

Targets	How you worked on this	An example can be found on
Target 1: Make explicit links between the points suggested in literature and your own decisions.	I have explored a range of literature on various topic and then developed my own decisions while backing up views with literature	Throughout the assignment.
Target 2: Use 1.5 line-spacing to improve format of assignment.	I have ensured that I have included 1.5 spacing to improve the format of my work.	Throughout the assignment.
Target 3: Adopt an academic register throughout, e.g, Furthermore, additionally etc	I have ensure throughout my work to use various words from the academic phrase bank to support my academic register.	Throughout the assignment.

ECAD6013: The Learner: Who am I teaching?

Supporting your discussion with theory, practice, and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/her learning during one particular transition period (horizontal or vertical)

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Word Count: 5,485

Part 1:

This study will focus on a seven-year-old girl called Olena who has recently moved to a town situated in Swansea after fleeing her homeland in Ukraine. Olena is due to start a new local school, joining a Year 3 class after being away from education for a year due to the war and forcibly fleeing her country to seek asylum. Having been granted asylum status, her family is now in a secure accommodation and received various support to support their settlement within their new community (Refer to part 2). To assure her right to privacy, a pseudonym name has been used for the fictional learner, with other information about her family and school that have been devised similarly upheld to maintain confidentiality and anonymity (UNICEF, 2009; BERA 2018).

To date, Olena and her family have experienced various traumatic experiences, such as losing friends and family, living in a war zone alongside the difficulty of fleeing their country. These events could be classified as Adverse Childhood Experiences (ACEs) which are defined as “stressful experiences” (Bellis et al, 2015, p.4) that occur during childhood that directly hurt the child or impacts their living environment. Research highlights the potential negative impact of ACEs across a child’s life course including behavioural issues, mental health problems, social and emotional issues, academics, cognitive functioning along with future chronic health conditions (Estyn, 2020a; Bangor et al, 2020; Aston, Bellis & Hughes, 2016). Therefore, this literature suggests exposure to ACEs can have long-term implications on varying factors particularly if children experience more than one type of ACE then the greater risk of poor outcomes (Bangor et al, 2020). Perhaps, it is too early to decipher whether Olena’s traumatic experiences will have long-term implications. That said, we should not underestimate children’s ability to develop resilience to come back from serious hardship, particularly when they have a strong, secure attachments and networks around them (Colley and Cooper, 2017; Brooks, 2019).

Olena’s traumatic experiences have affected her mental wellbeing, specifically her anxiety when around new people, being in unfamiliar places and situations, alongside leaving her parents. She also struggles with loud noises thinking that something bad is going to happen, particularly if they are sudden. This could be a fear associated with her past trauma (Cowie, 2004). Additionally, she has basic English skills however can find it challenging to keep up with daily interactions and become anxious to interact in English just in case she misunderstands or makes a mistake. It is understood from professional dialogue with Olena’s parents that they are keen for her to return to education and committed to supporting her education to their best efforts. Olena conveyed a similar desire about wanting

to return to school however made it apparent about aspects that were worrying her about the transition.

Due to concerns raised about Olena's transition, a meeting was undertaken before the new term involving all key stakeholders including: Olena, her parents, her new teacher, classroom Learning Support Assistant (LSA) and external translator. According to Parker et al (2021) to ensure a successful transition, empowering engagement with key stakeholders is essential. Therefore, fostering a sense of community support and practice to collaboratively support the individual (Wenger, 1998). This meeting provided an opportunity for Olena and her parents to begin to familiarise themselves with the new environment and key people involved in Olena's support system. It also enabled Olena and her parents to form relationships within their new ecological systems as proposed by Bronfenbrenner through allowing them to identify different people and influences within the microsystem/mesosystem (school), exosystem (external translator), and macrosystem (cultural differences, education system) (Pound, 2006). His theory acknowledges that individuals are not in isolation but influenced by multiple levels of surroundings. Therefore, this shapes an understanding of the complexity of the transition process and the impact it can have upon individuals' future (Bronfenbrenner, 1979). However, critiques of Bronfenbrenner theory may suggest he discounts the role that individuals play in their own development, placing more emphasis on the influential contexts around them for example environments, people, culture (Aubrey and Riley, 2019).

