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| Assess | Plan | Do (Details on Learning Support Provision Map) | | Review |
| 10.1.17 √ | 17.1.17 √ | EAL Teacher 1:1 twice a week for 6 weeks.  Enrichment English session (small group)  Support from TA in English, History and Geography lessons.  After school extension maths club (Weds. for 6 weeks) | | 14.4.17 |
| **Y10 Shan new student in his secondary school** | | | | |
| http://www.dvb.no/wp-content/uploads/2015/07/Math_problem.jpg | | | | |
| **Learner profile:**  **Strengths:** Shan is eager to please and attentive to the needs of his younger brother and sister.  He has an aptitude for maths and clearly loves this subject.  He is energetic and shows promise as a cricketer and gymnast.  **Weaknesses:** Shan has English as a second language. His father has passable English, but not his mother. An initial short assessment by an EAL teacher indicated that Shan lacks fluency with reading in his first language. His speech is unclear and he has difficulty with the pronunciation of some sounds.  Further assessment indicated Shan has strengths in visual spatial skills and significant weaknesses with fine motor co-ordination and handwriting skills. He also has delayed literacy development with an emerging profile of specific cognitive weaknesses in the retrieval and processing of language (rapid naming), phonological awareness and working memory. The impact is seen in his difficulties with the blending and segmentation of sounds and syllables, reading speed, reading comprehension and spelling HFW. | | | | |
| **Issue** | | | **Strategy (Review set for 8 weeks)** | |
| Unable to keep up with the speed of verbal information in the classroom. | | | * Give important information facts visually or in writing before the lesson. * In Q and A sessions, teachers should allow time for Shan to process the question before expecting him to respond. * Avoid giving multiple instructions verbally. * Shan to keep a book of important words and their meanings to improve vocabulary and spelling. * Reduce complexity of language and increase amount of familiar vocabulary. * Encourage Shan to take responsibility when he isn’t understanding – and to tell the teacher/teaching assistant. | |
| It takes Shan longer to learn new concepts. | | | * Relate new information to previous knowledge. * Create concept maps to show the relationship between concepts within a topic area. * Making flash cards will enable Shan to learn key terms and definitions in a fun way by playing a pairs game. * Ask ‘memory buddy’ to prompt. | |
| Shan cannot identify (by hearing) the mistakes in his <http://balabolka.en.softonic.com/>own writing. | | | * Use text to speech software to access text. Free downloads available e.g. <http://balabolka.en.softonic.com/> * Learning to sound out the syllables of a word will help Shan to hear the separate chunks of sounds in order to aid spelling and improve proof reading. | |
| Written work is disorganised | | | * To plan and organise his writing - develop mind mapping skills. * Break down complex written tasks into smaller manageable chunks. * Use task plans to develop ways of marking his progress through the task to keep his place. * Use diagrams with key elements of task depicted by colour or picture cue. | |
| Speech sound production | | | * Request to a speech & language therapist for assessment and a programme of support. | |
| Reading comprehension weaknesses. | | | * SQ3R a reading comprehension method named for its five steps: survey, question, read, recite, and review. | |
| EAL support | | | * Use 5 Stage Model to clarify strengths and areas for development. Currently requires EAL support to access the curriculum. * Create an induction handbook with names and pictures of key staff. * Develop topic word words. * Establish time connectives: first, next, then – alongside yesterday, today, tomorrow. * Provide word fan to communicate basic needs. | |
| Maths | | | * Check with maths department that Shan is coping and participating in lessons (specifically that his reading difficulties are not impeding progress). | |