# Disadvantaged Pupil Case Study

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| **Vulnerable Group(s): PP, SEND**  | **Academic Year: Year 6**  |
|  **Pupil Name: Sammy** | **Class: Tigers**  |

**Case History:**

* **Diagnosed with ASD and Dyslexia**
* **Previous CiC, now lives with paternal Grandmother**
* **Previous SC&H Involvement**
* **Behavioural issues around forming relationships, social communication difficulty and some aggressive behaviour**
* **At risk of exclusion**
* **Well supported by 1:1 from HNF in English and maths**
* **Summer Born**
* **Poor Attendance**
* **Making strong progress in maths and reading – poor progress in GPS affecting writing outcomes**

*Details of Sammy’s SEND provision is outlined in the school provision map. This provides a general overview to the package of support for Sammy*

**Overcoming Barriers Plan:**

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| Relationships between home & school: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Grandmother was finding Sammy’s behaviour at home particularly challenging  | - | School supported Gran with access to ASD training course for parents Gran also attends a support group for parents with children who have ASD diagnosis  | Gran uses many of the same approaches and language as used in school to support Sammy with consistency and feeling more secure. This has helped Sammy in having less outbursts, although incidents at home are still more frequent than in school  |
| Attendance  | Sammy doesn’t sleep well and will often refuse to get up and come to school in the mornings  | 1:1 meet and greet from named TA in school supports Sammy in having a successful start to the day Early Help referral supported Gran with some bedtime and early morning routines, supporting Sammy with systems and approaches Sammy has a reward system that travels between home and school specifically around attendance  | Sammy still has high levels of late attendance recorded but attendance has increased significantly from 68% in Year 5 to current 94.4%  |

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| Readiness for Learning: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Dyslexia  |  | Ensure Sammy always wears his Irlens glasses in class Classroom follows the ‘Dyslexia friendly classroom’ protocols 1:1 support as part of IEP for some activities where dyslexia is barrier to progress  |  |
| Behavioural Challenges  | Sammy has an ASD diagnosis but Ed Psych has reported that this also is likely to have links with Attachment disorderFor emotional wellbeing support Sammy has an identified ‘safe’ adult within the wellbeing team  | Preparation for learning time – 1:1 on arrival every day to go through visual timetable, discuss any issues Personalised reward system Regular breaks throughout the day to prevent Sammy becoming overwhelmed or frustrated  | Sammy was previously at risk of exclusion but no longer has a PSP and incidents of disruptive behaviour and emotional outbursts have been significantly reduced  |
| Unstructured Times  |  | Access to the break and lunch club provision with structured play activities supervised by well-being team  | This is now an optional choice for Sammy who often chooses to attend but also plays football more frequently with other boys as his emotional well-being and coping strategies have strengthened  |

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| In class provision: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| ASD, social communication difficulty  | Sammy can’t manage too many instructions; long periods of teacher talk and complex situations. This is true for a number of pupils with different needs and barriers within the class  | Visual timetable (individual and class) Short explanations given for activities Reduced teacher talk Clear timescales provided for activities  | Routines and systems are well established and typically Sammy is able to cope within the classroom setting  |
| Working with others  | Group work remains a significant challenge for Sammy, he is unable to manage social interaction with more than one or two children  | Careful planning of who Sammy works with in different situations is critical. Paired work with good role-models is effective. Peer to peer tutoring has worked well this year – pupils from parallel class  | In most lessons Sammy is now able to interact effectively with other pupils. There are certain individuals that he is not emotionally strong enough to manage currently and sometimes adult support to model the interaction is still required  |

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| Interventions: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Individual Plan identifies specific interventions for dyslexia  | To support Sammy with Attachment issues and in readiness for transition, his interventions are carried out by different adults. All adults use the same approach and have had training on how best to support Sammy | Auditory Memory development program – 5 mins per day 1:1 reading – BRP  |  |

From a Low Prior Attainment Group (Level 1 in all areas) Sammy will achieve Age Expected Expectations combined at the end of Year 6