

Observations (Assess)

Michael enjoys geography and ICT. He is fluent at reading. He has some specific topics of interest and is good at learning factual information by rote. Michael has learnt some social rules and has a strong understanding of right and wrong. Michael can be slow to process what is said to him. His attention control and auditory memory is limited. He struggles to follow instructions and start tasks without support. Although Michael can read with some accuracy, his reading comprehension is poor. He has difficulty with inferring information from texts. He finds learning new and more complex vocabulary a challenge. Michael can formulate complex sentences but the content is often confused. Michael has weak verbal reasoning skills and he tends to interpret information literally. He is unable to select key information for revision purposes and complete written work. Michael speaks to a few selected friends in the learning support base at break-time but prefers computer games.



Michael 12

Impact (Assess)

Michael has difficulty forming and sustaining friendships and relationships. He has difficulty understanding and expressing feelings and emotions. He can often come across as distant and aloof. Michael finds group activities a challenge. He has difficulty with collaborative work and negotiation. Misinterpreting communication intent leads to frustration and disagreements with others. Michael has low self-esteem and has been referred to CAMHS. He struggles with independent learning.

Best Practise (Do)

School spoke with Michael about what he finds easy and difficult at school. School set up a Social Language Group to meet once a week (Talkabout for Teenagers). This group focuses on using appropriate eye contact, listening, looking, taking turns, starting, maintaining and ending a conversation. The group includes students who can model good listening and social skills.

The group uses scenarios for the students to role play. These scenarios are familiar to Michael and are situations he has experienced and includes those he recognises he finds difficult.

Classroom Strategies

Teaching and support staff use 'communication cartoons' to visually represent conversations (these are also incorporated into understanding of text). They explain multiple word/phrase meanings via visual representation. Social Stories have been written with Michael to develop simple explanations about events. School has also set up adult supported social activities at break times. School have helped Michael to recognise when there has been a communication breakdown and how to respond in this situation.

Review

Michael is experiencing fewer disagreements with other students. He is sometimes invited to join a group now to share his knowledge on a topic. This is helping with his self-esteem. Michael is often still confused by word meanings and non-literal language but he is beginning to ask for clarification when he thinks he has misunderstood. Michael would benefit from continued support to develop his social skills. Michael is involved in his IEP planning so he understands why he is taking part in the planned groups. Michael remains on the school census as his SLCN continue to be supported.