

Observations (Assess)

Jenny's receptive language skills are stronger than her expressive language skills. Staff are already using visual prompts to effectively support her understanding. Jenny has a poor working memory and she struggles to retain spoken information especially when this is given in a whole class situation. Jenny has difficulty with remembering and recalling words and their meanings. She has difficulty constructing spoken sentences and often her grammar is incorrect e.g. verb tenses. Jenny has a stammer. She is very aware of her speech and has frequent emotional responses to this. Her talking can be easier for her when she is comfortable in a situation. Jenny has built strong relationships with key members of staff, and will communicate with them on an individual basis. Jenny enjoys maths. She is creative and good at art and physical activities. Jenny prefers individual activities. She finds group games more challenging. Jenny tries really hard in lessons and attempts to independently apply herself in her learning.



Jenny 8

Impact (Assess)

Jenny withdraws from social situations. She lacks confidence and has low self-esteem. Jenny is very aware of her speech and language difficulties. She finds it hard to seek out help in the classroom. Jenny is unable to access the literacy curriculum. She is reluctant to participate in class discussions. Jenny frequently becomes overwhelmed and tearful.

Best Practise (Do)

Teaching staff made and recorded their observations using progress checks. A staff member spoke with Jenny about her speech, language and learning and was able to identify with her what she finds tricky and what she wanted to be better at. This information was used to set goals with Jenny and ensure her voice was recorded in her IEP planning. Jenny's name and SLCN was added to schools census. Early Help paperwork was completed and referral made to the Specialist Advisory Teachers: DLD.

Classroom Strategies The Communication Lead in school was able to help adults with implementing strategies to ensure the environment was supporting Jenny's SLCN:

Staff monitor their own level of language; sentence length, speed and complexity. They repeat whole group instructions to Jenny and confirm she understands what is required of her before she begins a task. They continue to use visual support to aid her understanding including visual timetables and instructions to help Jenny complete tasks with increasing independence. They encourage all children to ask for help when they need it. Small group sessions are included in class planning to give Jenny the opportunity to engage more with her peers. Vocabulary is pre-taught and re-visited and Jenny has a visual wordbank she can use. Word maps and mind maps are used to help Jenny visualise her learning. With support from her SLT, staff spoke with Jenny to find out how she wanted them to help her with her fluency. They agreed how Jenny will answer the register and that when she is asked a question, her teacher will come back to her to allow her more time to construct her answer. PHSE sessions have focussed on discussing what makes us the same/different and have championed individuality.

Review

Jenny is now participating in small group discussions. There is a classroom ethos of asking others for help when it's needed. Jenny is much less anxious now about forgetting what she has been asked to do. Jenny has thrived in using mind maps to support her learning and this creative outlet has shown others how creative and artistic she is. Jenny's school and SATS teachers involve her in her IEP reviews. Jenny is involved in setting her new learning goals. School and SLT continue to support Jenny with her fluency.