# Child Young Person History

Emily, diagnosed with Autism Spectrum Disorder and Anxiety Disorder at 10, attends Springfield High School. She excels in creative thinking, problem-solving, and visual memory but struggles with sustained focus, abstract reasoning, and social cues. Emily is sensitive to loud noises and certain textures, managed through coping strategies and a sensory diet plan. Her anxiety requires medication and therapy, impacting concentration. Socially, she needs support and attends social skills groups with teaching assistance. Emily's mother, Sarah, provides essential support, admiring her creativity, dedication, and resilience. Emily hopes to attend university, pursue graphic design, and live independently.

# Views Interests Strengths Aspirations

Emily is a creative and resilient young person passionate about art and with a great sense of humor. She excels in visual memory, creative thinking, and problem-solving tasks. Emily aspires to pursue graphic design, manage anxiety, build lasting friendships, develop independence, travel, and experience different cultures. Her ability to stay focused on tasks of interest, resilience in facing challenges, and dedication to her interests are admirable qualities that will contribute to achieving her dreams.

# Special Educational Needs Provision

Emily, diagnosed with Autism Spectrum Disorder (ASD) and Anxiety Disorder, requires targeted support and interventions. Learning challenges include cognitive, communication, sensory, and social-emotional needs. Recommendations involve visual aids, structured environments, social skills groups, sensory diet plans, consistent routines, quiet spaces, counseling, task modifications, and collaborative support across settings. Ongoing assessment ensures interventions remain effective for Emily's success.

# Health Care Needs Related to SEN

The primary health care need for Emily is managing her Anxiety Disorder, closely tied to her special educational needs. Her anxiety impacts concentration, causes sensory overload, disrupting learning and social interactions. Provisions should include access to a quiet space, collaboration with therapists, accommodations minimizing triggers, staff training, sensory integration support, and regular monitoring with adjustments as needed.

# Social Care Needs

Emily, with autism spectrum disorder and anxiety disorder, needs social care support to develop social skills, manage anxiety in social situations, and understand social cues. Attending social skills groups, receiving guidance from a counselor or therapist, and support from a social worker or mentor would benefit her. Assistance with developing independence and life skills is also crucial. Emily's mother provides a structured environment, but additional respite care or support services may be needed. Accommodations or specialized services should consider Emily's sensory sensitivities to ensure her comfortable participation in social activities and community settings.