Olena also had the opportunity to develop a one-page profile in this meeting (see part 2). One-page profiles were initially utilised as a tool for aiding children with Additional Learning Needs (ALN) (Welsh Government (WG), 2015). Nonetheless, they are now become prevalent in school for all learners and families, as an example of personalised practice to support individuals to achieve their fullest potential (WG, 2015). This tool provides an opportunity for learners to have their voice heard. Therefore, securely underpins Article 12 under the United Nations of the Rights of the child (UNCRC) (UNICEF, 2009) of respecting pupils' voice. Furthermore, a discussion with key stakeholders followed to create a support plan (see part 2) to highlight any concerns and develop strategies in hope to mitigate them. There were various concerns about Olena returning to education, which could be considered obstacles to her successful transition and progression. These concerns were namely associated with her mental wellbeing, social skills, and linguistic difficulties. As a result, it was agreed that Olena would benefit from personalised support through a support plan to prevent these barriers becoming a greater influence upon Olena's holistic progression.

All children will experience various transitions throughout their life which is now a particularly explored area of research in education due to the impact and significance that the encounter with change can have on children (Symonds, 2015; Perry and Dockett, 2011; Davis, Ravenscroft & Bizas, 2014; WG 2010;2017a). The general definition could state that transitions represent significant occurrences or processes taking place at particular moments or critical changes throughout one's life journey (Vogler, Crivello and Woodhead, 2008). In practice, there are two types of transitions which are differentiated in terms of vertical and horizontal "passages" (Kagan and Neuman, 1998 p.366). Vertical transitions can be classified as the key changes that children go through, often linked to "upwards" movements for example starting school, moving to primary to secondary (Vogler, Crivello and Woodhead, 2008, p. 2). Whereas horizontal transitions are less distinctive that children regularly undertake between one context to another for example moving rooms, going to assembly, or having a supply teacher (Packer et al, 2021). Olena has encountered the vertical transition of home to school previously and undoubtedly undergone horizontal transitions. Nevertheless, the significance of undergoing the vertical transition again alongside her traumatic experiences should not be overlooked, regarding the potential personal impact this could have on Olena (Seung Lam and Pollard, 2006).

Research indicates that transitions can have enduring implications for both academic and cognitive growth as well as children's' overall health and well-being (Tobbell and O'Donnell, 2013; Fane et al, 2016). Therefore, it is fundamental to effectively support children through transitions in education which remains a pivotal aspect of policy, practice, and literature (Colley, 2007) to reduce the potential long-term impacts and lay the foundations for future progression and success. This has been recognised as particularly important for children classified as vulnerable, having social and emotional difficulties, at risk or having ALN which transitions might present a greater risk than for others (Symonds, 2015; Davis, Ravenscroft & Bizas, 2014). From this literature Olena could be classified as a greater risk due to her presented issues. As a result, early support as detailed in her support plan could be imperative to prevent Olena experiencing those long-term impacts and her achieving a successful transition and future progress. Although, it could be argued that it is not only pupils under these circumstances that may experience those suggested risks (Packer et al, 2021). As a result, it is perhaps important to resonating an inclusive approach to transitions and ensuring educators understand their learners. This will enable educators to tailor effective support for specific needs and challenges of learners during time of transitions (Hutchison 2011, cited in Parker et al, 2021). Furthermore, the nature of the Curriculum for Wales (CfW) has also given attention to transitions through removing distinctive age and stage markers. Such age and stage linked markers may arise from the work of early child

development theory, including perspectives of Piaget, Erikson, Vygotsky amongst others (Lindon, 2012; Pound; 2006; Gray & MacBlain, 2015). However, there could be conflict amongst their views in terms of viewing development as being too linear, perhaps overestimating or underestimating the abilities of children (Aubrey and Riley, 2019). Given this, the CfW now focuses on a continuum of learning with individual progression through the Areas of Learning and Experience (AoLEs) aligning broadly with age expectations with progression steps as a personal “road map” for each child (Donaldson, 2015 p.53; WG, 2020b). Thus, the development aims to prioritise the learning process by minimising transition points and limiting potential hindrances to progression arising from different key stages (Donaldson 2015).

