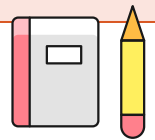
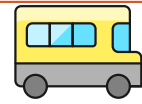
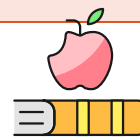


# Mia G.



## I would like you to know that...

- I am a kind, curious pupil who enjoys learning when I feel safe and understood.
- I communicate best with simple, clear language, and I may need extra time to respond.
- I can become overwhelmed in busy, noisy or unfamiliar environments.
- Routine and predictability help me feel calm and ready to learn.
- I build trust slowly, but once I feel comfortable, I am warm, friendly and eager to join in.
- I may show how I feel through my behaviour rather than words.

## Strategies that help me are...

- Use clear, concise language with visual prompts or gestures.
- Give me extra processing time before repeating or rephrasing instructions.
- Offer structured choices to help me feel in control.
- Pre-warn me about changes to routine using simple explanations or visual cues.
- Provide sensory breaks, movement breaks or quiet space when needed.

## I will help myself by...

- Using my visuals, symbols or gestures to show what I need.
- Asking for a break when I feel overwhelmed (or using my agreed break signal).
- Trying to stay calm by using my learnt strategies (breathing, counting, fidget tools).
- Following my routine or timetable to know what's happening next.
- Trying my best to join in group activities even when they feel new or tricky.

## I find it challenging to...

- Cope with unexpected changes or transitions.
- Manage loud, busy environments without support.
- Understand long verbal instructions with multiple steps.
- Regulate my emotions when I feel frustrated, anxious or confused.
- Wait for my turn or share resources without reminders.
- Express my feelings clearly using words alone.

## EHCP Section F Provision Summary

- Access to a specialist curriculum at an appropriate cognitive level (Progression Steps).
- Speech and language support - visuals, modelling and structured communication.
- Sensory regulation support - calm space, movement breaks or sensory tools.
- Small group or 1:1 adult support for learning, transitions & emotional regulation.
- Adapted teaching environment: clear structure, visual timetables, now-and-next boards.

## Recommended Provision Targets

- Communication: Increase ability to use words/visuals to express needs/choices/feelings.
- Cognition & Learning: Engage in short adult-led tasks for increasing durations.
- Social & Emotional: Use self-regulation independently in familiar context.
- Independence: Follow a simple visual routine with fewer prompts.
- Sensory & Physical: Use sensory strategies to stay calm & ready for learning.