

Case Study

D presents as a polite, quiet and pleasant young man with a history of learning difficulties and challenging behaviours in the classroom. He has had multiple changes of school both at primary and secondary and has been excluded a number of times. He is currently in Year 9. He really enjoys music and drama because he says he can 'show his good side'. He wants to fit in with his peer group and wants to be seen as someone with credibility. He does not always like to be singled out for support in class but can respond well to 1:1 and small group intervention in the learning support area.

Presenting needs

Cognition and Learning

- D has difficulties with using accurate grammar and punctuation and spelling simple words in writing. His reading comprehension skills are very low which means he has great difficulty extracting information and meaning from what he is reading.
- D takes longer to produce work than his class peers as he struggles to process any type of information, whether it is presented visually or verbally.
- D has poor recall and working memory.

Communication and Interaction

- D has significant attention difficulties; he finds it hard not to be distracted by people or things around him.
- D's listening comprehension is extremely low, his limited vocabulary means he has difficulty understanding what is said to him.
- D has difficulty expressing himself verbally and struggles to draw on the appropriate vocabulary to construct concise accurate sentences.

Social, emotional and mental health difficulties

- D sometimes has difficulties with accepting support in class and sees extra lessons as something to be embarrassed about.
- The gap between D's levels of achievement and those of his peers has led to him developing challenging behaviour and a poor attitude to learning linked to extremely low self esteem. This is an additional barrier to learning as well as his Literacy needs.
- D can be easily disengaged with learning and will talk to peers in class as a distraction tactic.

Progress

In relation to his baseline D is working at 1 National Curriculum (NC) level below expectations in English and 2 NC levels below in Maths. He is on target in all other subjects including Btec Science. D attends the literacy intervention classes as the programme is multisensory via the computer, he can wear headphones while accessing the work and progresses through the stages at his own pace.

Other factors

D is vulnerable in the wider community and is at risk of being negatively influenced by older people as a means of 'fitting in'.