

Communication		
<p>■■■■ has shown that he is able to communicate consistently with familiar members of staff well. He should be given many opportunities to practice these skills throughout the day and all responses should be noted and shared. These include communication made during lessons, unstructured times, activities and care routines.</p>		
Lesson	Information	Suggested Activities
Sensory stories	■■■■ has many opportunities throughout the week to access sensory stories that are adapted to his ability. He will experience a range of adapted stories and a topic based one too.	<ul style="list-style-type: none"> • Multisensory resources throughout the story. • Plan for each sense. • Use ■■■■ name in the story to bring focus and attention. • Encourage all staff to join in and model expectations. • Special stories for birthdays and key events in ■■■■ life.
Intensive interaction	■■■■ has many opportunities throughout both the day and week to have 1:1 attention with a familiar member of staff to communicate with. ■■■■ really benefits from these interactions and can make some great progress towards his goals and next steps.	<ul style="list-style-type: none"> • Follow ■■■■ interactions. • Partners to stay engaged and focused throughout. • Where possible limit outside distractions for ■■■■. • If needed use sensory resources such as lights and fans. • Talk softly to ■■■■ and with positive and open facial expressions. ■■■■ benefits greatly from this.
Peer interaction	■■■■ will be given time throughout the day to communicate and respond to his peers. It is important to note that ■■■■ does not always like it when the environment or a peer is too	<ul style="list-style-type: none"> • Support ■■■■ to be aware of peers around him. • For safety ensure ■■■■ is not close to peers with NG/Oxygen/etc. tubes

	<p>noisy and this should be considered when supporting communication with peers.</p>	<p>as he can accidentally pull or grab at these.</p> <ul style="list-style-type: none"> • Use pictures to encourage self and peer awareness. • Give [REDACTED] choices using photographs as to whom he would like to interact with.
<p>TACPAC</p>	<p>[REDACTED] will access TAC PAC lessons at least twice a week. TAC PAC is an activity to promote communication and social interaction. [REDACTED] benefits from the 1:1 nature of the activity and has shown great communication responses during these sessions when he is engaged. [REDACTED] has also shown great choices in these situations.</p>	<ul style="list-style-type: none"> • Allow [REDACTED] to hear the sensory cue of TACPAC • Talk softly to [REDACTED] and let him know whom he is going to be working with. Give him time to process this and respond. • If [REDACTED] wants to explore the resources, allow him to do so. • Give [REDACTED] the opportunity to pull away if he chooses and then reintroduce after a few minutes.
<p>Switches</p>	<p>[REDACTED] gets a large amount of opportunities to use purposeful switches throughout the day, including in morning & afternoon routines and ICT lessons. [REDACTED] will often independently press switches but will, on occasion need some encouragement.</p>	<ul style="list-style-type: none"> • Ensure there is something stimulating for [REDACTED] linked to the switches such as music or silly noises initially. • Link switch work to strong routines. • Switch supports cause and effect. • Switches should be used as a way to promote independence linked to [REDACTED] personal motivations initially such as saying 'good

		<p>morning' to people around school to initiate interaction with familiar and unfamiliar people. ■■■ will lead this.</p>
Morning/afternoon routines	<p>It is important that ■■■ takes part in all strongly signaled daily routines within the classroom including the morning routine, sensory weather, breakfast club and afternoon routines. Here he is able to form strong associations with the time of day, what is going to be happening next or where he will be moving to.</p>	<ul style="list-style-type: none"> • During breakfast club, give ■■■ the chance to make choices of what he wants to eat and who he would like to sit close to. • During the morning routine, use photos to allow ■■■ to make choices of whom he wants to say good morning to next. • Give ■■■ opportunities daily to take part in the sensory weather.
Body signing	<p>■■■ responds to body signing linked to moving around the classroom or school. It is very important that this is followed as it helps ■■■ take control of his environment and gives him reassurance as to what is happening within his day. (Please see attached body signing document)</p>	<ul style="list-style-type: none"> • Movement within the classroom environment. • Walk around school. • Walk around the school grounds. • Verbally tell ■■■ where you are going as well as using body signing. • Use body signing in songs.
What learning may look like		
<p>■■■ communication may differ depending on the day and how he is feeling. Sometimes he can appear to show consistent likes and dislikes with interactions and resources but on other days, he may appear passive and unaware. ■■■ works extremely well with the familiar staff in his classroom. However, he is very friendly to all people that he meets. Familiar staff are able to recognise ■■■ communication and note slight changes in it. ■■■ may show that he is enjoying an interaction by laughing, smiling, reaching out and vocalising. Oppositely, he may cry, bang his head or bite his arm and wrist if he is not happy, uncomfortable or hungry.</p>		

Staff should ensure that they respond to all of these cues from [REDACTED]. [REDACTED] may also try to gain staffs attention by shouting and reaching out. This is also something that staff should respond to as it is important to reinforce this active communication.

