

PRIMARY SCHOOL

Class teacher's report – Case study

Pupil name	X
Current year group	Reception
Date of admission	Y/Y/Y
Current SEN status	SEN Support in Nursery-awarded EHCP in September 2020

Area(s) of need – *Underline area(s) of need and write below some information about the needs*

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional, Mental Health (SEMH)</u>	<u>Sensory and/or physical needs</u>
X struggles to follow class routines and can often be very self-directed, which limits her learning.	X has limited language and when she does speak it is not always coherent. She mostly uses single words and has started to use two words, but very rarely does so.	X is very emotional and has numerous daily tantrums at Nursery. Her instinctual reaction to not getting her way/ having to share toys/ having to wait for her turn, results in her screaming and crying and throwing herself on to the floor. It took her a long time to build a relationship with the teachers.	

Academic years	Personal, Social and Emotional	Physical Development	Speaking and listening	Reading	Writing	Maths	Understanding of the world
Nursery	Making relationships 22-36mnths	Moving and handling 22-36mnths	Listening and attention 22-36mnths	Reading 16-26mnths	Writing 22-36mnt hs	Numbers 16-26mnths	Exploring and using media and materials 16-26mnths
	Self-confidence and self-awareness 22-36mnths	Health and self-care 22-36mnths	Understanding 16-26mnths			Shape, space and measure 16-26 months	Being imaginative 22-36mnths
	Managing feelings and behaviour 22-36mnths		Speaking 16-26mnths				

Barriers to learning:

X's communication skills and personal and social development delays are a major barrier to her learning. X finds it very hard to focus on the carpet and to maintain concentration in adult led activities. She is very self-directed and is happier when she is left to her own devices. She has little understanding of acceptable behaviour with peers, and will snatch toys and throw things around the classroom if she is upset. She is unable to express herself and does so by gestures or emotional outbursts. Her expressive language prevents her from expressing her needs and wants. Transitions are very challenging to X and this impacts on her learning.

Attendance data in Nursery

Impact:

Background information / Baseline:

X took a very long time to settle into the Nursery. Mum had to stay with X for many weeks. X would stand at the door and scream for her mum. Eventually she felt comfort in coming into the classroom if she was holding her bag and jacket, so she was then allowed to do so, however would still stand by the door and not engage with anyone. X was very resistant to building relationships with the teachers and peers.

Once she developed some confidence, she would choose her own activities and would play alone. If an adult or peer approached her she would walk away. This could occasionally cause her to become upset. If a child approached X or had something she wanted, X would get very upset and cry and scream. If an adult went over to comfort her she would push them away. She would point and use gestures to express what she wanted.

X's mum showed concern over X's emotions and said that she behaves similarly at home and didn't know what to do about it. She expressed that X gets very jealous at home when Mum has to spend time with her brother. She expressed that X takes her brothers things and will damage them.

X does not like to follow routines and struggles with transitions e.g. X often gets upset when it is time to come inside from outdoors or when we have to sit together on the carpet for a while.

At the end of Nursery

Over time in the nursery X has now built a relationship with her teachers and is happy to come into the Nursery without the comfort of her bag or jacket. She will walk with the class teacher whilst holding her hand, and now waves goodbye to Mum and even says 'bye Mummy'. She has also shown likes to children in the Nursery whom she will go and play alongside. For 2-3 minutes X is happy to sit with an adult and join in with an activity, if she is shown a reward for it. She enjoys playing dress up and with bubbles, so she is rewarded with this after her Vocabulary interventions. She has now picked up more single words, such as names of classroom objects.

Provision over time / What helped remove barriers

Nursery provision: To help X enter the classroom, we allowed her to bring in her 'soothers' which for her were her bag and her jacket. By doing so, X eventually felt comfortable to come into Nursery and to stay without Mum. We also gave her plenty of time to settle in and let her do so on her own terms. We allowed her to explore the classroom setting on her own so that she felt safe and aware of what was around her.

We used the class visual timetable to help familiarise X with the class daily routine. We also had 'me-time' sessions which were 1-1 sessions with either adult in the classroom. This was important to build trust and relationships with the adults. Due to this, X then eventually started to respond to a few of the class routines such as coming to the carpet in the morning and wanting to join in with the caret sessions.

X has little communication, and this has been a barrier to many aspects of her learning. By allowing X to communicate in different ways, this has prompted her participation in class. For example, she will come in and wave to her adults, instead of saying Good Morning. We also use visual cues and prompt cards to help her express herself and what she wants to do.

X also takes part in small interventions for language (Box Clever) and behaviour. Child is part of a vocabulary group, which has allowed her to learn names of classroom objects and day to day words. She is also showing little signs of understanding that sometimes she needs to wait for her turn, however this is only when she is in a 1-1 adult led activity.

To help X control her emotions we have been using methods to reduce confrontation, by speaking to her at her level and allowing her to have her moment. We have noticed that X does not engage well when she is upset and she often needs a few moments to express herself. We have then shown her how to deal with the situation using role-play and modelling the effects of her behaviour. She has now started to notice other children's behaviour, and when she sees someone behaving in an unkind way, she will now say 'no' to them.

Each morning X takes part in an intervention called Bucket Time. The aim is to increase her attention and focus. X has responded very well to this intervention and enjoys it. This has had a positive impact

and she will now look at an adult when they are talking to her and she is able to sit on the carpet or stay at an activity for a longer period than before.

X is also part of a group that takes home additional home learning packs which cover a range of skills sets to allow more exposure and practice, such as Core Vocabulary, Physical Development, Reading and Maths.

The school collaborated with Castlebar Special School where X's brother is attending and opened an EHAP in order to support the family and find ways to help X's development. A referral to the speech and language Service was completed and in June 2020 an application for statutory assessment was sent to the Local Authority.

Parents involvement:

School is in regular contact with parents. Mum is very active and involved in X's education and is regularly in conversation with the class teachers about strategies she could carry on using at home. She has always been supportive of the class teachers and is always keen to learn more about what she can do at home to further embed the learning happening in the classroom. Mum attended X's IEP meetings as well as the parents evening meetings and she has been working hard to help X achieve her targets.

How the skills of the staff have been developed to address needs

The staff's training in Bucket time to develop joint attention and in Box Clever helped X extend her vocabulary. All staff had training in behavioural management by the Clinical Psychologist. This helped them incorporate specific strategies to engage X in her learning and help to deal with certain behaviours. Staff received inset sessions by the SENCO about children's needs and strategies that help address them. This training was based on the Ealing's SEND Expectations document and equipped staff with tools to improve X's attainment.

External agencies who have been involved

Speech and Language Therapist, At the time of this report X's mother agreed for the Trailblazers Team which is part of CAMHS to offer an 8 week intervention and support the parents with X's behaviour management at home.