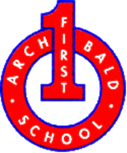
**Archibald First School**

**SEN ASAP Case Study 1**

**What it was like before the ASAP support/what the concerns were:**

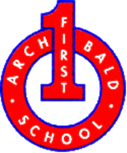
* Child who had been previously looked after was going through significant emotional turmoil following being placed back in care.
* Already a year off-set, and already experiencing significant emotional and regulatory challenges, it was observed that this additional set-back would be overwhelming for both emotional and academic progress.
* Although there had been previous professional involvement (S&L, OT, CYPS), the child had been discharged from all services.
* Following the return to care, funding was initially accessed through the Virtual School for additional support (in Summer 2021) but, as there was no resolution to the home situation, it was viewed that this support would need to be ongoing through Year 4, particularly with a view to transition to middle school.
* An amount of £4955 was applied for through IPS to cover additional adult support in class for 1:1 academic, emotional regulation and sensory regulation work.

**Description of the advice/support that was provided or how the funding was used:**

* Funding was granted along with a referral to the Virtual School Educational Psychology service.
* Assistant EP observing and assessing cognitive, social and emotional skills.
* EP advice on strategies to support learning styles.
* Funding to appoint 1:1 support for focused learning activities.
* Funding to appoint 1:1 support for regulatory activities.
* Funding to provide bespoke phonics and reading interventions.
* Additional adult support to enable positive relationship between XX and class teacher to be developed.
* Pre-teaching to support learning of vocabulary and concepts
* Movement breaks to help XX self-regulate
* Access to differentiated learning and recording styles to support accelerated progress
* Development of social skills, turn taking and peer relationships through small-group activities.
* Regulatory play sessions to support emotional wellbeing

**Successful outcomes following the advice/support or provision of funding:**

* S&L referral following EP advice around speech, language and vocabulary resulting in weekly SALT sessions.
* EHC needs assessment carried out – draft plan pending.
* Accelerated progress in R, W, M.
* Emotional regulation strategies built into bespoke timetable.
* Positive relationships with adults and peers in school.
* A child who is ‘transition ready’.
* Increase in time spent on focused learning activities.
* Understanding of self-regulatory strategies.
* Accelerated progress in reading and comprehension
* Developing fine motor skills to support written work

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**SEN ASAP Case Study 2**

**What it was like before the ASAP support/what the concerns were:**

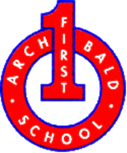
* Child with initial diagnoses of global delay and sensory processing difficulties.
* Subsequent diagnoses of Autism and ADHD.
* Significant anxieties which impact on all aspects of school and home life.
* Medication for ADHD – quick release so impacting on concentration and appetite.
* Additional diagnosis of 15q11.2 microdeletions (key features associated with this syndrome are developmental, speech, and motor delay, cognitive dysfunction, and dysmorphic features).
* Academic attainment significantly below age-expected – CYPS investigating potential learning disability at time of referral.
* Although in Year 3 at time of referral, the child was accessing EYFS work and styles of learning, e.g. outdoor play, sensory play, practical activities.
* Professional involvement, including: Occupational Therapy, Speech & Language, CYPS, paediatrician, Educational Psychologist.
* Referral submitted to SPoC (as was) in December 2020 to seek support in ensuring that the adapted curriculum was as appropriate as possible.

**Description of the advice/support that was provided or how the funding was used:**

* Cognition and Learning specialist teacher assigned in January 2021.
* Observations made by C&L specialist teacher in lockdown (child in EYs setting for lockdown) and again after lockdown.
* Advice given about sensory activities, learning activities, anxiety reducing strategies.
* Email/telephone contact between SENCo/class teacher and specialist teacher.
* Suggested resources, including sensory stories, body awareness activities, oral sensory activities, touch-typing intervention suggestions, fine motor activities, social communication strategies, peer interaction suggested activities.
* A friendly voice at the end of the phone/email!

**Successful outcomes following the advice/support or provision of funding:**

* Bespoke timetable amended to further reflect academic, social and sensory needs.
* Strategies used to maximise period of attention.
* Strategies and activities used to develop peer relations.
* Practical and sensory activities woven through the bespoke curriculum and timetable.
* Planned and responsive movement and sensory breaks.
* Planned and responsive times in the sensory room.
* EP completed adapted learning disability screen (in short, manageable sections) to confirm a diagnosis of a learning disability.
* Support around transition between year groups and future transition to middle school.

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**SEN ASAP Case Studies**

**SEN ASAP/SPoC applications to date:**

**IPS – 1**

**Cognition and Learning – 3**

**Communication and Interaction – 8**

**EYs – 2**

**SEMH - 2**