

Pupil C – SEND Inclusion Case Study

1. Barrier and Context

Pupil C joined Haslam Park Primary School in Reception. Prior to starting school, concerns had been identified within the nursery setting regarding possible speech, language and communication needs (SLCN). These concerns indicated that Pupil C may require additional support to develop their communication skills and access learning successfully.

Following Pupil C's admission to school, leadership and staff continued to collaborate and monitor their development through classroom observation, assessment and ongoing discussion with relevant professionals. A referral was made for specialist assessment, with assessments and observations undertaken both within school and in a clinical setting. These identified speech, language and communication needs, and Pupil C was subsequently placed on the school's SEND register.

Pupil C's communication needs presented a potential barrier to accessing the curriculum, particularly in relation to understanding and responding to language, communicating ideas and accessing learning at the same pace as peers. The school therefore identified the need for a consistent, graduated approach to support Pupil C's communication and learning needs from the early years onwards.

2. Identification and Assessment of Need

Pupil C's needs were identified early through information provided by nursery, ongoing classroom observation and assessment following their admission to Reception. Concerns regarding speech, language and communication were investigated through a formal referral process.

Assessment and observation took place both within school and through clinical assessment, providing a broader understanding of Pupil C's needs and informing the support required. Following this process, Pupil C was placed on the school's SEND register and their provision was planned and reviewed in response to their identified needs.

Throughout KS1, staff continued to monitor Pupil C's progress and access to learning. A consistent programme of targeted work was delivered, with provision reviewed as Pupil C developed. This ensured that support was sustained over time rather than being delivered as a short-term intervention.

In Year 2, Ladywood Outreach observed Pupil C and provided additional advice and strategies to support their learning. This strengthened staff understanding of Pupil C's needs and informed classroom practice and subsequent provision.

3. Pupil/Parent Voice

Parent: "Your help was really useful and my child learned a lot of new things."

Pupil: "You helped me a lot and Mr Lockwood. Same for Mrs Meers. I had a lovely time in Primary School- you're all my favourite teachers!"

4. Adaptation and Intervention

Pupil C received a consistent programme of targeted support throughout KS1. A planned pack of work was delivered consistently to address identified areas of need and support Pupil C's progress towards accessing the wider curriculum.

Provision was reviewed as Pupil C progressed through school, ensuring that support remained appropriately challenging while addressing their identified needs. The school maintained a focus on enabling Pupil C to access an increasingly age-appropriate curriculum rather than creating a separate or reduced curriculum pathway.

Following the Year 2 observation, Ladywood Outreach provided strategies to support Pupil C's learning. These strategies were shared with staff and incorporated into classroom practice, strengthening the school's ability to respond to Pupil C's communication and learning needs.

In Years 3 and 4, Pupil C received targeted small-group teaching led by the SENCO. Provision was informed by targets identified on the provision map and focused on developing the skills required for Pupil C to access the age-related programme of study and participate alongside their peers.

The small-group provision provided an opportunity for focused teaching, additional modelling, guided practice and targeted support. Importantly, the aim was not simply to provide additional intervention, but to develop Pupil C's independence and ability to access the mainstream curriculum successfully.

As Pupil C's confidence, skills and attainment developed, provision was adapted. By Year 5, Pupil C was able to join the main teaching group and access the Year 5 programme of study alongside their peers. This continued into Year 6, enabling Pupil C to access the full age-related curriculum and participate successfully in the preparation for KS2 SATs.

5. Professional Collaboration and SEND Leadership

Pupil C's support demonstrates a graduated and collaborative approach to identifying and responding to SEND.

Early concerns identified by nursery were followed up through referral and specialist assessment. School staff worked alongside relevant professionals to develop an understanding of Pupil C's speech, language and communication needs and to ensure that appropriate support was put in place.

The involvement of Ladywood Outreach in Year 2 provided further specialist advice and enabled staff to refine strategies to support Pupil C's access to learning. This external advice complemented the school's ongoing assessment and monitoring.

The SENCO played a key role in coordinating and delivering targeted provision during Years 3 and 4. Provision map targets were used to identify specific areas for development and to ensure that intervention remained focused on enabling Pupil C to access the age-related curriculum. Regular monitoring of Pupil C's progress enabled leaders and staff to review the level of support required. As Pupil C developed the necessary skills and increased their ability to access learning independently, provision was adapted accordingly. This resulted in a planned reduction in targeted support and increased participation within the main teaching group.

