

Observations (Assess)

Christie is good at sport and represents her school in running and netball competitions. She enjoys practical subjects and loves Art, ICT and Technology. Christie is sociable and polite and enjoys chatting with her friends. She is recognised for her maturity and her ability to take on responsibilities. Christie has a weak working memory and poor sequencing skills. She struggles with organising and recording ideas. She has difficulties talking in detail and providing specific information. Christie finds learning new vocabulary difficult and often has difficulties with finding the words she wants when she is talking. Christie had speech sound problems when she was younger and has some difficulties still with processing sounds in words. Christie has difficulty understanding written print. Christie has responded well to pre-tutoring of vocabulary and uses visual supports to help her with her learning.



Christie 13

Impact (Assess)

Christie is usually quiet and reluctant to join in discussions or conversations other than with familiar people. She struggles to engage in new situations. Christie often lacks confidence in learning situations. She is reluctant to answer questions in class. Christie is very aware her peers learn and remember things much faster than she does. Christie is becoming more frustrated in the subjects she finds most challenging.

Best Practise (Do)

School spoke with Christie about what she finds easy and difficult at school and what she would like help with. School set up more small group working opportunities to allow Christie the chance to practice and rehearse in a small group before sharing learning with the whole class. Christie's TA arranged two group sessions per week to focus on key vocabulary obtained from subject teachers for upcoming topics. Her TA assessed her understanding and knowledge of words ahead of the group interventions. Vocabulary items are investigated using games and word maps. Christie is encouraged to take ownership of this. Words are reviewed at the end of the topic to assess progress and plan next steps (new vocabulary/ further learning of current words).

Classroom Strategies

SATS: DLD supported school to adopt a visual approach in lessons using minimal written information, supplemented by pictures / symbols. Christie's TA created a visual picture dictionary of key vocabulary.

This is sent home over the holidays. Christie and her parents are encouraged to talk about the vocabulary and investigate/find pictures online to further her learning of the words and their meanings.

Review

Christie's SLCN will continue to impact her learning and as such she remains on the school census. Christie is responding well to staff implementing visual support to lessons and with follow-up vocabulary sessions with her TA. She has demonstrated improved retention of vocabulary and word meanings. Her confidence in small group situations is improving. Christie is taking responsibility for her learning and will use word/mind maps, story/activity planners to visualise her learning. Christie's teachers will continue to involve her in planning to support her SLCN as she moves through school. Christie is already becoming anxious about her exams.