelings of overwhelm. * Engagement in Predictable Activities: Eira participates positively in low-demand, structured activities, such as art and music, where she feels a sense of control and success.   Current Needs and Impact Identified  Eira faces a number of challenges in managing her emotions and navigating social interactions:   * Anxiety in Unstructured Settings: Eira struggles with unpredictability, often withdrawing or refusing to engage in situations that feel overwhelming, such as noisy assemblies or chaotic group activities. * Emotional Dysregulation During Transitions: Unexpected changes in routine or transitions between activities frequently trigger meltdowns or withdrawal, impacting her ability to participate fully. * Masking Behaviour: Eira tends to mask her difficulties at school, appearing calm and compliant. However, this results in emotional exhaustion and meltdowns at home, as reported by her parents. * Difficulty Expressing Complex Emotions: While Eira can articulate basic feelings, she struggles to express more nuanced emotions, which can lead to frustration or withdrawal when overwhelmed.   Effectiveness of Current Support  Various strategies have been used to support Eira’s SEMH needs, with mixed outcomes:   * Structured Routines and Visual Supports: Predictable daily schedules and visual prompts have reduced some of her anxiety during transitions but do not fully address her emotional dysregulation. * Access to Quiet Spaces: Providing quieter environments during unstructured times, such as lunch breaks, has allowed Eira to decompress. However, she continues to avoid larger group settings. * Play Therapy: Small-group play therapy has created opportunities for Eira to explore her feelings and improve her social skills, but generalising these skills to larger, less-structured environments remains a challenge.   Interconnections  Eira’s SEMH needs are closely linked to her sensory sensitivities and communication challenges:   * Sensory Overload: Noisy or crowded environments exacerbate her anxiety and dysregulation, limiting her ability to engage socially. * Communication Barriers: Eira’s difficulty expressing her needs effectively can lead to heightened frustration and avoidance behaviours.   Implications for Support  Eira’s SEMH profile highlights the importance of tailored interventions to build her resilience and confidence:   1. Gradual Exposure to Unstructured Settings: Slowly introducing Eira to less-structured environments with clear expectations and a trusted adult can help reduce her anxiety. 2. Emotion Regulation Strategies: Teaching Eira simple, accessible techniques, such as deep breathing or sensory breaks, can support her ability to self-regulate. 3. Social Skills Development: Facilitated small-group activities focusing on turn-taking, recognising emotions, and expressing needs can enhance her ability to navigate peer interactions. 4. Safe Spaces for Emotional Expression: Providing Eira with regular check-ins with a trusted adult can help her process her feelings and reduce the impact of masking behaviours.   These approaches aim to support Eira’s emotional well-being and promote her active engagement in school and social settings. | Current Strengths Identified  Eira’s sensory profile includes strengths that enable her to engage with her environment when it is adapted to meet her needs:   * Sensory Awareness: Eira is developing an understanding of her sensory preferences and limitations, often proactively seeking sensory-friendly clothing and quieter spaces to self-regulate. * Engagement in Tactile Activities: Eira enjoys hands-on tasks such as crafting and baking, which provide structured, sensory-rich experiences that align with her preferences. * Outdoor Activities: Eira thrives in outdoor settings where sensory demands are reduced. Her father noted that summer terms with increased outdoor activities are calming and engaging for her.   Current Needs and Impact Identified  Eira experiences significant challenges related to her sensory and physical needs:   * Heightened Sensory Sensitivities: Eira’s sensitivity to noise, tactile discomfort, and other environmental stimuli can lead to withdrawal or emotional dysregulation. For example, she is unable to wear the standard school uniform due to tactile sensitivities, requiring accommodations such as sensory-friendly clothing. * Overwhelm in High-Sensory Environments: Crowded, noisy spaces, such as school halls during lunch or assemblies, exacerbate her anxiety and limit her ability to engage fully. * Impact on Physical Endurance: Prolonged exposure to high-sensory demands often results in fatigue, affecting her ability to participate in physical education and other group activities. * Clothing-Related Sensory Barriers: Eira requires specific routines to manage her clothing, such as preparing garments in ways that minimise discomfort (e.g., drying clothes with a hairdryer before wearing them).   