

**Anonymised Case Study – Pupil C**

**Pupil Details**

<b>Gender:</b>	Male
<b>Age:</b>	9 years old
<b>Year Group:</b>	4
<b>Ethnicity:</b>	Any other Mixed Background
<b>SEND Need:</b>	Speech, Language and Communication Needs, Avoidance
<b>PPG Eligibility:</b>	Yes

Pupil C remembers graphemes in phonics but finds it hard to blend words and needs verbal support.  
 Pupil C needs opportunities to be successful in tasks he can find hard e.g., Phonics/ reading.  
 Pupil C needs access to Zones of Regulation and timers to support his regulation when frustrated.  
 Pupil C has a fear of water and finds swimming very challenging.

**Details of the intervention and support**

- Using zones of regulation visuals and timers to support Pupil C's regulation when he is frustrated or upset.
- Regular one-to-one reading sessions during target work and reading time on a Wednesday and/or during the week.
- Following discussion with SALT about how best to support Pupil C with his speech and language development, implement any suggested strategies.
- Support Pupil C during swimming lessons and prepare him with a social story.

**Assessment of termly Outcomes**

**Autumn Term**

- Pupil C settled well into his new Class.
- With the use of an individual timetable and initial verbal prompts, he soon settled into the routine of Learning Zones i.e. following timetable and retrieving a timer.
- When Pupil C uses a timer for one of the activities in the Learning Zones, he finds it difficult to move on once the timer has finished but the activity is incomplete. With verbal prompting he is being encouraged to move on and to regulate his frustration.
- Attended swimming lessons at Teddington public swimming pool every Friday afternoon.
- Initially found swimming very difficult. He would cry and refuse to get in even with adult support.
- A social story about going swimming was introduced in class and one was also sent home.
- I talked to him about his fears of swimming and offered some solutions – I would go in the pool with him, and steps would be provided to make it easier for him to enter the pool.

- Initially he would enter the pool holding on tightly to me and be a little emotional. With lots of verbal reassurance, he completed the whole session in the water.
- At every session, I would gradually challenge him to do more and hold on to me less. We started to spend some time in the shallow end with him just holding on to the sides or moving in the water just holding on to my hands.
- In time his anxiety of looking forward to the swimming lessons became less – he even said that he was starting to enjoy them!
- On Wednesdays I introduced a 15-20 reading session where all pupils get to read to an adult either one-to-one or in pairs. He read with me during these sessions and during square work. He struggles with blending the whole word.
- He has enjoyed the sand zone which is mostly literacy based. He has practised spelling and writing various words.

**Spring Term:**

- He has become fully competent at using his individual timetable and a timer during learning zones. He no longer becomes frustrated when the timer has finished.
- During the reading sessions, I noticed him becoming more confident at segmenting and blending and confidently reading familiar words. This has encouraged him to want to read more. Mum also asked for books to be sent home for him to read.
- During square work, we started to work on a speech and language programme supplied by the therapist. This is to help him to consistently produce the last sound of certain words and to make him more aware to try to achieve this.
- When he gets frustrated or upset, he will give himself time out and will use a timer. Sometimes needs to be reminded to use a timer but he accepts this. Once the timer finishes, he returns to the group or to the activity he was doing.
- He has been happy and eager to please.
- This term, along with his class peers, he has been visiting the supermarket once a week to buy ingredients for cooking on Mondays. He is happy to travel by public transport.
- He is broadening his friendships within the class. He will play with different class peers at playtime and during reward time.

**Summer Term:**

- Pupil C has taken part in community visits to Ham Library and Tesco in Richmond.
- He attended Polka Theatre. He enjoyed this experience but found the music a little too loud. With some verbal assurance, he was able to sit for the duration of the first half (we had to leave early to get back to school).
- Term 2 – he attended horse riding.
- Pupil C has moved from Phase 2 reading books to Phase 3.



**Assessment of Outcomes**

Pupil C has made progress in all areas.  
He is on track to meet his EHCP targets.

**Overall summary is that Pupil C was given targeted personalised support with his progress by the HLTA and it had a positive impact on his progress towards his EHCP targets.**