

Pupil B – SEND Inclusion Case Study

1. Barrier and Context

Pupil B joined Haslam Park Primary School in the Early Years Foundation Stage (EYFS). Their needs were identified at an early stage and included significant speech and language, social, emotional and mental health (SEMH), cognitive, and physical development needs.

Pupil B initially found it difficult to settle into school and frequently became distressed, often asking for their mum and crying. They experienced significant difficulties with attention and engagement and required considerable adult support to participate in activities and routines.

Communication presented a significant barrier to Pupil B's access to learning and interaction with others. At the time, Pupil B was minimally verbal and primarily communicated using single words or very short phrases, such as "mummy time". This limited their ability to express their needs, communicate ideas and engage fully in classroom interactions.

Pupil B also experienced difficulties with gross and fine motor development. In particular, difficulties with mark making presented a barrier to developing early writing skills and accessing writing activities within the curriculum.

These combined needs affected Pupil B's ability to engage with the EYFS curriculum, sustain attention, communicate effectively and participate alongside their peers. The school therefore identified the need for a highly personalised and multi-agency approach to remove barriers and develop the skills required for increased access to the mainstream curriculum.

2. Identification and Assessment of Need

Pupil B's needs were identified early through observations of their communication, engagement, development and response to the school environment. Staff identified concerns relating to speech and language, SEMH, cognition, attention and motor development and worked with external professionals to develop a fuller understanding of their needs.

*During Reception, the school accessed support from **Educational Psychology, Ladywood Outreach Service and Speech and Language Therapy (SALT)**. Advice from these professionals informed staff understanding of Pupil B's needs and helped to identify appropriate strategies and provision.*

*This multi-agency involvement continued into Years 1 and 2, with further Educational Psychology involvement and referrals to **BSCIP** to support the assessment and understanding of Pupil B's wider developmental needs.*

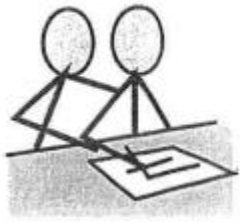
Pupil B's parents also continued to engage with paediatric services. This ongoing communication and involvement helped the school to develop a more complete understanding of Pupil B's needs and ensured that educational provision was considered alongside wider developmental and health information.

Assessment and observation were ongoing, enabling staff to monitor Pupil B's progress and adapt provision as their communication, attention, confidence and ability to access learning developed.

*In Year 2, Pupil B's **Education, Health and Care Plan (EHCP)** was finalised. This provided a clear framework for identifying and monitoring Pupil B's longer-term outcomes and ensuring that provision continued to reflect their individual needs.*

3. Pupil/Parent Voice

Pupil:



Who can support me?
How can they support me?
What 'things' help me?

My teacher. My teaching assistants.

Now and next boards help me.

Parent:

My child is more confident now. They love coming to school and doesn't want to have holidays.

My child always wants to come to breakfast club and reading club. They would like to go to school with their mosque friends, but they don't want to leave Haslam Park.

4. Adaptation and Intervention

Pupil B initially required a highly personalised approach to learning. In EYFS, they accessed the **Cherry Garden Curriculum**, which provided a personalised curriculum responsive to their developmental starting points and individual needs. This provision continued into Year 1, allowing Pupil B to develop key communication, cognitive, physical and early learning skills before gradually increasing access to the National Curriculum.

Alongside their personalised curriculum, Pupil B received targeted support informed by advice from Educational Psychology, Ladywood Outreach and SALT. Strategies were incorporated into daily classroom practice to support communication, attention, engagement and access to learning.

Particular attention was given to developing Pupil B's early communication and interaction skills, as well as their fine and gross motor development. This was important in reducing barriers to early literacy, particularly mark making and writing.

During the summer term of Year 1, Pupil B began to access the Year 1 National Curriculum for mathematics. This represented an important step in increasing their access to age-related learning.

In Year 2, Pupil B joined a mixed Year 1 and Year 2 class. This provided an appropriate environment in which to address gaps in their Year 1 knowledge while continuing to develop their independence and confidence. By the spring term, Pupil B had made accelerated progress and was accessing the Year 2 National Curriculum in mathematics and writing.

Pupil B's reading developed at a slower rate. As a result, pupil B continued to receive targeted phonics intervention alongside daily whole-class phonics teaching, ensuring that they continued to receive systematic support while remaining included in daily classroom provision.

Following the finalisation of Pupil B's EHCP in Year 2, provision continued to combine targeted small-group support with quality-first teaching. EHCP outcomes and targets informed the support provided, while staff continued to adapt teaching and expectations according to Pupil B's individual starting points and progress.

5. Professional Collaboration and SEND Leadership

Pupil B's support has involved sustained collaboration between school staff, specialist services and the family.

The school accessed **Educational Psychology, Ladywood Outreach Service and Speech and Language Therapy** from Reception onwards. Their advice supported staff in understanding Pupil B's communication, cognitive, SEMH and developmental needs and informed strategies to improve access to learning.

Further support was accessed from Educational Psychology and through BSCIP referrals during Years 1 and 2. This enabled the school to continue building its understanding of Pupil B's needs as their development progressed.

Pupil B's parents also maintained engagement with paediatric services. Information from these services, alongside school-based assessment and observation, helped staff to develop a more holistic understanding of Pupil B and ensured that educational decisions were informed by the wider picture of their development.

