



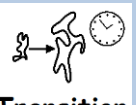


Getting Ready to Learn.



Key areas	Issues that may arise	Potential Impact	How home can support	How school can support
 Sleep	<p>Waking early hours/ wanting to get up; Late settling/Broken sleep/awake during night. Medical episode's experienced</p>	<ul style="list-style-type: none"> • Tiredness; • Irritable; • Unfocussed; • Intolerant; • Emotional; • Increased behaviours; • Not ready to learn; • Feeling hungry/thirsty; • Unable to sit; • Unable to see/hear; • Anxiety; • Unable to co-ordinate; • Missing learning opportunities • Lethargic • Weight loss/gain 	<p>Establish bedroom routines</p> <ul style="list-style-type: none"> - Calming activities before bed - No electronic devices 1 hour before bed - Introduce melatonin rich foods. 	<p>Family support can discuss bedtime routines and sleep hygiene</p> <ul style="list-style-type: none"> - If more intensive support needed referral to Learning Disability Nurses can be made; - Agree with parents any appropriate rest during day.
 Dressing	<p>Not wanting to wear clothes; wanting to wear to inappropriate clothes/ shoes Extra time to encourage independence</p>		<p>Communicate issues with school- phone call/diary Send appropriate clothing into school Establish consistent routines and boundaries</p>	<p>Change clothing on arrival Re-enforce uniform for school Provide dressing schedule assistance with establishing boundaries and routines (Family support)</p>
 Eating	<p>Fussy eater Dietary requirements Not wanting breakfast</p>		<p>Communicate with school Send in breakfast Establish routines and boundaries Offer foods they like in the mornings</p>	<p>Help to establish breakfast routine School to offer food if appears hungry Referral to Learning Disability Nurses</p>
 Sensory	<p>Reluctance to wear clothes, glasses, aids - due to feel/change of season Sound sensitive Correct seating position i.e. car seat Need for sensory input – biting,</p>		<p>Communicate with school and transport Offer twiddles/ear defenders/favourite objects Consistent routines around clothing Appropriate car seats Offer physical activity Send in hearing aids/glasses</p>	<p>Offer school twiddles/ motivating objects Re-enforce glasses and hearing aids for school Offer correct seating/ appropriate table size Sensory circuits to be offered when needed Offer positive alternatives for pica/ limit chances to eat inedible items</p>
 Transition	<p>Difficulties with transition or change from environment to environment, activity to activity</p>		<p>Cueing in to what is going to happen next Consistency in routines Use of transitional objects and visual support</p>	<p>Discussions with class staff and Family Support to offer strategies to support you at home A range of communication aids and visual support</p>