



## PANDA – Main Profile

Name and DOB of young person:

Young boy DOB: 2013

Names and roles of people completing this form & Date Started: 14/7/22 - reviewed Nov '22 Review 22.6.23

**MOTHER**

**CLASS TEACHER Yr4**

**class teacher yr5**

SENDCO

Average

<b>Speech and Language Ability</b>	Low	X XXX					High
<b>Energy Levels</b>	Low				XXX		High
<b>Attention skills (O) and Impulse Control (X)</b>	Low	OO OX					High
		XX when familiar rules apply					
<b>Emotion Regulation Skills</b>	Low	X	X – mostly	X	X	Occasionally -X	High
<b>Motor skills</b>	Low				XXX		High
<b>Sensory Needs</b>	Low Needs		X	XX	X		High Needs
<b>Flexibility and Adaptability</b>	Low	X			X	X X X X	High
<b>Empathising and Systemising skills</b>	Low	X X	X	X		X- When doesn't like doesn't feel he needs to mask that	High
<b>Cognitive Abilities</b>	Low	X XXX	X				High



is at their best when:

Home - He is at the skatepark. When he is moving and succeeding.

School – Positive encouragement is used. Restorative conversations.

It is more difficult when:

Home - He doesn't have support needed.

School – When is struggling to concentrate and regulate his impulsive behaviours. When he feels something isn't fair.

Sensory Description

<https://www.youtube.com/watch?v=937ua1EnIJM> – useful link for general information (see resource pack for more)

What else can explain (name of the child)'s profile:

- SALT – language difficulties
- Cognition and learning

Other comments:

He can be quite forgetful and often loses his belongings. He is generally a kind and liked child in the class but finds it difficult to fix problems or fractured relationships. (Mrs A. year 4).

He has been working very well with fidget toys in year 5, he uses them to self-regulate when there has been conflict on the playground and to concentrate in lessons. He has really grown in confidence throughout year 5 so far and I have been giving him differentiated tasks / step by step tasks in order to have him included in the whole class discussion and feeling success. Friendships he forms seem to be very superficial and he struggles to make deeper friendships with his peers. Daniel can be quite emotional and is inconsistent with self-regulating. Sometimes he can find a safe space to calm down with a fidget and other times he needs prompting by an adult about the correct choices to make. Everything that Mrs A. has written above is still true. (Miss B. year 5).

Speech and lang –

Home - up his talking seemed to put more effort in in response to a friend he was talking to. Speech sounds still a problem. Doesn't cope when he loses break - gets cross and can't repair.

School – He can speak with his teacher like they are an adult. SALT target hasn't changed for a while – still working on sh and ch. Still struggles to extract info from books. Tenses are still an issue – grammatically incorrect.

Energy levels

Home – Either full on or watching his tablet, gets over excited and wound up and struggles to manage that, volume wise he isn't good at using appropriate levels of volume, impulsive – zooms about, darts, sleep well sleeps early and wakes early,

School – Still high energy but better at managing his impulses in the classroom – charges off running but tends to barge into things less. Uses a fidget in class – chooses which to use depending on the lessons and noise level needed but would need to be guided and won't notice for himself but is able to understand why the adult has asked for him to use a different fiddle,

Attention and impulse

Home – planning work for him and when he knows the system and rules he is better, more cooperative for mum, good at taking himself away when things go wrong, can be draw and distracted to things that are more interesting, can struggle on the playground

School – easily distracted, is often the distractor, attention skills will work with an adult for about 20mins but not on his own, on his own he could manage 10 to 15min – if he was able to do all the work, impulsive behaviours have improved – when he has learnt the rules/structure this helps him to maintain his attention,



### Emotional regulation

Home – angrier and less regulated, regresses to being more babyish, emotional, needs reassurance through cuddles manages during the day but can't when he gets home, gets defensive when things go wrong. Seems to be struggling more with difficulty labelling emotions and dealing with them.

School – good at knowing when he needs time out but can't explain why. He went through a phase of being shouty when taking some time.

### Motor skills

Home – loves sports and is good, basketball club at school

School – improved when working towards a pen licence and this has remained legible, plays football at school in breaks

### Sensory issue

Home – seeks movements with his fidgets, likes sand, water, ok with food, doesn't like veg on the plate likes it be separate, eats most things, not bothered with smells.

School – uses sensory breaks but mostly around regulation and movement.

### Flexibility and adaptability

Home – Needs structure to support him, easily led by others, will try, not reserved, seeks excitement – in the moment he gets swept up in things – not always good.

School – year group is very structured due to other children's needs, if lessons get changed - he doesn't mind, very trusting of others, likes routine – but is this due to salt cognitive issues?

### Empathising and systemising

Home – His rules that suit him rather than rules in general, mostly empathiser but limited by the stuff before – salt ETC, gets protective when a friend is upset, can be black and white and will show that, he shuts emotions out and won't talk about things he doesn't want to face, doesn't hide how he feels – says it like it is

School – he can say things (how he says it) that upset others but doesn't see that as an issue – if he doesn't like them he doesn't feel like he has to pretend, if he feels something is unfair or unjust he finds this very difficult to more past, he just wants to do

### Cognitive

Home – retaining his learning, gets cross even when being helped by an adult, late to talk and walk, struggles with instructions, not great at planning, cooks, can be create and problem solve but within his framework of comfort

School – over learning, repetitive, good at patterns, differentiation is still necessary, will ask for help when he needs it, he is curious – generally, have to start with overlearn things before the new learning or he will feel he can't do it.

### Resources/strategies and adaptations required:

#### Year 4

- SALT assessment from Springboard and programme to follow in school.
- High levels of support in all areas in class.
- Small group/1:1 support
- visual prompts to promote independence
- over learning (pre-teaching, repetition, visual reminders).
- access to technology for recording his ideas and extended writing tasks.
- Use of visuals as prompts, reminders and to provide structure.
- Use simple Step by Step instructions.
- Use routine to help improve their attention.
- Zones of Regulation/bulls eye to support focus
- Provide structure with graphic organisers and visual instructional prompts.

#### Year 5



- SALT assessment from Springboard and programme to follow in school.
- High levels of support in all areas in class.
- Small group/1:1 support
- visual prompts to promote independence
- over learning (repetition, visual reminders, afternoon pick up).
- access to technology for recording his ideas and extended writing tasks – dictate software (training to edit), immersive reader, **talking tin – not tried**
- Use of visuals as prompts, reminders and to provide structure.
- Use simple Step by Step instructions – to build up independence
- Use routine to help improve attention.
- Allow opportunities to share with the class when he has been successful with tasks – self-esteem, confidence.
- Task pack for him to choose from independently when work is completed.
- Fidget ‘toys’ - used to regulate.
- Changing sensory breaks to earlier in the afternoon to help settle.
- Little steps.
- **Social story – giving money to people**

Emotional support – impulsive and hyperactive behaviours – **to do a CAMHS ref to investigate when pathway is open**

June - ELSA – Emotions – naming emotions, labelling emotions, what can he do to help?, zones of regulation

Transition – visits, jobs, showing work

Parent, class teacher and new teacher to meet

This plan will be reviewed -

**NOVEMBER 2022 – year 5**

April 2023

June 2023

**To be reviewed in end of Autumn 1:2 with ND team and discuss the plans for year6 and he has settled – the discuss about moving forward for an assessment.**

Stella will take him forward to the case review.

**Signed Agreement that the party member has fully read through the profile and will agree to work on the resources and strategies mentioned above**

Professional Signature

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Professional Name

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Parent/Carer Signature

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Parent/Carer Name

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Child/Young Person Signature

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Parent/Carer Name

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