

Target	How you have worked on this	An example can be found on
Avoid over reliance on direct citations	I have tried to paraphrase more when using sources.	Page 4

ECAD 6013: 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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Part 1

Introduction

Rhys is a thirteen year old boy who attends [REDACTED] in Caerphilly county. [REDACTED] has a free school meals (FSM) percentage of 34.1% which is considerably higher than the national average of 21.6%. While the percentage of pupils who are eligible for FSM is considerably higher than average the percentage of pupils who have Additional Learning Needs (ALN) is just 8.9% compared to the national average of 12.7% (Estyn, 2023). [REDACTED] has a large amount of Learning Support Assistants at their disposal, allowing for 1-1 support if necessary. Rhys comes from a single parent household, living with just his mother. Rhys is also eligible for free school meals (FSM). Rhys was diagnosed with Attention Deficit and Hyperactivity Disorder (ADHD) when he was seven years old. In addition to having ADHD, Rhys was also identified as having behavioural issues after a short period in year 7.

Throughout Rhys' school career he has taken a strong disliking to some of the more Literacy based subjects such as English, History and Geography. Rhys always displays good subject knowledge in these subjects but struggles to engage when completing more extended writing tasks. Rhys does, however, enjoy more vocational subjects, such as, Construction and Physical Education in addition to Welsh and Mathematics. One of Rhys' primary behavioural issues in school have been that he struggles to make it to registration every morning despite catching the free school bus every day and always being seen on site with his friends before registration begins. Another main concern surrounding Rhys' behaviour is his constant disruption in lessons, specifically the lessons, previously identified, that Rhys dislikes.

Rhys has seemingly had little struggle with his vertical transitions throughout his life. However, his issues with behaviour did not come to light until he started year 7, so while not being identified as struggling to adapt to the changes that come with transitioning from primary to secondary school, the transition could be a factor in why Rhys' behaviour seemingly began to deteriorate after a short time in year 7. The fact that Rhys' did not have previously identified behavioural issues could be a reason why he did not have a support plan to assist with his transition between year 6 and year 7.

ADHD

ADHD is defined as being “a condition where the affected child or young person has levels of inattention, hyperactivity and/or impulsivity that are abnormally high” (Welsh Government, 2019). As previously touched upon, Rhys was diagnosed with ADHD at age seven. He was given limited support for the condition while in primary school as he was always identified to be at the expected level for his age in the majority of his subjects despite lacking engagement in English, History and Geography. While Rhys was in primary school it was identified that he appeared disengaged in these subject and that he spent much of his time in these sessions talking to his friends but due to him always producing work that was deemed of an adequate standard he was never given any extra support for the subjects.

There are many interventions and strategies that can be used to help pupils that have ADHD. The North and East Hertfordshire NHS Trust (2019) has a comprehensive list of interventions and strategies that are separated into three categories: Impulsivity, Hyperactivity, Inattention. The strategies in the ‘Impulsivity’ category are centred around giving the pupil structure and consistency as well as focusing on positive reinforcement and being calm with the pupil. The strategies in the ‘hyperactivity’ section are focused more on variety and allowing for adequate pupil stimulation in addition to ensuring “that pupils are being given enough opportunity to get rid of some of their energy”. Allowing pupils with ADHD to expel excess energy is an excellent way to increase engagement in the classroom. This is supported by Azrin, Vinas and Ehle (2007) when they found that the pupils involved in their study were calmer in the classroom 100% of the time after physical activity compared with the baseline set by the same pupils being recorded as calm a maximum off 10% of the time. Due to the results from this study combined with the fact that one of the primary concerns surrounding Rhys’ education is his engagement, it would prove very beneficial for Rhys to have time to expel his energy in some way before attending the classes that he is less engaged in. Even though the use of exercise time before sessions will improve Rhys’ engagement, the fact that he would be missing out on a small part of a lesson could be seen as a negative point being lost learning time. The ‘inattention’ category is the largest section and focuses mainly on being patient and specific with the pupil and also on using visual information and large text in order to better engage and avoid overwhelming the pupil.