Effectiveness of Current Support  Existing strategies have provided some relief for Eira’s sensory challenges:   * Flexibility in Clothing: Allowing Eira to wear sensory-friendly clothing has reduced her discomfort and improved her willingness to attend school. * Access to Quiet Spaces: Providing quiet areas during unstructured times, such as lunch, has helped Eira manage sensory overload and avoid meltdowns. * Outdoor Breaks: Incorporating outdoor activities, particularly during summer, has supported Eira’s sensory regulation and provided opportunities for low-pressure engagement.   Interconnections  Eira’s sensory needs intersect with her emotional and social challenges:   * Emotional Dysregulation: Sensory overwhelm often triggers anxiety or withdrawal, limiting her ability to engage in learning and peer interactions. * Avoidance Behaviours: To manage her sensory sensitivities, Eira may avoid environments or tasks that she perceives as overwhelming.   Implications for Support  Supporting Eira’s sensory and physical development requires a proactive and flexible approach:   1. Sensory-Friendly Environments: Ensuring consistent access to quiet, low-stimulation areas and providing noise-cancelling headphones can help Eira self-regulate. 2. Flexible Uniform Policy: Continuing to accommodate Eira’s need for sensory-friendly clothing and tailoring physical education requirements to minimise discomfort. 3. Structured Sensory Breaks: Incorporating regular, scheduled sensory breaks during the school day to allow Eira to decompress and recharge. 4. Tactile Exploration Opportunities: Encouraging hands-on activities, such as crafting or baking, can provide Eira with safe sensory experiences that align with her strengths.   These strategies aim to create an environment where Eira feels comfortable and supported, enabling her to engage more fully in school activities while minimising sensory-related barriers. |

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

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| **Communication and Interaction** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Eira aspires to confidently communicate her ideas and feelings in structured and social environments, contributing meaningfully to group discussions and forming positive peer relationships.  By the end of Key Stage 2, Eira will:   1. Use pre-taught strategies (e.g., turn-taking prompts, social scripts) to independently initiate and sustain peer interactions in 4 out of 5 observed opportunities weekly. 2. Recognise and respond to social cues, including changes in tone of voice and facial expressions, in 75% of observed interactions. | Eira’s needs in communication and interaction include:   * A reliance on scripted language, which limits her ability to adapt flexibly during social exchanges. * Challenges in interpreting social cues, such as tone of voice and body language, leading to misunderstandings in peer interactions. * Anxiety in unstructured or noisy environments, which reduces her confidence to engage with peers. * A requirement for structured, guided opportunities to practise and generalise social communication skills. | 1. Eira will participate in structured, small-group activities, using pre-taught strategies to contribute one relevant comment or question in 3 out of 5 observed opportunities weekly. 2. Eira will initiate and sustain peer interactions using visual or verbal prompts in 75% of structured opportunities over a term. 3. Eira will recognise and appropriately respond to three core social cues (e.g., smiling, nodding, changes in tone) with a trusted adult in 4 out of 5 observed opportunities during targeted intervention sessions. | Ordinary Available Provision:   1. *Social Interaction Strategies:* Teachers and support staff will integrate visual supports, turn-taking cards, and social scripts into Eira’s daily routines to support her participation in group activities and classroom discussions.    * *Implementation:* Embedded consistently during structured group work and peer interactions.    * *Monitoring:* SENCo to review progress bi-termly through observations and staff feedback. 2. *Role-Play and Discussion Activities:* Structured role-play and group discussion activities within the curriculum to develop Eira’s ability to recognise and respond to social cues.    * *Implementation:* Delivered during literacy and PSHE lessons by class teachers and support staff.    * *Monitoring:* Class teachers to record Eira’s participation and report termly to the SENCo. 3. *Small-Group Conversation Sessions:* Up to two 10-minute sessions per week, focusing on turn-taking, topic-based discussions, and reading social cues. These sessions will consist of 2 - 3 pupils with similar interaction goals and be facilitated by the class teacher or teaching assistant. The adult will initially model conversation openers and responses, gradually reducing prompts to encourage independence.    * *Monitoring:* The SENCo will monitor progress through half-termly reviews of session notes. 4. *Visual Supports and Signals:* The use of in-class cue cards (e.g., “I have something to say,” “I need help”) and an emotions chart to scaffold Eira’s communication and reduce anxiety. These resources will be embedded into daily classroom routines and monitored weekly by the class teacher, with feedback provided to the SENCo.   Additional Provision:   1. *Small-Group Social Skills Sessions:* Eira will attend small-group sessions twice weekly, focusing on turn-taking, initiating conversations, and interpreting social cues. These sessions will consist of 2 - 3 pupils to ensure a low-demand social environment.    * *Implementation:* Facilitated by trained school staff using evidence-based social communication strategies.    * *Monitoring:* Session logs to be maintained and reviewed termly by the SENCo, with updates shared with parents. 2. *Targeted Individual Support:* Weekly One-to-One sessions with a trusted adult to practise social cues and develop strategies for initiating peer interactions.    * *Implementation:* Delivered by a trained staff member or under the guidance of an internal specialist.    * *Monitoring:* Progress logs maintained by the responsible staff member and reviewed by the SENCo termly. 3. *Peer-Support Group:* A semi-structured group facilitated twice weekly for 20 minutes by a teaching assistant, comprising three to four pupils with complementary communication needs. Activities will include guided discussions and cooperative games to encourage spontaneous verbal interactions.    * *Monitoring:* The group’s progress will be reviewed every six weeks by the facilitating adult and SENCo. 4. *Tailored One-to-One Intervention Programme:* This will address specific communication challenges, including scripting and interpreting social cues, delivered twice weekly for 20 minutes by the class teacher or a trained teaching assistant. The intervention will include structured role-play scenarios aligned with Eira’s interests, such as baking or storytelling.    * *Monitoring:* Monthly reviews will ensure the programme remains relevant and effective. 5. *Individualised Visual Communication Book:* Developed with SENCo support, this resource will feature personalised sentence starters, conversational rules, and a “feelings scale.” It will be used daily to support Eira’s interactions and monitored by the class teacher, with updates made during termly SENCo reviews. |
| **Cognition and Learning** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Eira aspires to approach learning tasks with confidence and reduced anxiety, particularly in creative and structured activities. Her parents hope she will develop effective strategies to tackle challenges independently, apply pre-taught concepts across contexts, and enjoy learning without fear of making mistakes.  By the end of Key Stage 2, Eira will:   1. Independently complete structured academic tasks, such as numeracy or literacy activities, using visual aids and minimal adult support in 75% of observed opportunities weekly. 2. Apply pre-taught literacy and numeracy concepts in cross-context tasks, such as baking or crafting, in 4 out of 5 observed tasks by the end of the academic year. | Eira’s needs in cognition and learning include:   * Difficulty retaining and processing multi-step instructions, which affects her ability to complete tasks independently. * Inconsistent application of phonics skills, leading to reduced confidence in reading and decoding unfamiliar words. * Challenges generalising abstract numeracy concepts, limiting her ability to apply them in less structured contexts. * Perfectionism and anxiety about making mistakes, resulting in task avoidance and disengagement from challenging activities. | 1. Eira will use visual task cards and verbal prompts to complete structured academic tasks, such as reading or numeracy activities, with minimal adult support in 3 out of 5 observed opportunities weekly. 