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Child’s Plan for Tom Smith

Date of Birth: 28/07/2021
Plan Updated: 25/01/2025

Summary

Tom has Dyslexia, Autism and ADHD. He has made significant progress in secondary school, coping better with lessons and tasks, and is showing increased confidence and independence. Sleep routines have improved with a positive bedtime routine and reduced electronic device use. He has recently seen a dietician and reduced sugar intake, which has helped with hyperactivity and settling to sleep.

Tom benefits from a reduced timetable with downtime on Tuesdays and Fridays, and a later start (10am), which helps manage fatigue. Tom shows some anxiety related to arriving at school, particularly on Tuesday, possibly due to taxi delays. He struggles with sensory sensitivities, particularly smells. Tom is able to return to class after dysregulation episodes more quickly and is using coping strategies effectively for this. Family believe positive communication works best and they value being involved in decision making.

Desired Outcomes	How will we know this has been achieved	Actions required	By whom	Frequency / Timescale	Progress
Tom will engage in lessons by completing work independently for increasing periods.	Daily goal check-in sheet shows positive feedback for work completion, and independent task work for 20 minutes.	Continue use of daily goal check-in sheet; increase independent work time from 15 to 20 minutes.	Teaching staff, Tom, parents	Daily monitoring; review at next meeting	
Tom maintains regular attendance in school, particularly overcoming anxiety about attending classes on Tuesday mornings.	Tom attends school on time at his later start and participates in Tuesday morning workshop.	Provide support to Tom for initial transition into Tuesday morning workshop, possibly with assistance from Muna; maintain later start and reduced timetable with downtime on Tuesdays and Fridays; monitor attendance and engagement.	Muna, school staff, parents, Tom	Trial to start in January; review after weeks	

Tom will maintain a positive bedtime routine to improve sleep quality and morning readiness.	Tom goes to bed by 9.30pm and arrives at school ready to learn by 10am start.	Maintain removal of electronic devices at bedtime; continue positive routines.	Parents, Tom	Review next meeting	
Tom reduces hyperactivity periods by maintaining a healthy diet, minimising sugar.	Daily goal check-in sheet shows reduced classroom breaks, bedtime routine adhered to.	Tom to bring healthy snacks to school, and attend next dietician appointment.	Parents, Tom	Review next meeting	
Tom will develop coping strategies to manage sensory sensitivities and distressing stimuli (e.g. environments with strong smells).	Tom is able to participate in challenging classes like food tech (with support); Tom has less dysregulation episodes.	Provide sensory supports (e.g. clean familiar scarf); prepare Tom for known triggers; have Muna attend challenging lessons with him.	Parents, Tom, teaching staff, Muna	Review next meeting	

Views of the parents/carers

Parents feel proud of Tom's progress. They appreciate the support from school staff and value positive communication. They report improvements in sleep, particularly after reducing sugar intake. They are using coping strategies at home but note ongoing challenges with sensory sensitivities and homework. They are open to adjusting targets and timetables to support Tom's needs. They would appreciate more opportunities to connect with other parents for support.

Views of the young person

Tom enjoys computing and is proud when he achieves targets. He uses sensory support like a clean familiar scarf and is developing additional coping strategies. Tom is willing to try longer days on Fridays and is making progress. Tom feels better when he eats less sugar, and gets along well with Muna.

Feedback

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