This demonstrates a graduated approach in which additional support was provided where required, reviewed in response to progress and adapted as Pupil C became increasingly able to access learning alongside their peers.

6. Academic Impact

Pupil C made significant progress from their starting points across Key Stage 2.

Assessment Point	Writing	Reading	Mathematics
Key Stage 1 SATs	PK3	PK3	PK4
Key Stage 2 SATs	WTS	WTS – Scaled Score 97	WTS – Scaled Score 99
Points Progress	+8.5	+6.4	+11.08

At the end of Key Stage 1, Pupil C was assessed at PK3 in writing and reading and PK4 in mathematics. By the end of Key Stage 2, Pupil C achieved the expected standard threshold in all three subjects, achieving WTS in writing, reading and mathematics.

Pupil C's scaled scores of 97 in reading and 99 in mathematics demonstrate their progress towards the expected standard. The points progress data also demonstrates sustained academic progress across the key stage, with progress of +8.5 in writing, +6.4 in reading and +11.08 in mathematics.

Of particular significance is the development in Pupil C's ability to access the age-related curriculum. Targeted provision in Years 3 and 4 supported Pupil C to develop the knowledge, skills and independence required to rejoin the main teaching group in Year 5 and access the Year 5 and Year 6 programmes of study alongside their peers.

7. Wellbeing, Engagement and Inclusion Impact

Pupil C's progress was not limited to academic attainment. The gradual development of their ability to access learning alongside their peers represented an important aspect of their inclusion within the school community.

The targeted provision in Years 3 and 4 provided an appropriate level of support at a point when Pupil C required additional teaching to access the curriculum. As their skills developed, the level of support was reduced and Pupil C was successfully reintegrated into the main teaching group.

By Year 5, Pupil C was able to access the Year 5 programme of study alongside their peers, continuing this into Year 6. This represented a significant step in their independence and inclusion, as they were able to participate in age-related learning without requiring the same level of targeted small-group provision.

Pupil C's progress demonstrates the importance of providing targeted support while maintaining high expectations and a clear pathway towards increased independence and full participation in the mainstream curriculum.

8. Review, Leadership and Overall Impact

Pupil C's provision was reviewed throughout their time at Haslam Park in response to assessment information, classroom observations, specialist advice and progress towards provision map targets. Leaders and the SENCO maintained oversight of Pupil C's provision and ensured that support developed in response to their changing needs. The approach was not one of indefinite intervention; instead, targeted provision was used strategically to develop the skills Pupil C needed to access the curriculum more independently.

The progression from consistent targeted support in KS1, to specialist advice from Ladywood Outreach, to SENCO-led small-group teaching in Years 3 and 4, and subsequently to full participation in the main teaching group in Years 5 and 6 demonstrates a clear graduated approach.

The impact can be seen across several areas:

- *Identification:* Pupil C's needs were identified early and investigated through appropriate referral, assessment and observation.
- *Provision:* Support was sustained and adapted in response to Pupil C's changing needs.
- *Specialist collaboration:* Ladywood Outreach provided additional expertise and strategies to strengthen classroom practice.
- *Leadership:* The SENCO coordinated targeted provision and ensured that intervention remained focused on identified provision map targets.
- *Curriculum access:* Pupil C progressed from requiring targeted support to accessing the age-related programme of study alongside peers.
- *Academic achievement:* Pupil C progressed from PK3/PK4 at the end of KS1 to WTS across reading, writing and mathematics at the end of KS2.
- *Independence:* The reduction in targeted provision and successful return to the main teaching group demonstrated increased independence in accessing learning.
- *Inclusion:* Pupil C was able to participate fully in the mainstream curriculum alongside their peers by Years 5 and 6.

Overall, Pupil C's case demonstrates the impact of early identification, sustained targeted intervention, specialist advice, strong SEND leadership and a clear focus on developing independence. The school's approach ensured that additional provision was used to remove barriers to learning while maintaining high expectations and a clear pathway towards full access to the age-related curriculum.

9. Next Steps

By the end of Year 6, Pupil C was successfully accessing the age-related curriculum alongside their peers and had developed the independence required to participate in mainstream teaching. Pupil C has successfully transitioned to secondary education, with information regarding their identified needs, progress, successful strategies and effective classroom approaches shared with the receiving school to support continuity of provision.

The focus is now on enabling Pupil C to access the secondary curriculum with increasing independence, while maintaining appropriate awareness of their speech, language and communication needs. Targeted support should be provided where required, with progress monitored to ensure that the positive progress and increased independence achieved at Haslam Park are sustained.