

Passport Support Sheet

These are my medical issues-

- I have a diagnosis of ASD.
- I have a diagnosis of Asperger's Syndrome.
- I have a diagnosis of Dyslexia.
- I have a diagnosis of Epilepsy.
- I have a diagnosis of Diabetes.
- I have a diagnosis of ADHD.
- I have a diagnosis of dyspraxia.
- I have a diagnosis of Asthma.
- I use an inhaler.
- I suffer from nocturnal enuresis.
- I suffer from allergies.
- I have an Epipen.
- I am allergic to Bee Stings.
- I have a diagnosis of Tourette's Syndrome.
- I suffer from Cystic Fibrosis.
- I suffer from Encopresis.
- I suffer from anxiety.
- I suffer from depression.
- I have a hearing impairment.
- I have a stammer.
- I have a diagnosis of Haemophilia.
- I wear glasses.
- I wear hearing aids.
- I have mobility issues.
- I have a prosthetic limb.
- I have a limited diet.

These are my strengths and interests-

- I am good at practical subjects. I especially enjoy mechanics, working with bikes etc.
- I am interested in roller blading.
- I am good at cooking, I attend HE at Burnhouse.
- I can give my opinion clearly.

These are my concerns-

- I can find it difficult to follow instructions.
- I like to have my say and be listened to.
- I can get very anxious in some classroom situations. I find remove difficult to cope with. If classes are too boisterous I get a bit on edge and feel like I need to get out.
- I can get frustrated.
- I don't react well to raised voices.
- I have to have the last word in an argument.
- I hate to lose a game.
- Sometimes I speak without thinking about the consequences.
- I like to touch people and get too close to them which upsets them.
- I can be inflexible in my thinking.
- I don't think I am good at writing and prefer not to.
- I am a perfectionist.
- My self-esteem level can impact on my work.
- I don't like to fail.
- The word / smell / fabric / sound can annoy me.

These are my targets- (5 targets)

- **Set on**
- To complete current work module.
- I can join in with a _____ lesson.
- I can stay in class for the whole period.
- When angry I can use my time out space.

To be reviewed..... 6 weeks later

These are strategies to support me-

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- Speak with me in a calm voice.
- Allow me to use time out when I need to. I have a time out card.
- Break instructions into small chunks.
- Give me space to handle situations but provide reassurance that I can get help if I need it.
- Be specific when asking me to do something or behave a certain way.
- Explain things clearly.
- Access to a laptop for written tasks can be helpful.
- I learn best in a calm and quiet environment.
- Use Signalong or sign language.
- I like rules presented positively.
- I use an individual timetable (detachable, using pictures and/or symbols) in class.
- Visual supports used to prompt/help me through self-help routines e.g. changing shoes, emptying bag, getting dressed etc.
- 1:1 support from staff in order to complete self-help routines.
- Clear, simple and concise language used to help his comprehension of verbal instructions/directions/ information.
- When giving instructions/directions, staff should check that I have understood what has been asked of me.
- Prompt cards used to remind me to interact appropriately during group times.
- Clear, visual signals (e.g. sand timers) to prepare me for an activity finishing. Also used when changing shoes/getting ready for PE.
- New tasks broken down into small steps.
- TEACCH approach used to prepare classroom environment e.g. visual timetables, clearly identified work spaces etc.
- Individual and independent work sessions along with small group settings.
- Adult supervision during out of class times.
- I like to feel that there has been some negotiation.
- I like a task and reward approach to tasks.
- I want to know what I am learning and why.
- Use short term targets as a focus.
- I need my own space, please don't stand too close.
- I need processing time to answer questions.
- I prefer quiet to calm down; please do not speak to me.
- I need coloured paper to work on.
- I must have Comic Sans font.
- I need a fidget toy.
- I like to have a transition object to move to another task/ place.
- Completing my tasks on a laptop or scribed.
- I am a visual learner.
- I am an audio learner.
- I am a kinaesthetic learner.
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