Olena has encountered various transitions in her life to date, as she developed holistically. This idea of holistic refers to approach to education which values the development of the whole child including emotionally, physically, socially, spiritually, cognitively so they can reach their fullest potential (Tassoni et al, 2010). The CfW advocates the development of the whole child through nurturing individuals to develop towards the four purposes which are a shared aim for every child and young person in Wales (WG, 2020a). These four purposes should underpin all teaching and learning experiences in order to foster the development of well-rounded citizens (WG, 2020a). Furthermore, in-school interventions perhaps also value this holistic approach through providing additional support to target other aspects of development such as social and emotional skills, physical development rather than solely traditional literacy and mathematics interventions (Siddiqui and Ventista, 2018). Therefore, this perhaps demonstrates a shift in educational development through recognising and valuing the holistic progression in learners. As a result, this could classify as one of the core responsibilities of educators (Kochhar-Bryant, 2010) rather than solely focusing on cognitive skills which perhaps our previous education systems have been governed by. Steiner (1996) favours the importance of developing aspects of the whole child amongst others including Montessori, Bruce, and Froebel (Pound, 2006; 2009). Furthermore, this concept perhaps also overlaps with Maslow’s Hierarchy of needs (Maslow, 1954). He believes that children’s basic needs and others needs lower down the pyramid must be entirely satisfied before they can learn and progress to reach their fullest potential (Maslow, 1943). It is acknowledged that Olena basic needs are being met and she now has some stability occurring. However, there could be other factors within Maslow’s hierarchy such as her sense of security and belonging within her new school and community that could relate to her current barriers. Therefore, enabling Olena to feel a sense of security and belonging within her new school and community once again is fundamental in enabling her progression. Whilst the holistic approach equips learners with a diverse set of knowledge

and skills for the twenty-first century (Drew, 2020). It could however be disagreed by parents/carers, through focusing on other areas as well rather than solely literacy and maths. Thus, can be devised by their attitudes, values, beliefs, and personal schooling experiences which can have both a positive or negative impact on the child (Taylor, Clayton and Rowley, 2004).

It appears Olena's physical development is developing what is considered typically acceptable for her age (Meggitt, 2012). Also, her parents shared views that her intellectual development seems to have followed in a similar acceptable manner. That said, it is important to note that her progress would have previously been assessed against expectations of that culture and curriculum. Additionally, Olena has been out of formal education for a year resulting in missed learning opportunities, leading to potential gaps in her knowledge and skills (Strictly Education, 2023). Due to the unavailability of Olena's previous schooling history and progression, it has not been possible to accurately determine where Olena is at with her learning against the expectations of the CfW. Therefore, as a starting point we will be looking at progression step 1 across all AoLEs (WG, 2020b). However, it will be necessary for assessments to take place in the first few weeks of her time in school to illustrate approximate markers of her current skills and knowledge and identify corresponding progression step or steps across the AoLEs. Thus, will enable Olena to be supported and challenged appropriately in accordance with her individual progression (WG, 2020b).

Olena has had to face and manage abrupt changes in her past experiences. That said, she has benefitted from secure attachments as pioneered by Bowlby and later expanded upon by Ainsworth (Pound, 2006; Doherty and Hughes, 2014). Therefore, she has adjusted to these changes relatively well, through the support of her primary caregivers to calm and reassure her during times of uncertainty and distress. However, she is now showing signs of anxiety when being separated from them alongside being with new people and in unfamiliar environments and situations. Thus, perhaps is a response related from past trauma (Staffer, 2008; Rankin, 2019). Anxiety is one of the most prevalent mental health difficulties experienced by children and adolescents (Berman, 2022; Howard et al, 2017). Literature suggests that this is particularly evident amongst refugee children and adolescents alongside potential depression and Post-Traumatic Stress Disorder (PTSD) (Dinesh Bhugra, Craig and Kamaldeep Bhui, 2010; Rae, 2023). Therefore, this could imply that Olena could potentially be at risk of these mental health conditions (Ehnholt and Yule, 2006). It is understood that a child experiencing anxiety and uncertainty could express this through various adverse behaviours, including withdrawal, disruptions, lack of focus among others

