

### Observations (Assess)

Miriam enjoys adult attention and can remain for a time at both child and adult-led activities. Miriam enjoys coming to school and is always happy in the session. She follows the classroom routine well but always looks to her peers to check she is doing the right thing.

Miriam tends to access the same areas of the provision each day. Miriam is using just a few single words in her talking and she doesn't always follow instructions during carpet time. She can sometimes become distracted without an adult helping her to focus.



Miriam 4 ½

### Impact (Assess)

Miriam does not retain learning from one session to another. She is not yet ready to engage with early phonics work. Miriam tries to interact with her peers but is gradually preferring to play alone. She appears resilient and is not easily upset. This does mean she can be passive in class.

### Best Practise (Do)

Teaching staff made and recorded their observations using progress checks and the Cumbria Speech and Language Monitoring Tool. They also used the Early Years Development Journal to guide their planning for small step goals across other areas of her development. They discussed their concerns with her parents who also explained they were worried about her talking and her learning at home. Referrals were made to Speech and Language Therapy and Early Years Advisor/Area SENDCo using the Early Help process. Record SLCN on schools census.

#### Classroom Strategies

Staff make sure they always say Miriam's name before giving her an instruction. They repeat whole group instructions to her as well as she often does not understand the instruction relates her as well. Staff use simple repetitive language and try to give one piece of information at a time. They have introduced lots of visual support so they **say and show** Miriam e.g. there is a visual timetable now to help her understand her day, they use real toys and objects to support story-telling, photos of Miriam working through activities are used, they use Makaton signs and natural gestures to support instructions and spoken information.

Staff ensure the same activities are available for Miriam to engage with so that through repetition of a task or play she can build on her learning. They have focussed on her strengths and interests of being sociable and enjoying music and dance and incorporate this into their provision wherever possible. They celebrate success in all areas of her play and learning.

### Review

Miriam is now able to independently complete tasks. She is engaged during class activities and can retain information better. She is forming friendships and children are seeking her out to join in their song and dance play. Parents are engaged in supporting her development. Miriam is now able to use more single words and is just starting to combine 2 words together.