Cognition		
<p>[REDACTED] will need to experience cognition lessons, activities and resources multiple times for him to build up his understanding and knowledge with them. He will be given opportunities each day to work on his cognition targets.</p>		
Lesson	Information	Suggested Activities
ICT	<p>[REDACTED] should be given a wide range of opportunities to experience a range of ICT resources such as the interactive whiteboards, ICT, switch toys and Big Macks. [REDACTED] will need some 1:1 support for most areas of ICT but can do some touch screen computer activities independently.</p>	<ul style="list-style-type: none"> • Helpkidzlearn • Hide and reveal games • Cause and effect noisy games. • Use encouragement to gain [REDACTED] interest initially. • Use hand under hand support where needed. • Use modeling where needed. • Eye Gaze
Numbers	<p>[REDACTED] is involved with songs and rhymes daily that include numbers. [REDACTED] also access numbers through toys and instruments. These activities are best when used alongside intensive interaction strategies.</p>	<ul style="list-style-type: none"> • Counting songs • Use instruments to encourage participation. • Always use numbers to let [REDACTED] know about his environment e.g. "There are eight students in today, lets count together..."

		<ul style="list-style-type: none"> • Tap on [redacted] arm when counting.
Games	[redacted] should be given many chances throughout the day to play games. These can be included when taking off his coat to more structured activities. [redacted] responds well from 1:1 time with a familiar member of staff.	<ul style="list-style-type: none"> • Anticipation games. • Cause and effect games. • Using switches. • Building blocks. • Interactions with adults. • Texture blocks.
Cause and effect	[redacted] is fantastic at cause and effect activities and really thrives and engages with them. [redacted] has shown that he is able to make some great progress towards all his targets with cause and effect.	<ul style="list-style-type: none"> • On and off toys. • Hide and reveal games. • Touch screens. • Interactions with an adult. • Using switches. • Regaining the attention of staff.
Treasure baskets	[redacted] can show independence when accessing treasure baskets and has been able to show staff many new consistent likes from these. Even though [redacted] can access these independently, it is important that he is supported so we notice any new and/or consistent likes and dislikes or reactions.	<ul style="list-style-type: none"> • Independent explorations. • Questioning; hard/soft/hot/cold etc. • Staff to use key words. • Ensure treasure baskets engage all senses where possible. • Make topic treasure baskets. • Give [redacted] some consistent likes in the baskets to support with initial engagement.
Problem solving	[redacted] will experience problem solving while accessing different areas of the curriculum. For example, finding new ways to explore	<ul style="list-style-type: none"> • Give resources that staff know [redacted] is not too keen on.

	<p>a resource, choosing objects out of a range, finding a new way to gain the attention of a staff member or moving across the classroom.</p>	<ul style="list-style-type: none"> • Give resources that staff know ■■■ does like. • Give ■■■ new resources to experience. • Staff to watch all reactions closely and communicate observations. • Give a range of resources for each sense.
Sensory science	<p>Once a week ■■■ will take part in a sensory science lesson. This will be related to the topic of the half term. All aspects of the lesson will be sensory based and will be adapted to ensure ■■■ can enjoy full access.</p>	<ul style="list-style-type: none"> • Scented shaving foam. • Fizzing sweets. • Bubbles. • Frozen dinosaur eggs. • Textured balloons. • Slime. • Gloop.
Cognition toys	<p>■■■ will be given access to cognition related objects throughout the school day and at more unstructured times of the day. These will be available for ■■■ to interact with independently and others will need adult or peer support.</p>	<ul style="list-style-type: none"> • Texture blocks. • Light up toys. • Sensory toys. • Light toys. • On off switch toys. • Mirrors.
What learning may look like		
<p>■■■ needs multiple exposures to cognition activities for him to be able to build up an awareness of the activities and the resources. ■■■ will show engagement by being persistent with certain resources and will choose these resources repeatedly. ■■■ will reach out to choose different objects and will smile in response to interactions and activities. ■■■ is extremely tactile and will manipulate objects independently.</p>		

