**Sam Bui**

**BIS HCMC Student Support Profile**

| D.O.B | 28/02/2017 |  | Home Language | Vietnamese |
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| Class/ Teacher | Mr Sasha 4C | Out of Year group? | No |
| LS Teacher  Version Date | Ms Chloe  October | Area of Need:  LS Level: | C&L, C&I, SEMH, S/P  1 |

| Challenges/ Learning Difficulties | Student Specific Support Strategies |
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| Sam has a diagnosis of ADHD and autism. His neurodiversity means that he may process information (both sensory input and the information being shared with him) differently to neurotypical children. We should maintain the same high expectations for Sam, while recognising that he will need adaptive teaching strategies to support him. His behaviours are not a choice, and it is our role to provide understanding and the right support. Some strategies may work one day and not the next.  For information purposes: Sam takes medication on school days. | General Support strategies:   * Sam can respond well to being given a choice of two activities or options in his learning. * Sam has a visual ‘now, next, then’ schedule. This supports him to transition to his next lesson or can be used to support him to transition to his next activity or place in class, e.g. now - carpet, next - walk, then - group table. * Sam is completing daily Sensory Circuits to try to support him to be regulated at the beginning of the day, ready to learn. * Teachers to consider where Sam sits in the classroom to minimise distractions. * In lessons, try breaking instructions and tasks into small chunks, ideally presented visually to promote Sam’s independence when an adult is not there to support him. * Plan breaks for Sam in between learning activities, including movement breaks. Sam will need adult support with these, he will not be able to regulate himself on his own. |
| Sam is not able to keep himself regulated and ready to learn in the same way as other neurotypical children. | Sensory Ladder:   | What we may see: |  | Strategies to support: | | --- | --- | --- | | Lost control, unable to control any impulses. Often describes himself as ‘angry’ and wanting to hurt others afterwards. Not able to follow instructions. | 5  Over alert | Moved away from other students - pod, sensory room or Mr Chris’ office.  All unsafe objects removed from near him (scissors etc). Bounce on a sensory ball, weighted blanket around shoulders. Time to talk when ready. | | Uncontrollable laughter, unable to focus or stay still, pacing around the classroom, only able to follow limited instructions.  Trying to gain the attention of his classmates by tapping or making noises near them.  Showing anxiety.  Starting to pull at clothes.  Talking about poo or cars that look like faces. | 4  Becoming Over alert | Going for a walk with an adult.  Independent, non-learning activity such as making models, making circuits, sometimes worksheets.  Going to the sensory room to complete sensory circuits (please see attached information about Sensory Circuits).  Calming activities - talking while sitting on a yoga ball with a weighted blanket on shoulders. | | Able to sit in the classroom and learn. Listening to adults and following instructions. | 3  Just right | Minimal interaction, use now, next then schedule to direct to task. Choices in learning. Learning tasks broken down into achievable steps. | | Lethargic, tired (not really seen with Sam at the moment) | 2  Becoming under alert | N/A | | Asleep/ill (not really seen with Sam at the moment). | 1  Under alert | N/A | |
| Sam can sometimes try to inappropriately gain the attention of his classmates.  This has included making noises near them, walking up to them when they are doing their work or listening to the teacher, and also either pretending to or actually tapping them. | * Sam has a social story to support him not to do this. It should be read with him regularly when he is regulated and can also be a reminder/script for adults working with him if he starts to do this in class. * In addition, see Sensory Ladder above. |
| Sam seems to have sensory issues with his socks and shoes.  Less regularly, Sam seems to have sensory issues with his clothes. | * Sam does not need to wear his shoes in the classroom if it is safe for him not to. * Sam needs to wear his shoes outside and when walking around school due to safety. * Sam has spare clothes in his bag if needed. * Movement breaks can help with this, clothes can feel more restrictive when you are sat down for a long time. |
