

# Hamilton School

Striving to be a great school where people work together to transform lives

## My Passport for Learning and Life

Name:

Year Group:

Date:

# Hamilton School

Striving to be a great school where people work together to transform lives

Hamilton Road | Handsworth | Birmingham | B21 8AH

Headteacher: Mr J Harris | Tel: 0121 464 1676 | Fax: 0121 464 4808



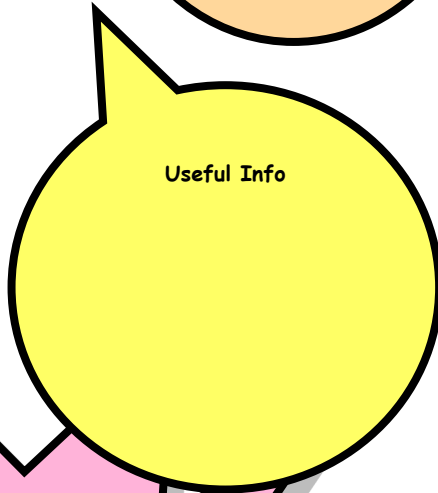
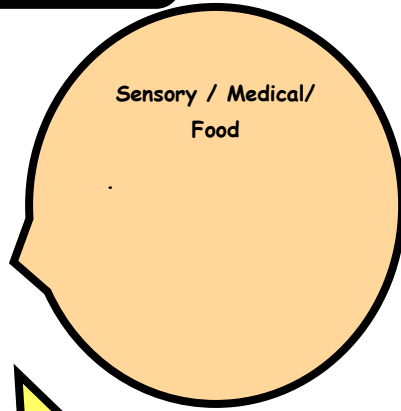
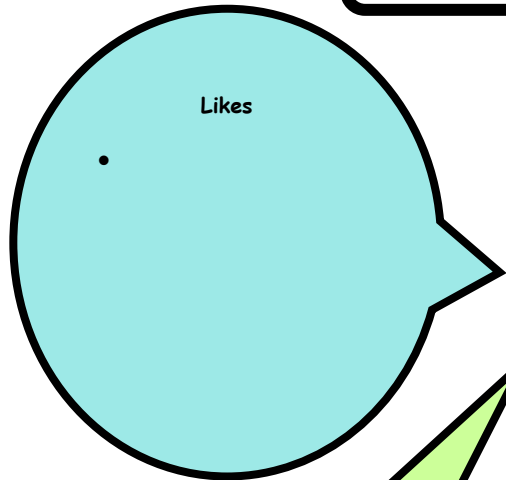
[enquiry@hamilton.bham.sch.uk](mailto:enquiry@hamilton.bham.sch.uk)



[www.hamilton.bham.sch.uk](http://www.hamilton.bham.sch.uk)



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Ask people who know me if you need to know more.

Further Comments

## Independence

<p><b>Strengths</b> Comment:</p>
<p><b>Needs</b> Comment:</p>

## Engagement

<p><b>Strengths</b> Comment:</p>
<p><b>Needs</b> Comment:</p>

## Pupil Profile

Date of Birth	
Parents:	
Parents Contact:	
Last Updated:	

## Personal Home Learning Plan

Activity	Constantly	Weekly	Fortnightly	Less Frequently
IEP targets				
Sleep routines				
Routines and structures				
Social communication				
Developing independence				
Developing engagement				
Toilet training				
Communication, language and Literacy				
Numeracy				
Physical and emotional wellbeing				
Expressive art and design				
Understanding the world				

## Autistic Spectrum Disorders

I am diagnosed with ASD. This means that I have difficulties with social communication and social interaction and I have a tendency to show rigidity in my behaviour, communication and leisure choices. Most people with ASD also feel very anxious. Here is a quote from the National Autistic Society which may describe how I feel:

“People with autism have said that the world, to them, is a mass of people, places and events which they struggle to make sense of, and which can cause them considerable anxiety. In particular, understanding and relating to other people, and taking part in everyday family and social life may be harder for them. Other people appear to know, intuitively, how to communicate and interact with each other, and some people with autism may wonder why they are 'different'.

For more information on ASD look at the National Autistic Society website [www.nas.org.uk](http://www.nas.org.uk) or ring them on 0845 070 4004.



## Toileting

<b>Toilet Trained?</b>	Yes	No
<b>If no, what support is needed?</b> Comment:		
<b>Personal Care Plan?</b>	Yes	No

## Social Interaction

<b>Strengths</b> Comment:
<b>Needs</b> Comment:

### Dinner Time Routine

At dinnertime I need help to use	Knife      Fork      Spoon Fingers
I use cutlery	independently with help from an adult Other: prefers to finger feed
Staff need to help me	Ask for what I want Carry my food back to my table Cut up my food Use my cutlery Other:
Special Dietary Requirements	Halal meat only No Halal meat Vegetarian Other:
Any allergies	None known

### Medical Needs

<u>Condition</u>	<u>Comments</u>	
Asthma		
Epilepsy		
Eczema		
Allergies		
<u>Paracetamol Consent</u>	<b>YES</b>	<b>NO</b>
Other medical needs:		

### Things that heighten my anxieties

I get very anxious when

I get upset/angry if

I need support to

I really don't like

If I become anxious or upset

In order to be successful in my learning I need:					
<b>Communication Support</b>					
<b>Transition objects</b>	<b>What?</b>		<b>Represents?</b>		
<b>Pot Boards (please tick)</b>		Single Picture	'Want' Strip	'Name + Want'	'I Want'
	RED				
	BLUE				
	GREY				
	GREEN (black and white symbols or words)				
<b>Timetable (Please highlight)</b>	Single 3 picture		Now/next 5 picture		
<b>Staff support</b>	2:1	1:1	1:2	1:3	Small group
<b>Level of Language used by adult</b>	Single words/key vocab supported by object Single words/key vocab supported by symbol 2 key words Simplified language Able to hold simple conversation				
<b>Input from Speech and Language Therapist:</b>					
Comment:					

The adult working with me must be aware of:					
<b>Concentration Span</b>	under 5 mins   5-10 mins   10-15 mins   over 15 mins				
<b>Known Distractions</b>	<b>His imagination.</b>				
<b>Co- ordination</b>	N/A				
<b>Home language</b>	English Bengali	Urdu French/African	Punjabi	Arabic	Mirapuri
	Other:				
<b>Challenging behaviour</b>  Severe  Moderate  Mild	Bite		Pinch		Scratch
	Kick		Slap		Pull hair
	Drop to floor		Spit		Smear
	Self-injurious behaviour		Sexualised behaviour		Soiling/ wetting
<b>Passivity (requires a high level of staff input to engage in learning)</b>					
Hardly Ever	Often		Persistent		<i>See Engagement Section</i>
<b>BMS</b>			<b>PHP</b>		
<b>Relevant rewards</b>	Preferred item			Good symbol	
	Jigsaw reward charts			Praise	
	Timetabled rewards				
<b>Working styles</b>	Work boxes			Independent stations	
	Small Group Teaching			Group table	
	Whole class				
<b>Input from Occupational Therapist:</b>					
Comment:					