My Body		
<p>It is important that █ gets the opportunity throughout the school day to work on his body goals and next steps. It is important that █ gets time to work on his body awareness, fine and gross motor skills. It is also important that █ is comfortable and settled in positions throughout the day. This will include changes of position throughout the school day including into his standing frame or onto his wedge.</p>		
Lesson	Information	Suggested Activities
Rebound therapy	<p>█ will take part once a week in rebound therapy session with trained staff. Rebound therapy allows █ to relax his muscles and experience free movement while gaining awareness of his body.</p>	<ul style="list-style-type: none"> • Allow █ to have safe free movement on the trampoline and facilitate different moves in line with our rebound assessment tool. • Bounce █ on the trampoline and acknowledge his communications. • Use brightly coloured parachute, lights and songs. • Build █ name into songs and activities.
Hydrotherapy	<p>█ will access a minimum of 2 sessions of hydrotherapy a week. Going into hydrotherapy allows █ to have free movement and relaxation. Hydrotherapy will help support joint movement while immerse █ in a multisensory experience that we know he enjoys.</p>	<ul style="list-style-type: none"> • Use lights and music to create a multisensory experience. • Give █ still time in the water. • Sing songs and stories while in the water. • Use resources in the water. • Create water movement around areas of █ body to draw awareness to certain limbs promoting body awareness.
Massage	<p>During relaxation lessons, █ will take part in massage. This will encourage</p>	<ul style="list-style-type: none"> • Foot/hand massage. • Smelling essential oils.

	<p>body awareness and calmness within the day. These lessons will take place in a quiet and darkened room. Sensory lights and essential oils will be used to create a multisensory experience. ■■■ will be working 1:1 with a familiar member of staff.</p>	<ul style="list-style-type: none"> • Listening to relaxing music. • Reading a massage story 1:1. • Sensory lights in a quiet and comfortable environment. • Reflection time. • Free movement.
Movement to music	<p>Once a week ■■■ will take part in a movement to music session. This will be themed around the half term topic and a piece of music will be presented alongside individual movements. The movements will include tapping, stretching and reaching.</p>	<ul style="list-style-type: none"> • Arm and leg stretches - in accordance to ■■■ physio plan. • Body awareness. • Listening to and responding to music that becomes familiar over time.
Fine motor skills	<p>■■■ will be given opportunities to work on his fine motor skills throughout each school day. This will include finger stretches, holding a range of objects or reaching out with his fingers.</p>	<ul style="list-style-type: none"> • Finger stretches • Play dough gym • Supported grasping and mark making. • Balloon touching. • Supported exploration.
Gross motor skills	<p>■■■ will benefit from floor and standing frame activities when working on his gross motor skills. He will need opportunities throughout the school day to work on his body goals and next steps.</p>	<ul style="list-style-type: none"> • Physio plans • Time in his wedge. • Time in his standing frame. • Wheelchair dancing. • Encouragement with independent rolling.
Sherbourne movement programme.	<p>■■■ will take part in areas of the Sherbourne movement programmes. This is to allow ■■■ to work on awareness of himself and others around him. This will benefit ■■■ self-esteem and extend his communication skills with familiar adults around him.</p>	<ul style="list-style-type: none"> • Build trust and confidence by applying slight pressure in a hug or hand hold. • Feel music through touch – staff to translate through

		tapping, slight pressure etc.
Physiotherapy	█████ follows a physiotherapy plan set by his physiotherapist. This is completed once a day and includes time in his gaiters and on his wedge etc.	<ul style="list-style-type: none"> • Time in standing frame. • Time in wedge. • Time in gaiters. • Encouragement to move around the classroom independently.
Soft Play	█████ will access the soft play environment twice a week. Here he will have access to different soft play resources and it will help him gain more confidence and awareness when experiencing another environment (working on his understanding my world goals and next steps).	<ul style="list-style-type: none"> • Use different textured balls and resources. • Explain to █████ what is going on around him. • Encourage independent movement. • Listen to music. • Sensory lights. • Peer interactions.
What Learning looks like		
<p>█████ is very active in his movements especially when he is out of his chair. He has shown that he can be extremely purposeful in his movements, including when gaining attention or getting resources that he wants. █████ can also use his movements to be cheeky and at times. Some of his movements need to be discouraged such as hitting his head or rocking his chair to move. █████ will show progress in his movement by reaching, stretching, grasping and rolling etc.</p>		

My care and independence		
<p>It is important that ■■■ has as many opportunities as possible to show his independence. These types of activities help ■■■ to build his confidence, self-belief, his interactions and relationships and the routines that surround him. These skills will help to support ■■■ in his daily life both inside and outside of school as we prepare him for adulthood.</p>		
Lesson	Information	Suggested Activities
Life skills	■■■ will take part in a range of life skills activities to help gain understanding of routines and orders within his day. These activities will include hygiene and purposeful jobs. These activities will be delivered both as standalone sessions and as part of everyday routines.	<ul style="list-style-type: none"> • Feel and explore toothbrushes. • Hand/feet washing • Hair washing/smelling different shampoos and watching the bubbles. • Sensory songs about getting dressed. • Everyday purposeful opportunities turned into stimulating games and songs. • Supported face washing. • Exploring shaving brushes and foam. • Getting dressed. • Delivering messages
Relaxation/SPA	At least twice a week ■■■ will experience a relaxation/SPA session. These sessions are extremely beneficial to ■■■ for calm and stillness. ■■■ benefits from this time as often loud noises can overwhelm and upset him, although his resilience is building all the time.	<ul style="list-style-type: none"> • Hand/face washing. • Foot/hand massage. • Head massage. • Listening to relaxing music. • Quiet time. • Foot spas. • Trips to the salon with peers. • Free 'reflection' time.

Clean up time/hand washing	It is very important that [REDACTED] begins to understand the end and beginning of sessions. He will get to understand routines better with the help of songs and actions at the end of each activity.	<ul style="list-style-type: none"> • Consistent sensory songs. • Sensory cues. • Body signing. • Signing 'finished'.
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What learning may look like

These sessions are vital to [REDACTED] and have proven to be very beneficial especially in terms of giving [REDACTED] some time in quietness as often loud noises can become overwhelming. [REDACTED] also benefits from the 1:1 interaction of a familiar adult or peers from across the school community. [REDACTED] will often show that he is enjoying these sessions by smiling, vocalising or cuddling the individual who has been working with him. [REDACTED] will also show if he wants some free time by rolling away. However, [REDACTED] is fantastic when he is engaged with relaxation and intensive interaction.

Understanding my world

[REDACTED] can experience the world around him independently or with some support from familiar staff. [REDACTED] has shown some fantastic progress when exploring his environment visually with complete independence. [REDACTED] is a very sociable young man and really benefits from these sessions. It is important to note that [REDACTED] should have access to explore his immediate environment through all his senses to enhance his understanding and awareness.

Lesson	Information	Suggested Activities
Community outings	<p>[REDACTED] will be given a minimum of two opportunities a week to go out on the bus into the local community. Most of these trips will be based around the topic for that term.</p> <p>[REDACTED] really benefits from these sessions, as he is a sociable and curious young man and is always engaged and active throughout.</p>	<ul style="list-style-type: none"> • Topic themed trips. • Give photo/body sign cues. • Ensure staff or peers tell [REDACTED] what is around him in his environment. • Stop and give [REDACTED] time to process, look, smell and listen to his environment. • Try to ensure all trips are presented to each of [REDACTED] senses; flowers in the park, taste of food in a café, listening to the birds etc.

<p>Sensory walks</p>	<p>████ will have many opportunities within the week to go on a sensory walk around the inside and outside of the school environment. Here █████ gets to experience a range of sensory resources and he has shown that he really benefits from the social side of this; saying hello and initiating conversation with staff and peers (aided by Big Mack), walking past and watching what other people are doing.</p>	<ul style="list-style-type: none"> • Cue █████ in to what is going on around him. • Body sign and use photo cues. • Walk slowly around inside and outside of school. • Scavenger hunts. • Point of different stimuli for each sense. • Read a story in the gazebo/ playground/ woodland/ near the fire pit/ library etc... • Talk to people who we see on the walk.
<p>Sensology</p>	<p>████ will have a sensology lesson once a week to awaken his senses. This session is based around finding engaging stimulus to present to each of █████ senses and is often based on the topic for the half term. For example; sound – birds tweeting, taste – cooked vegetables, smell – flowers and herbs etc.</p>	<ul style="list-style-type: none"> • Consistent sensory cues. • Contrasting textures. • Themed activities. • Allow █████ to take control of his learning –start and stop an interaction. • Giving time for █████ to process.
<p>Cooking</p>	<p>████ will take part in a sensory cooking lesson once a week. These cooking lessons are all about engaging the senses and encouraging independent exploration. █████ has shown some fantastic progress within these sessions and always shows focus and determination. █████ will be presented with a range of stimulus to mix, smell, feel and knead.</p>	<ul style="list-style-type: none"> • Smell different ingredients. • Taste different ingredients. • Feel different ingredients. • Work of motor skills; stirring, chopping etc. • Listen to all the different sounds in the kitchen. • Use photos to support learning. • Give █████ choices throughout.

		<ul style="list-style-type: none"> • Use switches to make learning accessible.
<p>Independent exploration</p>	<p>■■■■ gains a lot out of independent exploration and will have the opportunity throughout the school day to take part. ■■■■ has shown that he can stay focused, make choices and be consistent in his likes and dislikes. ■■■■ has shown that he will happily stay engaged for 10+ minutes on occasion.</p>	<ul style="list-style-type: none"> • Lying on different textures, bubble wrap, space blanket etc. • Using a switch for cause and effect. • Listening to music and making changes and choices. • Giving ■■■■ the choice. • Hands in sensory trays. • Playing with a range of objects. • Looking at reflections. • Talking with a member of staff or peer.
<p>Outdoor classroom</p>	<p>■■■■ accesses the outdoor classroom at school weekly, weather permitting. Here ■■■■ is able to take part in a range of activities and lessons with his peers. It is great for ■■■■ to be in this environment as he is a very curious young man and will often spot things quickly and remain focused. He will often initiate group interest.</p>	<ul style="list-style-type: none"> • Sensory experiences; listening to the wind, smell the damp ground etc. • Read a story. • Messy play. • Relaxation. • Art topics. • Gardening. • Creating an art piece. • Going on a sensory hunt. • Fire pit activities.
<p>Assembly</p>	<p>Once a week ■■■■ will go to a whole school assembly to celebrate his class peers and those throughout the school. ■■■■ has shown that he enjoys the music and chatting from peers. ■■■■ has also shown that he loves the recognition from everyone</p>	<ul style="list-style-type: none"> • Sensory assembly. • 1:1 support where needed to access. • Sensory cues. • Topic based stories, songs and poems.

	when he has gained an award.	
Sensory room	<p>█████ will have time at least once a day to be in a fully multisensory environment. █████ benefits from these sessions. █████ has shown us that he can stay focused and determined during these sessions.</p>	<ul style="list-style-type: none"> • Fiber optic lights. • Calming music. • Vibrating pillows. • Sensory cushions. • Sensory toys. • Quiet time. • Mirrors and reflections. • Contrasting items. • Intensive interaction.
Themed sensory days	<p>█████ will have the opportunity at least once a half term to take part in whole school themed sensory days. These days will be based on the topic that is being covered, a special book or event. Often these days will involve a carousel of activities and will provide opportunities for mixed teacher/peer collaboration.</p>	<ul style="list-style-type: none"> • Areas/rooms based on each sense. • Topic based days. • Special events. • Cross class activities. • Carousel activities. • Activity arches. • Sensory stories. • Contrasting rooms/activities. • Whole school parades.
Play	<p>█████ will have many opportunities throughout the day to play. This includes in the traditional sense of the word with toys and peers and also in the sense of staff turning daily activities into play situations.</p>	<ul style="list-style-type: none"> • Singing songs and using rhyme to turn every day activities into games and routines. • Use favorite resources for tracking and choosing. • Listening to music and using instruments. • Anticipation games when changing clothes • Conversations with familiar staff. • Sensory games.

What learning may look like

█████ reactions can differ when it comes to this area of the curriculum. That is why it

is highly important that there is always a familiar member of staff close to him during these sessions so any of his processes and achievements are not over looked. ■■■ will show awareness by reaching out, smiling and vocalizing. Occasionally, he will sit quietly and peacefully. ■■■ really benefits from these sessions, but it is important to note that he can often get overwhelmed quickly so it is important that a member of staff is vigilant to these changes and can calm before reintroducing activities and sessions.

My Creativity

For ■■■, taking part in creativity sessions allows him to work on his engagement and curiosity skills alongside his independence goals and next steps. These sessions give ■■■ the opportunity to work at his own rate and within a sensory environment. Creativity and play will help ■■■ to develop his cognition and imaginative skills as well and his social interactions and problem solving.

Lesson	Information	Suggested Activities
Sensory play	■■■ will be given many opportunities throughout the week to access sensory play. ■■■ is particularly good and focused in messy sensory play. These sessions can comprise of short interventions or standalone full lessons and include water play, discovery trays and musical instruments. Often it is linked to the topic of that half term.	<ul style="list-style-type: none"> • Rainbow oats. • Cooking resources. • Glow in the dark. • Reflections. • Bubble wrap. • Activity arches. • Musical toys. • Contrasting textures. • Sensory blocks. • Discovery trays.
Messy art	Once a week ■■■ will have a focused art lesson where he will be supported to create art pieces based on the topic of that half term or for a special event e.g. birthday, mother's day etc. These sessions are presented in a very sensory manner with tactile objects, sound, smell etc.	<ul style="list-style-type: none"> • Finger/toe painting. • Different non paint brush activities. • Sensory play dough/paint. • Using pasta and rice. • Musical painting. • Puffy paint.
Music	Once a week ■■■ attends a focused music lesson. There ■■■ will experience a range	<ul style="list-style-type: none"> • Listen to a range of instruments.

	<p>of instruments, be supported to play them and take part in whole class performances with peers from across the school.</p>	<ul style="list-style-type: none"> • Explore a range of instruments. • Be supported to play certain instruments. • Contrasting sounds. • Create music using microphone. • Multi-sensory music.
<p>Role play and drama</p>	<p>█████ will experience a range of 'role play' activities based around the topic of the half term. Often these sessions will focus on a sensory aspect and be linked to real life experiences.</p>	<ul style="list-style-type: none"> • Listen to sounds based on topic. • Feel a variety of resources based on topic. • Dress up. • Multi-sensory room transformations. • Listening to appropriate music. • Visits to local places of interest. • Guests from the community.
<p>Break time routine</p>	<p>█████ takes part each day in a structured break time routine. This routine can be seen as a sensory break or a wake up and shake up as appropriate.</p>	<ul style="list-style-type: none"> • Consistent music choices. • Sensory cues. • Hand massage. • Supported dancing. • Action songs. • Choice of objects. • Comfortable calm. • Peer interaction.
<p>Water play</p>	<p>█████ will have many opportunities throughout the week to access water play (this is often one of █████ favorite choices). This activity can be presented as a life skills/washing hands and feet experience or as a multi-sensory experience. █████ works well on his fine motor skills in this activity and will</p>	<ul style="list-style-type: none"> • Feet and hands in the water. • Smell different bubble baths and essential oils. • Be supported to pop bubbles. • Explore different water play resources.

	show his ability to grasp, release and manipulate objects.	<ul style="list-style-type: none"> • Sensory water bottles. • Glow sticks under water. • Spray bottles.
Gardening	█████ and his peers get the opportunity to be outside in the garden and experience sensory gardening activities weekly .	<ul style="list-style-type: none"> • Feel soil, mud and seeds. • Playing in water. • Use spray bottle. • Being supported to plant flowers and vegetables. • Walks to the school poly tunnel, garden, woodland and park. • Scavenger hunts. • Smelling herbs and plants. • Different textures in nature.
Sounds of Intent	█████ is experiencing areas of the sounds of intent framework where we are currently working on █████ encountering and showing awareness of different sounds.	<ul style="list-style-type: none"> • Listen to sounds of intent music. • Explore instruments. • Use sounds of intent framework.
What Learning may look like		
<p>█████ is extremely active within creativity lessons and loves to get messy! He has shown the ability to stay focused for long periods, occasionally 10+ minutes and staff have been able to watch his curiosity grow. █████ will show that he is engaged with the activities by actively exploring, vocalising positively, reaching out for individuals and with his body language and facial expressions. █████ can quickly become overwhelmed and it is important that staff are aware of this and have the ability to remove █████ from the situation before re-engaging once he is calm and ready.</p>		