| Sam has wet himself at school.  This may be due to interoception (his sensory ability to understand internal sensations) or because he is too busy doing other things or for another reason. | * Discreet reminders to go to the toilet. * Reminders for the whole class so as not to highlight Sam. * Sam has spare clothes in his bag. |
| Sam can be impulsive.  This has included: picking up scissors when he is angry, being unable to not do things when they are highlighted to him, making loud noises when he knows it is time to be quiet. | * Avoid telling Sam “Don’t… ) do something, as this can then lead to impulsively doing what you have told him not to. Instead tell him what you want him to do. E.g. Instead of “don’t swing on the chair” say “sit nicely on the chair”. * When adults can see that Sam is becoming emotionally unregulated, they should remove more dangerous objects, such as scissors, from the immediate area. * An adult to be near Sam when he is using objects that have the potential to cause harm, such as scissors. |
| Sam can become emotionally unregulated. Sam says that he is angry but he may also be sad. Sam can become angry when he perceives that something has gone wrong.  This has included: forgetting his hat, forgetting his snack box, someone taking something away from him, not being the best at something (maths games). | * Sam is supported to develop his emotional literacy through labelling: Help Sam to identify and name feelings beyond “angry” (e.g., sad, frustrated, disappointed), using visuals, emotion charts, or check-ins. * Sam is supported to learn strategies to use if he becomes angry:   Sam’s strategies are: Seeking help from an adult - Ms Sasha, Ms Chloe, Mr Chris, Ms Cu instead of trying to deal with the situation on his own.  Talking - talking to an adult seems to help Sam calm.   * Provide a calm, designated area Sam can go to when he feels overwhelmed. When in class, this is the pod but when in specialist lessons, teachers identify somewhere he can go if needed. The sensory room is available for Sam to use. * Positive reinforcement: Acknowledge and praise small successes in managing emotions or responding calmly. * Problem-solving support: When Sam becomes upset, model and guide him through steps to find solutions (e.g., “What could we do if you forget your hat?”). * Consistently emphasise effort and improvement rather than being “the best,” particularly in competitive activities. * Provide calm, consistent responses and avoid escalating situations. |
| Sam has become more aware of the differences between him and his classmates, this may be impacting his self-esteem. | * Praise. * If Sam becomes unregulated if praised too much but you can use indirect praise, e.g. I must remember to tell Miss Sasha/Mr Chris/Mr Ian, how you… * Support Sam’s developing emotional intelligence by discussing emotions and identifying them in him and others. * Staff to be extremely mindful of the language they use when supporting Sam and when talking about the support that Sam needs. * Reminding the class and Sam that everyone is good at different things and everyone needs support with different things. |
| Repetitiveness - Sam can become stuck on a phrase/ sentence or a topic of conversation. | * First time: engage in the conversation. * Second time: tell Sam we have already talked about this and now we have to do X because we are in school to learn, check your schedule.. Then you can tell Sam a time later (break or lunchtime for example) that he can discuss it if he still wants to. * Third time - Tell Sam we’re not talking about that now, we are in school to learn, check your schedule. * Direct Sam to a task or activity. * Any future times, do not engage or briefly remind him that you’re not talking about it now, check your schedule. |
| Sam finds assemblies difficult to access and can become unregulated. | * Ensure Sam is sat at the side or the back of the hall. * Sam to have the option to wear his ear defenders. * Sam to have an adult who will support him if he is unregulated and needs to leave the hall. * If Sam leaves the hall, the adult can walk with him until he feels ready to rejoin the assembly. |
| Sam can take things that others say to him very literally. | * Adults working with Sam to think about how they are presenting ideas and whether Sam will understand them in the way they expect. |

| Strength/s interests |
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| * Sam enjoys maths and is good at it. * Sam has a good memory. * Sam is social and enjoys playing with friends. He wants to have friends. * Sam is very conscious of keeping healthy and wants to be big and strong. * Sam is very capable academically and has made progress in his learning. |