2. Eira will apply pre-taught literacy and numeracy concepts (e.g., phonics strategies or number skills) in creative or cross-context tasks, such as measuring ingredients for baking, in 75% of observed instances by the end of the term. 3. Eira will engage in project-based learning activities aligned with her interests, demonstrating reduced task avoidance and persistence in 4 out of 5 observed opportunities by the end of the academic year. | Ordinary Available Provision:   1. *Visual Task Cards and Instructions:* Eira will have access to clear, step-by-step visual aids and instructions to support her understanding and independence in completing tasks.    * *Implementation:* Teachers will provide task cards for numeracy, literacy, and classroom transitions, embedding them into daily routines.    * *Monitoring:* SENCo to review effectiveness through teacher feedback and classroom observations every half term. 2. *Pre-Teaching and Consolidation Sessions:* Key concepts in literacy and numeracy will be pre-taught and reviewed in small-group or One-to-One sessions twice weekly to reinforce Eira’s understanding.    * *Implementation:* Delivered twice weekly for 30 minutes by teaching assistants or class teachers.    * *Monitoring:* Progress tracked through work samples and teacher observations, reviewed termly. 3. *Small-Group Literacy and Numeracy Sessions:* Eira will participate in small-group interventions twice weekly for 30 minutes each, focusing on phonics, basic numeracy strategies, and generalising skills to independent work. These sessions will consist of 3 - 4 pupils with similar needs and be led by the class teacher or teaching assistant.    * *Monitoring:* SENCo to monitor progress termly through observation and work sample reviews. 4. *Positive Reinforcement Strategies:* The class teacher will use praise, visual reward charts, and immediate feedback to encourage Eira’s engagement and effort during classroom tasks.    * Monitoring: Weekly reflections and teacher feedback to assess effectiveness.   Additional Provision:   1. *One-to-One Intervention for Literacy and Numeracy:* Eira will receive tailored One-to-One support twice weekly for 20 minutes to address specific gaps in her phonics and numeracy skills.    * *Implementation:* Delivered by the class teacher or a trained teaching assistant.    * *Monitoring:* Monthly reviews conducted by the SENCo. 2. *Task Confidence Programme:* Eira will participate in a small-group programme weekly for 20 minutes designed to build confidence in attempting unfamiliar tasks. Sessions will include structured problem-solving and role-play scenarios to normalise mistakes as part of the learning process.    * *Implementation:* Facilitated by a teaching assistant with support from the SENCo.    * *Monitoring:* Termly progress reviews. 3. *Project-Based Learning Opportunities:* Activities linked to Eira’s interests, such as baking-themed numeracy tasks or nature-based science projects, to foster engagement and reduce task avoidance.    * *Implementation:* Teachers to design and deliver one project-based task weekly, focusing on aligning curriculum goals with Eira’s interests.    * *Monitoring:* Participation and engagement logs maintained by class teachers, reviewed termly by the SENCo. 4. *Sensory Breaks:* Eira will have access to scheduled sensory breaks twice daily, lasting five minutes each, to manage sensory overload and improve focus.    * *Monitoring:* The class teacher will track her use of breaks and provide feedback to the SENCo during half-termly reviews. |
| **Social Emotional and Mental Health** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Eira aspires to feel safe, secure, and valued in her school environment, where she can regulate her emotions and confidently interact with peers and adults. Her parents hope she will develop emotional resilience, build trusting relationships, and participate meaningfully in social and academic settings.  By the end of Key Stage 2, Eira will:   1. Use pre-taught self-regulation strategies (e.g., breathing exercises, sensory tools) to manage feelings of anxiety or overwhelm in 75% of observed opportunities during unstructured times. 2. Engage in small-group social activities with peers, demonstrating persistence and confidence in 3 out of 5 observed opportunities weekly. | Eira’s SEMH needs include:   * Heightened anxiety in unstructured or unfamiliar settings, leading to avoidance behaviours and reliance on parental reassurance. * Emotional exhaustion from masking difficulties in school, resulting in meltdowns and dysregulation at home. * Difficulty articulating nuanced emotions, which contributes to frustration and withdrawal when overwhelmed. * Dependence on predictable routines and environments to feel secure, with limited flexibility to adapt to changes. | 1. Eira will use pre-taught emotional regulation strategies, such as breathing exercises or sensory breaks, to manage feelings of overwhelm during transitions or unstructured times in 3 out of 5 observed instances weekly. 