

Case Studies Template

Background

Child(ren) who is/are subject(s) of the referral/plan. - anonymised.

Sally is 7 years old and attends her local primary school.

Family Structure (e.g. divorced mother with three children aged 7, 5 & 2).

Sally lives with her Mum and is an only child. She doesn't see dad on a regular basis.

What was the situation before the work was undertaken? Describe the presenting difficulties leading to the referral. This should tell the reader what the situation was before a course of action was taken

Sally was born prematurely and mum says the birth was traumatic. Sally spent her first year in the care of her maternal grandmother as mum found it very hard to take care of Sally while also getting over a traumatic split from Sally's dad. Sally didn't attend pre-school as mum felt she needed to keep her at home and make up for her first year without her.

Starting school was difficult and Sally found it hard to leave her mum. Sally would cry and get very upset with other children and staff within the classroom. Attendance at school averaged 76% in year 1 and so far this year, her attendance is 72%. Reasons given for missing school are due to ill-health; coughs, flu, colds, stomach bugs etc. Sally also has had a high number of ear infections. Sally's mum says that there are times when she finds it hard to get Sally to come to school so she lets her stay at home instead.

Sally finds the routine of school life difficult at times. In class, Sally can become quite disruptive e.g. calling out, distracting other children and sometimes pinching, hitting or calling other children names.

Sally has communication and interaction difficulties. Sally doesn't have a wide vocabulary and finds it hard to communicate how she is feeling and what is on her mind.

Sally struggles with most of her lessons and finds writing particularly difficult. Sally's progress is behind that of her peers in numeracy, reading and writing.

Sally's class teacher, Miss Hughes, thinks that Sally's hearing may have been affected by the number of ear infections she gets. Sometimes, Sally doesn't always respond when someone is talking to her and she has also noticed that Sally can get very upset when there is lots of activity and noise around her.

Mum has said that she notices that Sally puts the sound up on the t.v. and doesn't always respond to her when asked to do something at home. At playtime, Sally struggles with maintaining friendships and is often found on her own. Sally is most at ease, happy and productive when she is drawing, colouring or making something.

Was anyone else involved, who and in what way?

An advisory teacher specialising in communication and interaction has observed Sally in class and has discussed some interventions that can be used to support Sally's communication and understanding. She has advised that Sally has her hearing tested.

The school SENCO is supporting the class teacher with approaches to help Sally's learning in class and help her to make progress.

Mrs. Softly who is the pastoral lead in school is involved with supporting Sally to improve her self-esteem through nurture groups.

Referrals to the Educational Psychology Service and a Speech and Language Therapist have been made.