(Bombèr, 2007; Sobel & Alston, 2021). Olena's anxiety, absence from education alongside her social and linguistic difficulties, could all be potential contributors in impacting her progression. As a result, it is pivotal that early measures are in place to support Olena's anxiety and aid her emotional stability ready to learn (Bombèr, 2007). The use of a visual timetable will form part of Olena's anxiety support in order to establish a clear structure and enable Olena to know what is happening and expected throughout the day (McCann, 2023; Brooks 2019; Rae 2023). It is suggested that clear structures are important to promote those feelings of calm, control, and certainty particularly for individuals that have lived in uncertainty or been exposed to trauma (Rae, 2023). However, it is important that the timetable is regularly referred to by the teacher and LSA and updated accordingly (Rutherford et al, 2021). Furthermore, it was agreed that Olena could bring to school a comfort object (teddy bear) from home in order for her to feel a sense of security and closeness to her parents (Woodhouse, 2019; Lewis 2023; Brooks 2019). Furthermore, a home-school diary will be used to exchange information between school and home, providing updates on Olena's school life while her parents can also share relevant information about her life at home, which can be valuable for teachers' awareness. Thus, approach is deemed effective in helping learners adjust to new educational environment and in maximising their potential for growth (Correia and Marques-Pinto, 2016). However, this can be dependent on the teacher and parents' engagement perhaps due to other demands like time (Runswick-Cole, 2016). Additionally, due to Olena's parents also having basic English skills, this may also reduce their engagement with the home-school diary (Runswick-Cole, 2016). To overcome this, the school could offer English session for parents or connect them with local English beginner classes to further advance their skills (Swansea University, n.d).

Pictorial aids containing key words and phrases will also form the support being offered to Olena for her language and social barriers. This is hoped to support Olena to navigate around the school day and aid her communication in particular situations and contexts. These resources will be bilingual to build her vocabulary but also to support her peers and staff to communicate and understand her. However, it will also be important to advance Olena's language further than key words and phrases (Garcia Mayo, 2017). Therefore, explicit language and literacy teaching and interventions will also be used to directly support and increase Olena's language, literacy, and communication (LLC) skills. Furthermore, translation facilitates such as apps alongside bilingual resources will also be embedded into Olena's support. It is hoped that these facilities will support Olena and her peers to engage with one another and encourage their learning from one another through Vygotsky's more knowledgeable other (MKO) concept (Gray and MacBlain, 2015). This could aid Olena's

sense of belonging within her new environment and community, whilst also encouraging her peers to learn more about her original culture (Rogoff, 2003). Thus, supporting the development towards “ethically informed citizens” (WG, 2020a p.1). It could be argued that creating the bilingual resources could be time-consuming (Soni, 2023). However, resources could be utilised which are readily available to schools to support Ukraine refugees (Department for Education, 2022). That said, it is important to be cautious of the translation, therefore seeking advice from an external translator if available would be appropriate.

It will be important to promote Olena’s socialisation and settlement, enabling her to feel a sense of belonging and security within her new environment and community. Thus, will allow her to re-build her personal ecological system as suggested by Bronfenbrenner (Pound, 2006). As a result, a whole class approach of ‘get to know me’ activities will be implemented throughout the first week. This is hoped to foster Olena’s and her peer’s sense of belonging, build relationships and develop a positive classroom ethos (Cornell University, 2023). It is anticipated that Olena is likely to make further progress in a supportive learning environment where she can interact with her fellow peers (Wertsch, 1981; Smidt, 2013). Therefore, echoing Vygotsky sociocultural theory whereby he recognises the role of social engagement and cultural context in knowledge construction and the acquisition of skills (Pound, 2006). Furthermore, the use of a buddy system will also be part of Olena’s support in aiding her social skills and settlement. It is hoped that this will ease Olena’s transition, promote friendships alongside foster a greater sense of belonging (Bush, 2003).