2. Eira will participate in at least one structured, low-pressure social activity daily, such as collaborative crafting or storytelling, demonstrating reduced anxiety in 4 out of 5 observed opportunities. 3. Eira will communicate feelings of anxiety or frustration to a trusted adult in 3 out of 5 observed instances within a term, using pre-taught verbal or visual strategies. | Ordinary Available Provision:   1. *Structured Emotional Check-Ins:* Eira will have daily check-ins with a trusted adult to share her feelings and experiences, providing a safe space for emotional expression.    * *Implementation:* Scheduled 5-minute sessions at the start and end of each school day, facilitated by a designated staff member.    * *Monitoring:* SENCo to review notes from check-ins fortnightly and share progress with parents. 2. *Predictable Routines and Visual Timetables:* Eira will have access to visual timetables and pre-warning of changes to daily routines, reducing anxiety during transitions.    * *Implementation:* Class teachers to review timetables with Eira each morning and notify her of changes in advance.    * *Monitoring:* Teachers to log Eira’s responses to changes, with SENCo reviewing termly. 3. *Classroom-Based Self-Regulation Tools:* Eira will have daily access to sensory tools, such as a weighted lap pad, fidget items, or a calm-down jar, to help her self-regulate during times of distress.    * *Monitoring:* The class teacher will track usage and provide feedback to the SENCo weekly. 4. *Visual Supports for Emotional Regulation:* The class teacher will use an emotions chart and pre-taught “calm-down” strategies, embedded into daily routines, to help Eira recognise and manage her feelings.    * *Monitoring:* Staff will track her engagement with these strategies and make adjustments as needed during weekly meetings.   Additional Provision:   1. *One-to-One Emotional Regulation Sessions:* Eira will participate in targeted One-to-One sessions twice weekly for 20 minutes, focusing on recognising emotions, using calming techniques, and practising constructive emotional expression.    * *Implementation:* Facilitated by the class teacher or trained teaching assistant.    * *Monitoring:* Monthly reviews conducted by the SENCo. 2. *Small-Group Social Skills Programme:* A semi-structured programme will be delivered weekly for 30 minutes to develop Eira’s peer interaction skills. Activities will include role-play, cooperative games, and guided discussions. The group will consist of 3 - 4 pupils with similar social interaction needs.    * *Monitoring:* Termly progress reviews conducted by the SENCo. 3. *Playground Peer-Support Group:* Eira will join a peer-support group facilitated twice weekly for 15 minutes during break times. The group will focus on semi-structured games and cooperative play to encourage spontaneous peer engagement.    * *Monitoring:* The teaching assistant will provide feedback to the SENCo every six weeks to adjust activities as needed. 4. *Gradual Exposure to Unstructured Settings:* Eira will be supported to access less-structured environments, such as lunch breaks or assemblies, with pre-warning and access to a trusted adult for reassurance.    * *Implementation:* Gradual introduction, starting with short durations and clear expectations.    * *Monitoring:* Staff to log Eira’s engagement and progress, with SENCo reviewing at termly intervals.   Note: If further therapeutic interventions are required to address Eira’s social and emotional needs comprehensively, parents/school and/or the Local Authority may wish to consult the appropriate specialist. Services that can advise on these areas include play therapy, which has been reported by Eira’s mother to have had positive effects in the past. These areas of difficulty fall outside the author’s scope of practice. |
| **Sensory and Physical** | | | |
| **Aspiration and end of Key Stage Goal** | **Needs** | **Outcomes for next 12 months** | **Provision** |