The SENCO played a key role in coordinating Pupil B's provision and ensuring that specialist advice, assessment information and EHCP outcomes were reflected in educational planning. Provision was reviewed as Pupil B developed, with the level and type of support adapted to enable increasing access to the mainstream curriculum.

The approach demonstrates effective collaboration between school and external professionals, with specialist advice used to strengthen classroom practice rather than operating separately from day-to-day teaching.

6. Academic Impact

Pupil B has made significant progress from their initial starting point in EYFS.

In EYFS, Pupil B required the **Cherry Garden personalised curriculum** due to the level and complexity of their developmental and learning needs. Their progression through the school has enabled them to increasingly access the National Curriculum.

The key stages of this progression were:

- **EYFS:** Accessed the Cherry Garden personalised curriculum.
- **Year 1:** Continued to access the Cherry Garden Curriculum while beginning to develop access to aspects of the National Curriculum.
- **Summer Term Year 1:** Began accessing the Year 1 National Curriculum for mathematics.
- **Year 2:** Joined a mixed Year 1/Year 2 class, enabling gaps in Year 1 learning to be addressed.
- **Spring Term Year 2:** Made accelerated progress and accessed the Year 2 National Curriculum for mathematics and writing.
- **Year 2:** Continued targeted phonics intervention alongside daily whole-class phonics teaching due to slower progress in reading.
- **Year 3:** Successfully transitioned into a mainstream Year 3 class alongside peers, currently accessing the Year 2 curriculum in mathematics and writing.

Pupil B continues to work towards their individual targets, including 12-month and end-of-key-stage outcomes identified within their EHCP.

The progress made represents a significant increase in Pupil B's ability to access learning. From requiring a highly personalised developmental curriculum in EYFS, Pupil B is now able to participate in a mainstream Year 3 classroom alongside their peers while accessing an appropriately adapted curriculum that reflects their current attainment and identified needs.

7. Wellbeing, Engagement and Inclusion Impact

Pupil B's progress has extended beyond academic development. When they first joined school, they found it difficult to settle, frequently became distressed and required significant adult support to engage with the school environment.

Through consistent relationships, appropriate adaptations and targeted support, Pupil B has developed greater confidence and increased their ability to participate in classroom routines and learning activities.

Their developing communication skills have supported greater interaction with adults and peers, while improvements in attention and engagement have enabled them to participate more successfully in learning.

Pupil B's increasing access to mainstream learning represents an important aspect of their inclusion. They have progressed from accessing a highly personalised curriculum to being part of a mainstream Year 3 class alongside their peers.

Although Pupil B continues to require additional support and an adapted curriculum, the level of inclusion has increased significantly. They are able to participate in the wider classroom environment while receiving targeted support where required.

8. Review, Leadership and Overall Impact

Pupil B's provision has been reviewed over time through assessment, classroom observation, specialist advice and monitoring of progress towards individual targets.

Leaders and the SENCO have maintained oversight of Pupil B's provision and have ensured that support has developed in response to their changing needs. The school's approach has been characterised by early identification, sustained intervention, specialist collaboration and a clear focus on increasing curriculum access and independence.

Importantly, provision has not remained static. As Pupil B developed, the school progressively increased their access to the National Curriculum. The move from the Cherry Garden personalised curriculum in EYFS, to accessing aspects of the Year 1 curriculum, then Year 2 learning, and ultimately participation within a mainstream Year 3 class demonstrates a carefully managed progression towards greater inclusion.

The impact can be seen across several areas:

- **Early identification:** Pupil B's speech and language, SEMH, cognitive and developmental needs were identified early and investigated through appropriate specialist involvement.
- **Specialist collaboration:** Educational Psychology, Ladywood Outreach, SALT, BSCIP and paediatric services contributed to a broader understanding of Pupil B's needs.
- **SEND leadership:** The SENCO coordinated provision and ensured that specialist advice and EHCP outcomes informed planning and intervention.

- **Curriculum access:** Pupil B progressed from a highly personalised EYFS curriculum to accessing the National Curriculum with increasing independence.
- **Academic progress:** Pupil B made accelerated progress during Year 2 and developed sufficient skills to access Year 2 mathematics and writing.
- **Inclusion:** Pupil B successfully transitioned into a mainstream Year 3 class alongside their peers.
- **Communication and engagement:** Pupil B has developed increased ability to communicate, engage with learning and participate in classroom life.
- **Ongoing support:** EHCP outcomes and individual targets continue to provide a framework for monitoring progress and planning appropriate next steps.

Overall, Pupil B's case demonstrates the impact of early identification, specialist collaboration, strong SEND leadership and carefully adapted provision. The school has maintained high expectations for Pupil B while recognising their individual starting points and ensuring that support has evolved as their skills and confidence have developed.

9. Next Steps

Pupil B is now successfully accessing a mainstream Year 3 classroom alongside their peers, while continuing to access the Year 2 curriculum in mathematics and writing where this reflects their current learning needs.

The next stage is to continue building on this progress by developing Pupil B's independence, communication, engagement and access to increasingly age-appropriate learning. Their EHCP provides a clear framework through 12-month and end-of-key-stage targets, which will continue to inform provision and the monitoring of progress.

The school will continue to review Pupil B's progress through assessment, classroom observation and the ongoing review of EHCP outcomes. Targeted support will remain in place where required, alongside quality-first teaching, with the aim of continuing to reduce barriers and increase Pupil B's independent access to the curriculum.

The longer-term focus is to ensure that Pupil B continues to make meaningful progress from their individual starting points while remaining fully included in the life of the school and learning alongside their peers wherever appropriate.