



Name: Students Name

D.O.B:

Diagnosis: Developmental Coordination Disorder (DCD) Autism, Dyslexia

Allergies:

I find the following things difficult:



It can be difficult for me to pick up on non-verbal cues and to understand others perspective. I may need gentle reminders for certain social skills e.g. turn taking. Support me to understand feelings and behaviours.

I find it difficult to form legible letters and words and also struggled with the positioning and sizing of my writing. I find it easier to type long pieces of work on a laptop.

I **do not** like really busy environments it makes me feel really anxious.

I do not like crowds and noisy places, I find queuing difficult as hate the thought of unpredictable touch.

I do not like the sounds of people coughing or pencils scratching on paper

I have poor postural stability and decreased body awareness. This impacts on my performance in table top and fine motor tasks such as handwriting and cutlery skills. Working hard to organise my body through the day can cause me to fatigue quickly and take my attention away from what I need to focus on and impacts on my tolerance levels and mood.

When I am dysregulated you will see me either present as being in a high or low state of arousal. At times this will result in high levels of energy and a sense of being out of control in my movements. Or if I am feeling low I can appear to 'shut down' and can present as being unable to interact with others and the environment around me.

How you can help me in the class-room:



I prefer to work in a quiet environment.

I prefer to sit away from the door if I am near to a busy corridor, I find people walking past distracting.

I find it easier to copy down information if it is beside me. I do not find it easy to copy from a whiteboard.

I feel the need to move and fidget a lot. I will chew and fiddle with things regularly—this is important to help keep me regulated.

I prefer to use my own equipment e.g my own pen when in the classroom.

It is important that I have a space to go to in school where he can take learning breaks / seek support / calm down when becoming overwhelmed as well as work in a quiet distraction limited environment when necessary.

chunk instructions into smaller parts to be crossed off before asking me to move on, use visual cues such as pictures / photographs / diagrams to reinforce what is being said. Check understanding and repeat / re explain if necessary. Repeat key vocab / information regularly.

Some things I like and I am good at:

- I like spending time with my friends.
- I playing mine craft
- I like spending time with the therapy dogs

Things I may need for class:

- I like to use a writing slope
- I have a pen grip I use
- I have thera-putty program



Please allow at least one productive movement break per hour lesson

