

Environmental

1. Access to a quiet/calm area throughout the day is required and identified on written schedule.
2. Ear defenders used for busy communal areas.
3. Graded exposure to communal areas over time.
4. Filofax schedule (and supplementary break down of more detailed tasks included) will travel around environment with X.

Physical

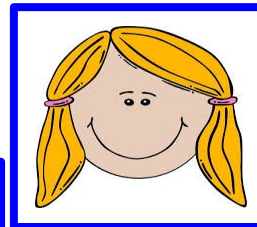
1. Ensure 'LOL Asthma Bag' goes with X at all times
2. Wear her 'Hero' padding when she plays outside
3. Check 'home to school' book calendar at back for details on expected menstruation and make preparations for same.

Emotional

1. Use 'I can try' ... 'What's the worst that can happen' card... 'What if'
2. Refer to 'What's Happening' daily schedule
3. Ensure in morning she uses her 'who I help today' icons
4. Use morning emotional registration to check feelings as per zones of regulation and refer to throughout the day
5. Check 'home to school' morning transition book
6. Ensure 'school to home' transition book is completed

Social

1. Ensure X's 'Buddy Pool' is updated each morning
2. Ensure X has the class mic to talk in to herself the questions for interview
3. Use 'Top Tips' for friendships keyring
4. 'Allocated 'alone time' at break and lunch when she needs it.



- Asthma
- ASD
- ADHD

P_{ersonal} W_{ellbeing} P_{lan}

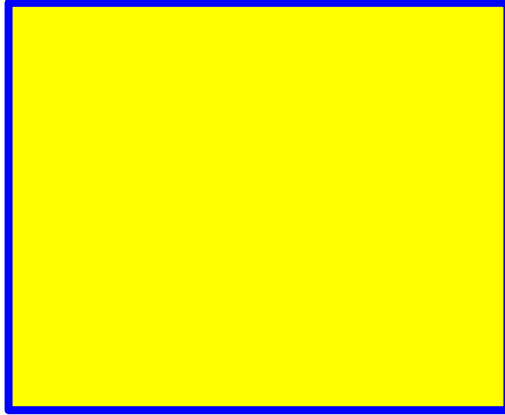
Communication

1. Give 'Take Time' card to help with pacing of speech
2. Let X have the class mic to talk in to herself the questions for interview
3. Listen to X and provide with plenty of choices throughout the day
4. Refrain from telling X to stop when she begins to swear- this can increase her swearing, quietly direct to her special book and if necessary ask her to read the social story at the beginning of the book.

Sensory

1. Get X to choose one of her 'colour caps' to wear during times of the day which may be anxiety provoking such as transitions.
2. Get R to use her 'sensory basket' – keep this beside her at her table of work
3. Schedule 'Peace Pod' outside of room regularly throughout the day
4. Use 'move your body' programme before, during and after table top activities, use visual supports for same.
5. Don't over cook foods
6. Ear defenders used for busy communal areas.

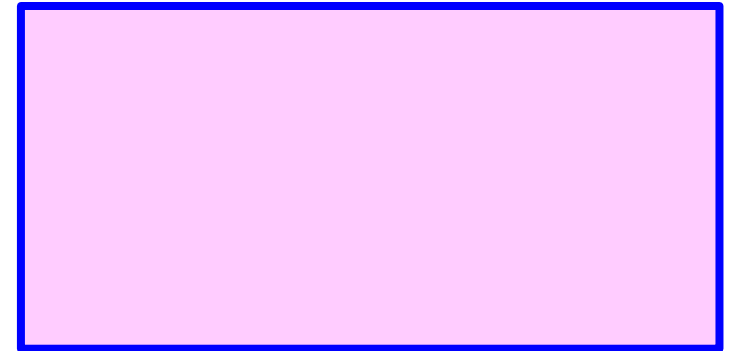
Environmental



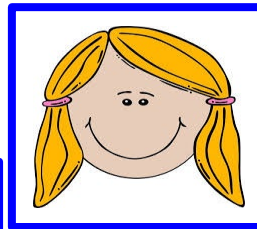
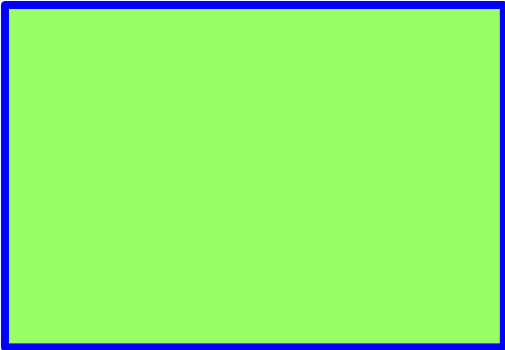
Physical



Emotional



Social



- Asthma
- ASD
- ADHD

P_{ersonal} W_{ellbeing} P_{lan}

Communication



Sensory

