

## Case Study

V is an introverted young boy who more often than not chooses not to speak. He is very self conscious and tries to hide behind a long fringe, and walks with his head down. He joined the school after a number of different primary schools settings. He has a diagnosis of Mild-moderate language delay. He has had Speech and Language Therapy intervention from the age of 4 years. V struggles to make and maintain friends and avoids most social situations where possible.

### Presenting needs

#### Communication and Interaction

- V has difficulty understanding spoken language, e.g. understanding logical relationships between associated words.
- V finds it difficult to recall and hold information that is at short paragraph level to be able to answer questions.
- V requires time to formulate a sentence; he cannot always use correct grammar to complete a sentence accurately.
- V demonstrates limited vocabulary, and struggles with high frequency words.
- V becomes anxious and nervous when trying to recall information and will give up before trying.
- V Finds it difficult to say that he does not understand or to ask for help and seek clarification.
- V sees each task as 'stand alone' and cannot relate facts to each other or overall context.
- V is extremely shy and does not initiate interaction with adults or peers.
- V has become isolated and spends break and lunchtime alone.

### Progress

V is working at attainment levels well below his chronological age and his progress has been slower than that of his peer group. On initial assessment at the start of year 7, V had an equivalent reading age of 7 Years and 6 months and spelling age of 6 Years and 9 Months.

He is accessing the intervention groups and has made incremental progress in these lessons with improved writing and use of punctuation, however he will not speak during any lesson and it is not always clear if he has understood what he needs to do.

### Other factors

None.