In addition to using the previously discussed physical activity before classes and due to the fact that Rhys is consistently disengaged and disruptive during English lesson it will prove beneficial for Rhys to receive 1-1 English sessions so that he is able to stay on task and be in a more informal environment in which he will be able to better share ideas and express

himself while in his English lessons. This theory is supported by the Tenney School (2021) website when they stated

“In one-on-one learning, every child can be themselves. They can tap their pencil if it helps them think or wiggle...Especially for energetic kids with ADD and ADHD, having no classmates to distract is a great benefit.”

The use of 1-1 sessions in Rhys' support plan could prove very beneficial to Rhys' education by allowing this added freedom without the worry of him or other becoming disengaged or uninterested. Despite the benefits of using 1-1 sessions for Rhys it is also very important to ensure that he does not feel as though he is having the sessions for any negative reasons and that he is receiving the sessions in order for him to better progress his learning.

Behavioural Issues

The Department for Education (2022) believes that “Good behaviour in schools is central to a good education”. Some of Rhys' identified issues are his behaviour in the classroom and his failure to attend registration every morning. While Rhys' behaviour may seem like a small issue, [REDACTED] has already excluded Rhys twice due to his lack of attendance and behaviour both inside and outside of the classroom. Another behavioural problem that Rhys has displayed is getting into fights with other pupils before school and at break time and lunch time. The school, while not wanting to continue excluding Rhys from any activities or from school on the whole, feel as though they sometimes have no other choice. The school has a structured behaviour procedure that has in all instances been followed by the members of staff involved. Due to Rhys' Additional Learning Needs the school takes reasonable steps when utilising the behaviour procedure, however, in a few instances, the issues have still escalated to the point that Rhys has been put in isolation or excluded from school. The aim of researching support strategies surrounding behavioural issues is to improve Rhys' educational journey by ensuring that he remains in lessons as much as possible. As previously stated, Rhys' main issues in terms of his behaviour are attendance, fighting and general disruption. The PowerSchool (2022) website has nine “positive behavioral interventions” being; “Routines”; “Breaks”; “Silent Signals”; “Proximity”; “Quiet Corrections”; “Special Tasks”; “Positive Phrasing”; “Behavior Statements”; “Tangible Reinforces”. Some of these interventions are very similar to some of those in the list of interventions and strategies from East and North Hertfordshire NHS Trust (2019) that was discussed in the section on ADHD. The fact that there are a lot of similar strategies and interventions for both ADHD and behavioural issues means that Rhys will not have to be removed from his usual classes for extended periods of time. According to Valdebenito et al (2018), in a study surrounding interventions to improve behaviour, “interventions settled in

school can produce a small and significant drop in exclusion rates". This clearly shows that interventions are effective in a behavioural setting and could be implemented in order to manage other behavioural issues.

The issues surrounding Rhys' attendance, while primarily related to his attendance to registration, is still occasionally infringing upon lesson time. Maynard, McCrea, Pigot, and Kelly (2012) state that

"There is a significant overall positive and moderate mean effect of intervention on attendance, which increases attendance by 4.7 days per student by the end of the intervention."

This statement shows that, if Rhys was to receive interventions to support his attendance, that his attendance could improve significantly. Another of the issues identified by [REDACTED] [REDACTED] surrounding Rhys' behaviour is his disruption and distraction during lessons. The University of Washington (2019) outlines multiple strategies to use when dealing with disruptive pupils. One of the strategies outlined is "Remove the student from that class session if the student does not comply with your actions." This strategy when taken in the direct form seems very harsh, however, this strategy can be modified and used in a way that does not allow the pupil to lose lesson time. A way in which a pupil can be removed from a traditional classroom and having them participate in 1-1 sessions. Other than this statement, the University of Washington website has a number of positive strategies to deal with disruptive behaviour such as being firm and consistent and also understanding the pupils and what they may be feeling. According to Lehman (2023) one of the best strategies to avoid pupils fighting is using "active listening methods" and listening to what the child has to say. The previously discussed strategy of meeting Rhys at the bus and going with him for breakfast and an informal conversation will be beneficial as it will allow him to talk about any frustrations he may be experiencing and due to him being inside in the time between him getting off the bus and being in registration which is one of the main times that Rhys tends to get into fights with other pupils.

