Mulberry Park
Educate Together

What people like and admire about me

My interests (things I like to talk about)

The most important things for new adults to know

My One Page Profile

Photo of child goes here

Growth mindset (please adapt learning to use my strengths)
I am good at …

I find the following things tricky…

At the moment, I'm working on
 e.g. My Math goals
Speech and Language goals – see my SaLT learning plan
Friendship skills

Name of child

What worries me (school would be better if/school is better when…)

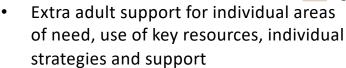**My hopes and dreams for the future**

My sensory profile (complete activity first)
Sensory experiences I like

Sensory experiences I don't like

Communication friendly environment

- Use simple, literal language
- Step by step instructions (with visuals as needed)
- Repeat instructions and check understanding
- Extra time for processing when asking a question/reflection time
- Pre-teach new and important concepts/vocabulary (e.g. Word Aware)
- Clarify, explain and check understanding of vocabulary
- If a sentence doesn't make sense, adult to support through use of modelling not explicit correction
- Use of Talk partners
- General social stories for whole class use

Additional support from others

- Extra adult support for individual areas of need, use of key resources, individual strategies and support
- Learning/ Play buddies
- Catch up groups/boosters for Maths, reading, phonics, spelling, writing

What helps me?
(From core offer)

In place/helps me   let's try   doesn't help
*advised by external professionals

Environment and resources

Teaching and learning strategies

- Learning which is differentiated, cumulative and multi-sensory and allows for repetition and over-learning
- Learning linked to personal interests and engaging
- Marking/ feedback/monitoring which identifies next steps and is responsive to any individual targets/plans
- Feedback which encourages a growth mindset and praise for effort as well as accuracy
- Targeted and differentiated questioning that provides challenge and encourages metacognition
- Allow understanding to be demonstrated in different ways (oral reports, video presentations, posters etc)
- Whole class learning breaks / movement breaks / sensory breaks within each learning session

Use of visuals in environment

- Large visual timetable at front of class
- Visual prompts for rules and behaviour
- Labelling of resources
- Visual schedules for key routines
- Visual task break downs
- What a good one looks like
- Emotional literacy display
- IWB formatting to follow guidelines from British Dyslexia Association (BDA)

Other aspects of Environment

- Sensory box with sensory toys and resources to access as needed - with support/direction.
- Cosy/quiet corner to access as needed for calm time or time outs
- Seating arrangements e.g. proximity to teachers/a buddy/ avoidance of distractions or sensory overload

Resources

- Reading rulers/bookmarks /overlays
- Pencil grips, variety of pens/pencils to try, different coloured paper
- Word mats /lists/ vocabulary cards
- Letter and number strips
- Writing frames, Sentence starters
- Colourful semantics resources
- Individual whiteboards for drafting
- Number lines / Numicon /counters /cubes etc
- Concrete resources/props/stimuli
- Handouts using BDA guidelines

The class community

- Classroom charter linked to Rights Respecting approach
- Clear rewards and consequences
- Shared approach and curriculum for emotional literacy (Zones of Regulation)
- individual roles and responsibilities within the class
- Topics which engage and reflect the lives, cultures and experiences of all our learners

movement break