



*this is
my
story*



When Oishani first joined Kensington in Reception she was presented with a range of challenges that would affect her settling-in period. She was struggling to manage her routine, communicate her key needs and regulate herself independently. She actively looked for ways to get out of class learning and would refuse to let the adults provide support her when she needed it. When her environment became too overwhelming for her, Oishani would become stubborn and present with rigid behaviours that could affect her mood for the rest of the day. Therefore, her social interactions with the other children was extremely limited. Coupled with this, were anxious parents who worried that their daughter would never adapt to formal education and would never make academic progress.

Fast forward three years and the Oishani that now sits in Y3 is unrecognisable from the one that first entered Kensington. Through consistent routine and emotional support, not just for Oishani but for her whole family, the progress Oishani has made is astounding. She is a very independent and vocal member of the class. She enters the class every morning with the surety of someone who knows where they sit and what is expected of them, very much enjoying having her own secure space. On those days where Oishani is very dysregulated a few minutes spent playing with her friends, L.T and M.J, is enough to change her mood to the positive and smiling one we are used to.

Oishani actively takes part in all areas of school; she loves to be right in the middle of anything the children are doing and within her smaller group of friends she is probably the loudest. Screaming with laughter when we introduce something new into their sensory play, she is very quick to turn take with her friends, wanting them to enjoy the game as much as she does. In the day to day life at school the independence Oishani shows is very obvious. When she first entered the school, she found it incredibly difficult to use the toilet, now Oishani will put her hand up and ask to use the bathroom in a full and complete sentence. Academically, Oishani loves to show how much she knows, frequently approaching the adults in the class to show how much she can write and how amazing her mental math is. She loves to be the first at everything and has no problem asking for help when she needs it. Oishani has thrived under the small group learning environment, close work with her key adult and the visual she uses to support her in her school work and at home. The consistent use of speaking and listening activities and cubes has helped Oishani feel more confident in her work.

We are now halfway through Oishani's journey in year 3 and she is flying in all areas. She has become an incredibly confident and kind member of the class, who hates to see anyone sad or hurt. Oishani can frequently be found surrounded by the group of friends she has made and always looks for them if they are not around. There is no doubt that of all the children in the class, Oishani knows who she is, what she wants and is not afraid to express it. A huge journey from a child who, when they first entered, wouldn't talk, socialise or share with others.