Transitions

Throughout a child's life they will experience many different transitions, both vertical and horizontal. "Vertical transitions are transitions which constitute a major change to a child's everyday routine" (Rhondda Cynon Taf, n.d.). Examples of vertical transitions are things such as, moving from primary school to secondary school or moving to a new country. "Horizontal transitions occur on a daily or regular basis and usually refer to movement or a change in routine." (Open University, 2023). Some examples of horizontal transitions are going from the classroom to the playground and school picture day. Transitions are not

exclusive to the school setting. There are also transitions that occur at home. An example of a vertical transition outside of the school environment is if a pupil and their family move house. Horizontal transitions are occurring constantly in a child's life both inside and outside school. A transition that Rhys seemingly has difficulty with is the horizontal transition of getting off the school bus and moving to registration. While moving from the school bus to registration may seem simple, Rhys feels that he benefits more from truanting with his friends than going to registration as he feels that he does not accomplish anything while in the class. A strategy to overcome this could be for Rhys to be brought inside with a friend and to sit with a member of staff for an informal morning chat and some breakfast. The use of this strategy will benefit Rhys greatly as he will still be with a friend and having an informal conversation, he will also have access to breakfast and will be inside the building, ready to proceed to the registration class. This is supported by Brighton & Hove City Council (n.d.) who stated that reassurance and bonding with the pupil is a great point of entry for building a strong relationship with the pupil and supporting them through horizontal transitions. A challenge that could arise surrounding this strategy is the pupil's engagement to begin with. Reflecting upon Rhys' experience with transitions in the past, it seems that he would have benefitted from greater support in the vertical transition between primary and secondary school due to the fact that his behaviour began to take a negative turn after he started year 7. There could be many reasons for a pupil's behaviour deteriorating during a vertical transition. According to Martinelli (2016) the main reasons for children having trouble with transitions are emotional and developmental issues. Martinelli goes on to discuss how ADHD affects children who are undergoing transitions will, generally, be having "difficulty regulating attention". The fact that there are two separate sources that both state that pupils with ADHD are more susceptible to experiencing issues during transitions truly shows that Rhys will benefit greatly from support for his transitions moving forward in his school career.

Conclusion

To conclude, throughout the course of this assignment three main themes have been discussed, namely, Attention Deficit and Hyperactivity Disorder, Behavioural Issues and Transitions. The aim of the assessment was to decide what support strategies would best suit Rhys' needs. The findings of the study concluded that the strategies and interventions that will best support Rhys' needs will support him through his horizontal transitions in addition to supporting and nurturing him and his additional learning needs throughout a half term period. Rhys will be given a support plan in order to provide him with a structured plan to better progress his learning. The first strategy that has been agreed upon are a 1-1 English session once per week. These sessions will take place both to allow Rhys to better express himself without disrupting his peers and member of staff and also to assist the

