**My child – their support A colorful text on a white background

Description automatically generated**

**Name   
Date**

**Challenges/Needs**

**My child say this helps them**

**Communication**

**Soothers (what helps to calm after a trigger)**

**Triggers**

**Strengths**

**How to use the profile**

Use the support profile to share important information about your child, and the kind of support that is likely to work at home or school.

It might be helpful to share with new staff, such as teachers, teaching assistants, club leaders, support staff and your child’s SENCO.

**Information to include**

**Strengths** can include the things your child is good at, what makes them proud and happy and how to get the best out of them.  
**Examples** – determined, likes people and good at being sociable, good at organising things or putting things in order, looks after her dog very well, loves maths or problem solving.

**Challenges/needs and barriers to learning** can include the things your child finds hard, what they need extra help with and what makes life more difficult or stressful for them.  
**Examples** – finds it hard to keep up with what the teacher is saying, finds busy and loud places very stressful, struggles with hand writing, does not understand social situations very well, finds it hard to ask for help.

**Triggers** are the things that cause a strong emotional reaction your child.   
**Examples** – unexpected change, loud noises and shouting, people they don’t know getting too close, certain smells or touching things that might make their hands dirty. You can include the behaviour people will see if your child is triggered.

**Soothers** – these things help to calm your child when things are difficult or they have been triggered.  
**Examples** – a soft toy to cuddle, space and time alone somewhere safe and quiet, being with a trusted adult, being able to do something physical like walk or run somewhere safely, listening to music.

**Communication** – the best way to ‘talk’ to your child, including when they are dysregulated and have been triggered (emotionally not in control)  
**Examples** – using just one word instructions, using hand gestures or picture cards, writing the key things down or using ‘now and next’, breaking down information into small chunks and giving lots of time for them to process it.

**My child says this helps them** – anything your child or young person has told you works for them or helps at school.

**Examples** – sitting near the teacher in lessons, not going to assembly, going to the library in breaktime.

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