

Pupil A

**Pupil Details**

**Gender:** Male  
**Age:** 13 years  
**Year Group:** year 8  
**Ethnicity:** Black - Somalin  
**SEND Need:** ASD  
**PPG Eligibility:** Recipient

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

The learner was working on understanding and answering questions (receptive communication). He can recognise some symbols, more than two key word instructions, and understands how to answer simple questions. When regulated, the learner can process information easily with some understanding, but when the learner is not regulated, the process of information is slow and he finds it hard to complete any task or respond with fluency.

**Details of the intervention and support**

I worked with the learner in different sessions (phonics, art, independence skills etc.) to analyse how his receptive skills were in different situations. I developed resources that could help the learner process information in his Target Tray. I also began to study the learner when he was regulated or unregulated to see how he was affected in his processing of receiving information and being able to develop the task or respond to others appropriately.

**Assessment of termly Outcomes**

<b>Autumn 23</b>	<b>Spring 25</b>	<b>Summer 25</b>
<ul style="list-style-type: none"> <li>• Unable to process information easily.</li> <li>• Difficulty in completing tasks independently.</li> <li>• Needs support to use ALD board to structure a sentence.</li> <li>• Not confident when responding.</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing that behaviour has an impact on the learner response and process of information.</li> <li>• Gaining confidence in completing tasks with minimum adult support and promoting.</li> <li>• Able to build sentences up to 3 – 4 words with confidence and with minimum adult support.</li> <li>• Development in responding to questions independently with little adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently completing task and responding to questions (what do you want? Or what is next?). When responding to more complex questions, learner needs support with ALD.</li> <li>• Able to use ALD independently when regulated, building sentences to 4-5 words.</li> <li>• Able to process little information when not regulated.</li> </ul>

**Assessment of Outcomes**

Initially, the Learner struggled to receive information and respond to specific tasks or questions. This was more noticeable when the learner dysregulated or when feeling tired. During Autumn 23, we looked into the reasons for why the learner had difficulty in their receptive communication. One of the more noticeable reasons was his focus which linked to becoming dysregulated. Additionally, we saw that his receptive understanding was low. We implemented resources that helped the learner to regulate and to process information. We

built a regulation bag & ALD board to help him regulate. We also updated the ALD board as his preferences changed from the previous year and his capacity in building sentences had slightly improved. During the first term, we observed the speech and language therapist working with him and applying strategies that we then utilized in our future sessions.

In Spring 24, we worked on using the ALD board and improving their receptive understanding through adult modeling, hand over hand, and prompting strategies. The learner was able to complete the task when regulated, but when not regulated they found the tasks harder to complete. We also worked on increasing his independence in answering questions, using adult prompting and modeling to help. We repeated the tasks throughout the day to support generalisation and different support staff worked with the learner to maximize the mastery of the learning in this area. We shadowed the speech and language therapist to observe and learn the strategies to help the learner in his receptive skills and used these strategies throughout the week to build consistency.

In the final term, in Summer of 24, we noticed improvement in the progress within the area of receptive development. Pupil A increased his confidence and independence in responding to questions during his day and knowing how to respond to tasks to different adults in an increasingly fluent way. He was able to retain information better and confidently respond to new adults when asked questions with minimal support. His progress was discussed in the annual review meeting and can be seen on Earwig, our online assessment tool.