teacher of the class by allowing for teaching to take place with other members of the class without the disruption that Rhys tends to cause and therefore avoid Rhys getting into trouble when it is avoidable. The next strategy that has been decided upon for Rhys' plan is for him to be allowed a ten-minute period before lesson to play football with a friend under staff supervision. The theory behind this strategy is that if Rhys is allowed to expel any excess energy before entering the classroom, he will then be calmer and more engaged while in his lessons. Another strategy that was agreed upon for Rhys is for Rhys' registration teacher, Mrs Jones, to meet him and a friend as they exit the bus and take them to a classroom to have tea, toast and an informal conversation. This strategy will allow for Rhys and Mrs Jones to build trust and a friendlier relationship. This will allow Rhys to improve his attendance and hopefully ease any worries that he holds about going into registration while also not feeling isolated due to him being allowed a friend to join in with the tea and toast sessions. In addition to these strategies it was felt that allowing Rhys to be involved in the process will allow him to feel more comfortable with the proposed changes. In order to give Rhys this level of involvement it has been proposed that there will be a progress meeting on week six of Rhys' support plan with Rhys to assess how he feels he is progressing. The combination of these strategies in the form of a support plan for Rhys will, hopefully, prove extremely beneficial and greatly improve Rhys' behaviour and also give him the necessary support in order to improve his engagement and also his academic attainment.

Part 2

Rhys's Pupil Profile



This is Rhys. Rhys is 13 years old and is in Year 8. Rhys was diagnosed with ADHD when he was 7 and had behavioural issues identified upon entry to Year 7.

Rhys is currently in the 'basic skills' class where he is taught by the same teacher, Mrs Jones, for all of his literacy and numeracy based subjects in addition to performing arts and registration. Rhys does not enjoy any of the subjects taught by Mrs Jones other than performing arts but does enjoy PE and construction. Despite his lack of enjoyment, Mrs Jones has stated that Rhys is in the top 10% of pupils in her class in both Mathematics and Welsh. Rhys has many friends both

in and outside of Mrs Jones' class. Rhys is also a keen rugby and football player outside of school.

Mrs Jones has identified the following strengths and concerns surrounding Rhys:

Personal and Social Development, Well-being and Cultural Diversity

- Rhys has trouble getting to registration on time most days despite catching the school bus every day.
- Rhys is not always respectful towards members of staff and peers.
- Rhys is very talkative and has no trouble socialising

Language, Literacy and Communication Skills

- Rhys has a very broad vocabulary and is very well-spoken when speaking with adults, however, he tends to use a large amount of slang when talking to his peers.
- Rhys is able to convey good listening skills when he is focused and on task.
- Rhys' handwriting is of a much lower standard than the majority of Mrs Jones' class.
- Despite his handwriting, Rhys is able to display strong literacy skills in written exercises.

Mathematical Development

- Rhys has an excellent understanding of mathematics but takes longer than his peers to pick up new topics and concepts.
- Rhys can recite his 2, 3, 4, 5, 6, 9, 10, 11, 12 times tables with little effort and his 7 and 8 times tables with time to work them out.

Welsh Language Development

- Rhys has an excellent understanding of Welsh.
- Rhys can write a paragraph about himself, his likes and dislikes.
- Rhys can speak in coherent sentences in Welsh.
- Rhys usually uses the correct mutations when speaking or writing in Welsh.

Knowledge and Understanding of the World

- Rhys is generally respectful about topics such as race, religion and gender.
- Rhys is usually keen to discuss new discoveries or experiences with peers and with staff.

Physical Development

- Rhys is an avid football and rugby player and to Mrs Jones' understanding he is very capable at both.
- There has been no concern from Rhys' PE teacher surrounding his ability in the class.

Creative Development

- Rhys enjoys listening to music.
- Rhys loves participating in music and drama-based tasks.

Pupil Support Plan

Background Overview

As stated in Rhys' profile, he is a Year 8 pupil and is 13 years old. Rhys was diagnosed with ADHD when he was 7 and has been displaying behavioural issues since joining his secondary school in the previous academic year. Rhys was identified in primary school as struggling with Literacy based subjects such as English, History and Geography. Rhys has also himself stated that he dislikes these subjects because he is "no good at them". Rhys does however thrive in vocational subjects in addition to Mathematics and Welsh. Due to Rhys being identified as achieving less than expected in certain subjects he was placed in his school's 'basic skills' class upon starting year 7 and was kept in the class in the transition to Year 8 due to being identified as needing extra support.

