

**Pupil B**

**Pupil Details**

**Gender:** Male  
**Age:** 17  
**Year Group:** 12  
**Ethnicity:** Pakistani  
**SEND Need:** Epilepsy  
**PPG Eligibility:** Recipient

**Details of the pupil's outcomes before intervention and support**

Pupil B has had an AAC (Augmentative and Alternative Communication) device (iPad with app called Proloquo2go installed) for a while, primarily using it for activities based on cause-and-effect responses, e.g. pressing different items to listen to it speaking. They further developed some use of the AAC device for communication with others.

**Details of the intervention and support**

While working with Pupil B, I gained a wider perspective of how he used his AAC and where items were stored so I could become more fluent in my support. I then planned structured sessions using the AAC and trained staff to also be fluent in using the device.

**Assessment of termly Outcomes**

<b>Autumn 23</b>	<b>Spring 24</b>	<b>Summer 24</b>
<ul style="list-style-type: none"> <li>Only used AAC for to randomly selecting things when board</li> <li>Not really using AAC to communicate with others.</li> </ul>	<ul style="list-style-type: none"> <li>With support started to use AAC to make requests.</li> <li>With adult support started to use AAC in café vanilla, our community café, using it to communicate with known and unknown adults.</li> </ul>	<ul style="list-style-type: none"> <li>With less adult support, able to approach customers in café vanilla using the AAC to ask what they wanted to buy.</li> <li>Independently used their AAC to communicate with staff with increased confidence and fluency.</li> </ul>

**Assessment of Outcomes**

At the beginning of the school year when I started working with Pupil B, he was not using his iPad (communication aid) to communicate with anyone in school but would only use it for cause-and-effect sensory responses such as pressing the symbols to hear the words and holding them to his ear. He was not yet utilising it for its full impact to communicate with others and make his own request within the school day. I spent time with the speech and language therapist, working with them to fully understand the targets around Pupil B's communication development and also to know how to effectively use the iPad to support both receptive and expressive communication. Then, a structured programme was created to support Pupil B, using a systematic step by step programme inbuilt with review periods and additional training from the SALT. Pupil B developed their use of sentence building and recognising where words and symbols were held within the app and little by little they became more confident with using the app with me. We then worked on making requests and answering questions with other known staff within the class. Once Pupil B showed that they could retain this information and were needing less scaffolding and support, we moved onto generalization of these skills through the community café work. Pupil B was able, with support, to use his iPad when he was serving



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customers and working with a wider range of adults in school and some pupils. My next step was to move away as his supporting adult and set up a training session for other class staff to be confident and competent in using the AAC. By the end of the Summer Term, Pupil B was term independently requesting when asked questions such as 'where you going?' or 'what do you want?' both within the classroom setting and in the community when serving in Café Vanilla. His progress was discussed in the annual review meeting and can be seen on Earwig, our online assessment tool.