

Case Study

Jay is a Year 6 girl who has a diagnosis of SpLD. She is shy but enjoys being with her peers especially in small groups, in fact she doesn't like doing maths and English if it's not in a small group, where she can learn from and with her peers and ask the teacher if she doesn't understand something. Jay is creative and loves making things 3d objects and experimenting with different art materials. She has a good attitude to learning and makes use of the support and additional resources on offer. She also likes Drama and is building her confidence through workshops that her school holds on a fortnightly basis.

Presenting needs

Cognition and Learning

- Jay has difficulties with visual perception-copying off the board is difficult and too much visual information causes slowing down and disorientation.
- Jay has working memory difficulties and struggles to retain new information over time without frequent rehearsal and repetition.
- Jay finds it hard to categorise many words, particularly in more abstract terms, e.g. Knife, folk and spoon are cutlery.
- Jay's speed of processing affects her pace of work and she is slower than her peers at recording information.
- Jay has difficulties with spelling, making errors in a ratio of one error for approximately every tenth word.
- Jay struggles with segmenting sounds in words, being able to decipher unknown words and reading comprehension.
- Jay has difficulties with acquiring and developing numeracy skills.

Social, emotional and mental health difficulties

- Jay's social interactions are perceived as immature for her age and she can present as naïve.
- Jay often compares herself to others and this causes her to become anxious especially with new learning tasks, where she does not pick things up as quickly as her peers.
- Jay struggles to make new friends and doesn't respond well to change without significant support.

Sensory/physical

- Day-to-day planning presents difficulties for Jay and she often forgets or loses things.
- Jay has fine motor difficulties with associated handwriting difficulties, her writing quality is poor.
- Jay has difficulty sequencing tasks to know how to get things done in the right order.

Progress

Jay is currently working at a Southwark STARS curriculum level secure Year 4 for reading and writing and emerging Year 4 for maths.

Jay has worked very hard on her English, but still needs to be encouraged to read independently at home each day.

Other factors

Her attendance is 100%