Olena’s support strategies will have an initial review before the end of the half term to determine their impact upon Olena’s presented difficulties. Although it has been made clear to all key stakeholders that points can be raised prior, in wish to discuss matters sooner. The impact of support will largely be informed by formative feedback, observations, and discussions. However, appropriate assessments, marking, and comments noted in the home-school diary will also further support the evaluation process. Olena’s language development alongside her progress within other AoLEs will be continually monitored, through appropriate means of assessment in order to determine her overall progress and refine her support if required. It is anticipated that Olena’s progression will most likely not be linear, and she will require more than just one term of support. Although this review will enable key stakeholders to determine the influence of these strategies and make appropriate modification if required. Thus, will ensure Olena is appropriately supported to promote her individual progression within the following term. Additionally, in time it may become apparent that Olena requires support from the involvement of other stakeholders for example Additional Learning Need Co-ordinator (ALNCo), Emotional Literacy Support assistant

(ELSA), external mental health services. Therefore, the appropriate steps will be undertaken if necessary to ensure Olena has effective support from relevant stakeholders to fulfil her potential.

Involving Olena's parents throughout this process is paramount to the success of Olena's transition and progression. The school are taking vital steps to facilitate the input of Olena's parents in her education, valuing the impact that parents can have upon their child's holistic development (Hirano et al, 2016). Therefore, it is hoped to enable the school and Olena's parents to form positive relationships with key members that are involved in Olena's education and feel comfortable to share and discuss issues in the future (Hornby, 2011; Estyn 2019a; Estyn 2016). It should be acknowledged that it is not just Olena experiencing the transition, her parents are also having to experience and manage their own transitions for example moving to a new community alongside Olena starting a new school. Therefore, it is important to provide Olena's parents with support through clear communication and opportunities to collaboratively engage with the school for example opening evenings (Thomas, 2019). As a result, this is hoped to support Olena's parents' potential anxieties about the transition, foster their sense of belonging and support their school engagement. Additionally, it is important to consider the communication with Olena's parents for example school letters and reports as mentioned her parents only have basic English skills. As a result, it will be important that this information is bilingual with their native language or adaptations are made to share this information for example meetings, phone calls. These initiatives will further encourage the involvement of and with Olena's parents (Estyn, 2020b). Even though, Olena's parents seem motivated to engage with the school in supporting Olena's transitions and progression. That said, they may also face their own adversities for example acceptance in the community, whilst also perhaps mental health issues arising from their own trauma (Measham et al, 2014; Stauffer, 2008). Thus, could influence their enthusiasm to engage with the school and additional bodies. Therefore, the school could signpost Olena's parents to external support if necessary to prevent these potential challenges becoming a greater risk to their engagement in Olena's education. Although, it is important to be careful and sensitive when signposting particular external support such as mental health to not damage the relationship, resulting in complete disengagement (Department for Education, 2017).

In conclusion, Olena's return to education with her presented barriers and the impact this could have on her successful transition and future progression as detailed in this study. Thus, the significance of devising multiple strategies to cater for her individual needs and in hope to mitigate these barriers early before they perhaps become of greater influence on

