

Anonymised Case Study – Pupil A

Pupil Details

Gender: Female
Age: 11
Year Group: 7
Ethnicity: White Other
SEND Need: Down's Syndrome
PPG Eligibility: Eligible

Details of the pupil's outcomes before intervention and support

Tended to communicate using one key word.
 Not making expected progress in her Expressive Communication.

Details of the intervention and support

- Pupil A initially had an ALD as a communication aid.
- HLTA created a core ALD board and fringe vocabulary strips in consultation with the Speech and Language Therapist.
- Modelled use of new ALD and encouraged use of it throughout the day during different activities.
- In Autumn 2, high tech Grid on iPad was introduced to replace ALD.
- Learnt how to edit Grid to incorporate new vocabulary to encourage expressive communication through the day and hide the edit function in
- Settings to prevent pupils deleting or changing cells.
- Modelled use of Grid.
- Prompting provided as needed to support learning and enhance sentence structure.

Assessment of Outcomes

- Pupil A made excellent progress in expressive communication and the level of support required reduced.
- With adult modelling by the end of Autumn 1 she was able to use 2-part phrases e.g., 'big shell' in her spoken and aided language with new adults in different learning zones such as reading and construction.
- In Autumn 2 she transitioned very well from low tech ALD to high tech Grid on an iPad. She was able to build and communicate two-part phrases including verbs to communicate what she saw in a photo e.g., 'girl eats'.
- By Spring 1, she was able to use her Grid to communicate in 2-part phrases including verbs and nouns in a variety of activities for example 'throw ball' in soft play, 'eat crisps' in snack. She began to build longer sentences such as 'I want eat noodles' during our sensory story 'Dragon Dance'.
- In Spring 2, she was able to build sentences that have 2 or 3 parts and started to build sentences with different openers. Following previous modelling, she spontaneously commented that 'chickens eat grain' during our sensory story 'A Day at the Farm'.
- By Summer 1, she was using her Grid in the secondary campus that she will be transitioning to in September. For example, during Fun with Food she communicated 'like banana'.



Pupil Premium Case Study 2022-2023

- Over the year she has expanded her vocabulary, increased her sentence length, used her communication aid during many different activities and at a different campus.
- She has become increasingly independent in using it too.

Assessment of termly Outcomes

Autumn 1: Band 7

Summer1: Band 8

Pupil A made 1 band of progress in 1 academic year which is a great achievement.

Overall summary, is that the additional support given by the HLTA to Pupil A, meant that her progress was further enhanced. The HLTA was able to provide sustained specific support across the year to assist her communication skills and liaise with the SALT. Without this additional support, Pupil A would have made progress but potentially not as much as she did with the concentrated HLTA support from the targeted sessions.