| Eira aspires to feel comfortable and confident in her physical environment, where she can engage in sensory-friendly activities and participate fully in school routines. Her parents hope she will develop greater independence in managing her sensory sensitivities and enjoy an increased sense of ease and comfort in daily tasks.  By the end of Key Stage 2, Eira will:   1. Independently manage sensory sensitivities during structured and unstructured school activities in 75% of observed opportunities using pre-taught strategies and tools. 2. Participate in physical education and outdoor play activities with minimal sensory discomfort in 3 out of 5 observed instances weekly. | Eira’s sensory and physical needs include:   * Heightened sensory sensitivities to noise, tactile input, and environmental changes, which significantly impact her ability to engage in group activities and transitions. * A dependence on sensory-friendly clothing and tailored physical adaptations to minimise tactile discomfort. * Limited endurance for high-sensory demands, which often results in emotional dysregulation and withdrawal. * Challenges in engaging with physical education and group play due to sensory aversions. | 1. Eira will independently use pre-taught sensory regulation strategies (e.g., noise-cancelling headphones, sensory breaks) during sensory-overwhelming situations in 75% of observed opportunities. 2. Eira will participate in one physical activity (e.g., PE or outdoor play) weekly with reduced sensory discomfort, supported by personalised adaptations. 3. Eira will engage with tactile learning materials, such as art or crafting supplies, demonstrating improved tolerance in 3 out of 5 observed instances over a semester. | Ordinary Available Provision:   1. *Sensory-Friendly Environment:* Eira will have consistent access to sensory-friendly tools and spaces, including noise-cancelling headphones, quiet corners, and weighted lap pads.    * *Implementation:* Class teachers and support staff to ensure these resources are available throughout the school day.    * *Monitoring:* Staff to log Eira’s use of sensory tools and spaces, with SENCo reviewing termly. 2. *Flexible Uniform Policy:* Continued flexibility in allowing Eira to wear sensory-friendly clothing to minimise tactile discomfort.    * *Implementation:* Communicated to Eira and her parents by school staff.    * *Monitoring:* Feedback from parents and staff to be reviewed termly by the SENCo. 3. *Structured Sensory Breaks:* Eira will have access to scheduled sensory breaks twice daily, lasting five minutes each, to manage sensory overload and improve focus.    * *Monitoring:* The class teacher will document her use of these breaks and provide feedback to the SENCo during half-termly reviews. 4. *Gross Motor Opportunities in PE Lessons:* Structured PE lessons will include predictable, step-by-step activities such as obstacle courses and relay games.    * *Implementation:* The class teacher will incorporate visual instructions and consistent routines to reduce Eira’s anxiety.    * *Monitoring:* Adaptations will be reviewed monthly by the SENCo. 5. *Daily Fine Motor Practice:* Eira will engage in short, structured fine motor activities for 10 minutes daily, such as threading, playdough, or using tweezers, embedded into classroom routines.    * *Monitoring:* The teaching assistant will track progress and share updates with the class teacher during termly reviews.  Additional Provision:  1. *Targeted One-to-One Fine Motor Support:* Eira will receive One-to-One sessions twice weekly for 20 minutes, focusing on handwriting, scissor use, and self-help tasks such as button fastening.    * *Implementation:* Delivered by a teaching assistant with oversight from the SENCo.    * *Monitoring:* Monthly progress reviews to ensure effectiveness. 2. *Sensory Regulation Programme:* A personalised sensory regulation programme will be implemented, including the use of weighted items and sensory fidget tools.    * *Implementation:* Delivered daily by the teaching assistant and reviewed termly by the SENCo to ensure it meets Eira’s evolving needs. 3. *Guided Sensory Breaks:* Eira will access two scheduled sensory breaks daily, each lasting five minutes, in a quiet area with sensory-friendly tools.    * *Monitoring:* The class teacher will document usage and provide feedback during half-termly reviews. 4. *Small-Group Motor Skills Programme:* Eira will join a small-group motor skills programme twice weekly for 20 minutes, focusing on improving coordination and confidence in gross motor activities. The group will include 3 - 4 pupils with similar needs.    * Implementation: Facilitated by a teaching assistant, with termly progress reviews conducted by the SENCo. |

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

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

**Role:** Locum Educational Psychologist

**Date:** 02/02/25

cc: