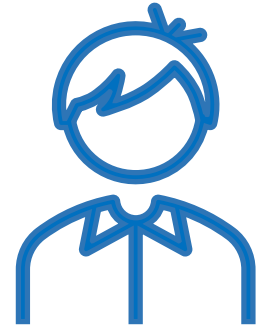


INDES Shared example: Jake



Jake is 14 years old

- Jake enjoys PE but finds most other areas of learning difficult, especially reading and writing.
- Jake finds it difficult to remember verbal information and instructions. He often finds it difficult to retain information given by the teacher and becomes frustrated if he does not know what to do.
- Jake can become heightened very quickly, especially in lessons he finds difficult. During these times, he often becomes angry with adults or leaves the classroom and walks around the school site.
- Jake is friends with CYP in the year below him. He has frequent verbal and physical altercations with peers. It is reported that he instigates these.
- With known adults on a 1:1 basis, Jake can start to talk about how he is feeling and what he finds hard, although he finds this very difficult. He voices that he thinks teachers hate him, no one helps him, the work is too hard and that everyone else can do it apart from him.
- Jake has adult support for English and maths lessons. He accesses the school “hub” where he checks in with a member of pastoral staff each morning. He can use this as a regulation space when heightened.

How would you use the INDES to capture the profile of Jake's needs?