Olena's holistic progression. Even though it is educators' duty to support the needs of the learners in their care, it is also their responsibility to safeguard themselves and protect their own well-being. This is particularly pivotal when working with learners and families that could be considered at risk or vulnerable for example Olena and her family. Therefore, it is important to develop positive relationships with them and other bodies who can also provide meaningful support or guidance where required in ensuring all learners have effective support and equal opportunities to fulfil their potential (WG, 2017b). This study has enabled me to develop towards aspects of the Professional Teaching Standards (WG, 2017b) through catering for diverse needs of learners in ensuring their individual progression, learning outcomes and well-being (WG, 2017b). Additionally, considering the voice of the learner alongside the involvement of parents throughout this study, addresses the standard of listening to learners and involving partners in learning (WG, 2017b). The literature presented in this study perhaps also demonstrate wider reading and research findings on various topics and a commitment to my professional learning (WG, 2017b). From a personal view, utilising professional learning opportunities as they arise and seeking additional knowledge to enhance the quality of your teaching, whilst also facilitating the sharing of best practice (Estyn, 2019b) will further enhance the effectiveness of accommodating and supporting the diverse nature of learners. I have not yet encountered a learner with similar barriers to Olena and coming from a refugee status. However, as a student and qualified teacher I will be able to draw upon and explore these strategies as detailed in this study to cater for a learner with perhaps similar needs in my future practice. However, it is important to note that these strategies may not work for every learner despite perhaps displaying similar barriers. Therefore, perhaps on a practical perspective I still need to broaden my skills and knowledge into different approaches within this area to tailor for diverse learners and effectively support their individual progression.

Part 2:

One Page Profile:

Name: Olena

Age: 7 Years old

Likes:

- I like watching children's TV.
- I like eating sweets.
- I like spending time with my mother and farther.
- I like art activities.

Dislikes:

- I don't like leaving my mother and farther.
- I don't like loud noises.
- I don't like bananas
- I don't like spiders.

What is important to me?

- My mother and farther are happy and safe.
- Having time to be able to do art activities. This can help me calm down when things get too much.
- My teddy bear that I take everywhere with me as it makes me feel calm and close to my mother and farther.
- To make friends that make me feel happy and safe.
- To feel safe and comfortable in my new school

How you can support me?

- I can use some English, but I need help to understand when others talk quickly or when they talk about things that I do not know the words for yet.
- I can become nervous when I have to use English around others just in case, I get it wrong or do not understand so I will need a lot of help to feel less nervous.
- I feel nervous when in new environments and situations and around new people so I would like help to manage my nerves.
- I do not like loud noises. This can make me worried and upset that something bad is happening so make sure I can get my ear defenders.
- Allow me quit time out when I need it to calm myself down.

Profile created with teacher and external translator.

Background Overview:

Olena is seven years old and was born in Ukraine. She now lives with her both parents in Swansea after being forced to flee their homeland to seek asylum due to the war. Olena's family have sustained refugee status and received a range of necessary local and other councils' advice and support required to settle within their new community including suitable housing, work, and training alongside registering with local health care and services. Olena has not been in formal education for the last year due to experiencing various traumatic experiences. These various traumatic experiences have had a noticeable impact on Olena's mental wellbeing, particularly her anxiety. She can also become anxious and upset with sudden loud noises, thinking that something bad is happening. Olena does have basic English skills but can struggle at times to understand and interact with others, particularly if people talk quickly and discuss things that she does not know the vocabulary for yet. Communicating in English with others, can also be anxiety provoking just in case she gets it wrong and/or has misunderstood. There is limited current educational information about Olena's schooling history and progression however it is understood from discussion with Olena and her parents that she did like going to school before and particularly enjoys art-related activities. Therefore, it is difficult to accurately determine where Olena is at in terms of her progression. Her parents expressed they are keen to settle Olena back into full-time education and committed to supporting her the best they can. Olena has expressed she is nervous about being in a new environment (school) with unfamiliar people as well as leaving her parents. Olena is due to join a Year 3 class, entering a class of 28 children, with 1 full time Learning Support Assistant (LSA) supporting alongside the class teacher. Due to Olena's identified area of need a support plan was created with the input from all key stakeholders for example Olena, her parents, her class teachers and LSA and an external translator in hope to mitigate these issues. It was agreed that Olena and her parents could visit the school to begin to familiarise themselves with the new environment and build connection with the people involved in Olena's support system prior to starting the new term.

The strategies illustrated in the support plan will be in place initially for first half term, with opportunities to review, evaluate and adjust accordingly to ensure appropriate support is provided for her individual progression.

