



# MY LEARNER ACCESS PASSPORT

This passport gives staff important information about how I communicate, learn, respond and access teaching.



**My name:**

This passport belongs to me.



**I like to be known as:**

**Please read my passport before you teach or support me.**

**Use it to plan access - not to lower expectations.**

**Things you must know about me**

**How I access learning**

**What helps me succeed**

# Things you must know about me



**My name:**



**I like to be known as:**



**My class / group:**



**My key adult:**



**How I communicate**

Speech, sign, gesture, AAC, eye-pointing, facial expression or behaviour.



**My preferred response methods**

I may choose, point, match, speak, type, sign, eye-gaze or demonstrate.



**My communication system or aid**

What it is, where it must be kept and how staff should model it.



**Who is important to me**

People I trust and who helps me feel safe enough to learn.

# How I respond and make choices



## How I show YES

Describe exactly what staff will see or hear.



## How I show NO

Describe exactly what staff will see or hear.



## How I show refusal or 'stop'

My refusal must be recognised and honoured. Include subtle early signs.



## My wait time

Minimum silent processing time before repeating, rephrasing or prompting.



## How to offer me choices

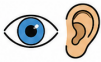
Number of choices, presentation method, symbol/object size and placement.

# How I access the environment



## Sensory and physical access

Positioning, seating, movement, motor access, touch and environmental adjustments.



## Seeing and hearing

Best position, contrast, lighting, noise level, hearing technology or glasses.



## My visual field size

How many items or symbols I can process at once; spacing, size and placement.



## How learning materials should be presented

Paper, screen, object, photograph, symbol, text, colour, font or layout.



## Movement, positioning and physical support

What I can do independently; equipment or assistance I need; safe support.

# How I learn best



## My strengths

Skills, knowledge and approaches I can use confidently.



## What I am learning now

Current priority targets that are meaningful and functional.



## How I show what I know

The response formats and evidence that demonstrate my understanding.



## How much information at once

Task length, number of steps, chunking and visual field.



## Successful teaching conditions

Group size, location, familiar people, routines, materials, repetition and pace.

# How to support my independence



## My prompt ceiling

The highest safe prompt level. State any prompt or physical guidance that must not be used.



## Prompt order that works for me

For example: pause, environmental cue, gesture, model, verbal prompt. Use least-to-most unless specified.



## Supports that should be faded

Name the scaffold, the fading trigger and the next smaller prompt.



## What I can do independently

Be precise so adults do not over-support me.



## How to celebrate success

Feedback, recognition and reinforcement that feels respectful to me.

# How to help me feel safe and regulated



## My regulation supports

Proactive sensory input, movement, breaks, routines, co-regulation and calming supports.



## My early signs of distress

Small changes in communication, movement, attention, expression or behaviour.



## My escalation signs

What staff may observe when I am becoming overwhelmed.



## What staff should do

Reduce demand, language and audience; offer space, safety and known supports.



## What staff should avoid

Responses, language, touch, consequences or environments that make things worse.

# My motivators, interests, likes and dislikes



## My motivators and interests

People, topics, activities, objects and meaningful reasons for participating.



## Things I like - please do this

Routines, interaction style, humour, praise, sensory experiences and activities.



## Things I do not like - please avoid this

Noise, touch, words, demands, uncertainty, waiting, environments or materials.



## How to engage me in a new activity

How to introduce novelty, build trust and connect the task to my interests.



## My preferred break activities

# How I generalise and transfer learning



## Successful generalisation conditions

Where, with whom, using which materials and after how much practice I succeed.



## What must stay the same at first

Key language, visual cues, equipment, people or routine.



## What can change next

One variable to vary at a time: person, place, material, wording or task.



## How we know the skill is secure

Observable success criteria across people, places, materials and time.



## Where I need to use this skill in real life

# My daily teaching decisions



## Before the lesson

Prepare communication, access equipment, visuals, seating and regulation supports.



## When giving an instruction

Language level, number of steps, demonstration and processing time.



## When asking me a question

Response method, wait time, choice field and prompt ceiling.



## During independent work

Scaffold, check-in frequency, success criteria and fading plan.

HELP

## If I become distressed

Early response, reduced demand, safe place and re-entry plan.



## At the end: record what worked and what to change

## Notes and review



### What worked well

Record the exact condition, support or teaching decision.



### What did not work

Describe what happened without judgement; note possible access barriers.



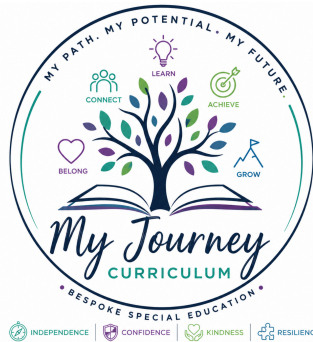
### New evidence and agreed changes

Update the passport when a pattern is seen across more than one session.



### Next review date:

# My learner passport agreement



**This passport belongs to me.**

**Listen to me, observe carefully and presume competence.**

**Use the least support I need and help me become more independent.**



**Learner voice gathered by / with:**



**Family / carer contribution:**



**Education team contribution:**



**Passport lead:**



**Review date:**

**MY PATH • MY POTENTIAL • MY FUTURE**