Support Plan:

Need for support:	Support Strategies:	Who will be involved?	Review and Evaluation
Anxiety Olena can become very worried and upset when in unfamiliar places, around new people and leaving her parents. She can struggle when she does not know what is happening and what to do.	○ Visual timetable to be displayed in the class to provide clear daily routine. ○ Social stories to prepare her for potential upcoming situation/events that might be anxiety provoking for her. ○ Comfort object ○ Home-school book allowing stronger communication between key stakeholders. ○ Quit- time out if and when required.	Class teacher and LSA set up and use visual timetable. LSA will have allocated time to deliver with Olena. LSA will prepare the stories with the support of the class teacher and translator. Olena, class teacher and her parents to agree on a comfort object from home to bring into school. Olena, class teacher, her parents and LSA to contribute to the home-school book daily. Class teacher, LSA, Olena.	Professional meeting to be held with key stakeholder; Olena, her parents, class teacher, LSA and translator before end of half term. Olena's mental wellbeing (anxiety) needs to be monitored daily with whole class 'wellbeing check-ins' and if necessary one to one. Olena is likely to be quite anxious to begin with, but it is hoped that over time that these strategies will help her feel more settled and comfortable. Feedback will be sought as evidence from all key stockholders to review these support strategies and modify accordingly if needed.
Language Olena has basic English skills but finds it challenging to understand and interact with others particularly if people talk quickly or talk about things, she does not know the words for yet. She has basic reading and writing skills however needs to improve these further.	○ Translation facilitates (e.g google translate, apps and bilingual resources/dictionaries) and support to use them accordingly. ○ Use visual cues, real objects and prompts when possible. ○ Dedicated language and literacy intervention to explicitly support and progress her skills.	Teacher and LSA to ensure access to translation apps, bilingual dictionaries/resources. Teacher, LSA with support from the external translator will prepare bilingual resources if required and shown by the translator how to use the translation facilities appropriately. Class teacher, LSA. LSA to be given allocated time during the week to deliver with Olena with support and advice from class teacher and external translator.	Olena's progress will be continually monitored using appropriate means of assessment and reported to her parents every half term with support from external translator if needed. Marking, observation, and feedback will also be key factors in evaluating. Olena's progress. It is anticipated that Olena will require support for more than just one term however her progress will be reviewed at the end of the first term to evaluate the impact of these

			strategies and adjust if required for the following term.
Struggles with Loud noises: Olena can become upset and worried that something bad is happening when she hears a loud noise, particularly if they are sudden.	○ Ear defenders accessible. ○ Show Olena a video of what happens in a fire alarm so she can familiarise herself. Also, create a social story to prepare Olena what to do in this situation which could be anxiety provoking for her. ○ Quit time out if appropriate.	Class teacher and LSA to ensure ear defenders are available. LSA to be allocated time to deliver with Olena. LSA to prepare social story with the support from class teacher and translator. Class teacher, LSA, Olena	Professional meeting with key stakeholders before end of half term. Feedback will be sought from key stakeholders to review these strategies and modify accordingly if required. Observation will also support the evaluation of these strategies in how Olena is coping with loud noises that arise.
Socialisation/ Settlement: Olena would like to make new friends but becomes anxious around new people and interacting with others in English just in case she gets wrong or misunderstands what has been said.	○ 'Get to know me' activities for the whole class across the first week. ○ Bilingual pictorial aids with key words and phrases. ○ A buddy system	Class teacher, LSA and support from translator if required. LSA to prepare with support from class teacher and translator. Class teacher, LSA, Olena, peer (buddy).	Professional meeting to be held with key stakeholders before end of the term to share feedback on progress and evaluate the strategies in place and adapt if necessary. Observation of Olena's interactions with fellow peers and adults will also support the evaluation. Olena and her parents will be signposted to extra-curricular school activities and social groups and activities beyond the school gate that may be an area of interest for Olena to promote her social skills further (if appropriate) and feedback on potential engagement will be sought.

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