Rhys also comes from a single parent household and is eligible for free school meals (FSM). Rhys' mother is very supportive towards the school and simply wants what is best for Rhys. She has displayed positive interest in Rhys having a support system in place in school while in meetings with the school's Additional Learning Needs Coordinator (ALNCO), Rhys' head of year and Rhys' class teacher, Mrs Jones. In the meetings with Rhys' mother, she stated that Rhys has no issues with sleep or waking up for school in the mornings, despite these being Rhys' go to excuses for being late to school. Due to the issue with Rhys' morning attendance being after he is already on site it was agreed that the best course of action to attempt to tackle Rhys' morning attendance will be for Mrs Jones to greet Rhys when he gets off the bus and taking him and a friend for a morning 'tea and toast' session. These morning sessions will take place every morning for at least the first three weeks of Rhys plan. It was also established that Rhys will be taken out of class for 1-to-1 support sessions for his English work due to one of the main issues with the subject for Rhys is his engagement and generally being disruptive to his peers, it has therefore been agreed that Rhys will benefit greatly from having his English sessions with a Learning Support Assistant. Rhys will have one 1-1 English session per week. Prior to Rhys' 1-1 English sessions he will be allowed to have ten minutes of time with a friend to play football with staff supervision in the hopes that he will expel some excess energy and therefore be calmer when in the session. The support plan will be in place for 6 weeks and is subject to extension or changes depending on how Rhys responds to and engages with the strategies. These strategies will hopefully improve Rhys behaviour overall and improve his engagement in subjects that he dislikes. In week 6, upon completion of the support plan, there will be a review with Rhys to

discuss how he believes he has progressed and to discuss whether he would like the plan to continue. In addition to this there will be another meeting between Mrs Jones, Rhys' head of year, Rhys' mother and the ALNCO to discuss Rhys' progress.

Week	Links to the Curriculum	Session Contents
Week 1-3	<u>AoLE</u> Health and Wellbeing <u>Four Purposes</u> “healthy, confident individuals, ready to lead fulfilling lives as valued members of society” (Welsh Government, 2020) <u>Statement of What Matters</u> “How we engage with social influences shapes who we are and affects our health and well-being.” (Welsh Government, 2022) <u>Progression Step 3</u> “I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.” (Welsh Government, 2019)	<u>Task – Meet Pupil and a friend for tea and toast (Every Day)</u> • Greet the pupils as they get off the bus • Catch up about the weekend (Monday only) • General conversation • Have tea and toast with the pupils and discuss the issue of attendance to registration.

Week 1-6	<u>AoLE</u> Health and Well-being <u>Four Purposes</u> “healthy, confident individuals, ready to lead fulfilling lives as valued members of society” (Welsh Government, 2020) <u>Statement of What Matters</u> “Developing physical health and well-being has lifelong benefits.” (Welsh Government, 2019) <u>Progression step 3</u> “I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.” (Welsh Government, 2019)	<u>Task – 10-minute football with a friend</u> • The pupil will be allowed to choose a friend and have ten minutes of supervised football in order to expel energy before going to their English session.
Week 1	<u>AoLE</u> Languages, Literacy and Communication <u>Four Purposes</u> “Ambitious, capable learners, ready to learn throughout their lives” (Welsh Government, 2020) <u>Statement of What Matters</u> “Literature fires imagination and inspires creativity.” (Welsh Government, 2019) <u>Progression Step 3</u> “I can use my imagination and experiment with language to create my own literature.” (Welsh Government, 2019)	<u>Task – 1-1 English</u> • Begin session by introducing the intention of having the pupil end the half term being to produce a story. • Show the pupil a WAGOLL. • Discuss plot ideas to spark creative thinking. • Make a mind map of plot ideas
Week 2	<u>AoLE</u> Languages, Literacy and Communication <u>Four Purposes</u> “Ambitious, capable learners, ready to learn throughout their lives” (Welsh Government, 2020)	<u>Task – 1-1 English</u> • Remind the pupil of the previous session. • Using the mind map from the previous session decide upon a plot and

	<u>Statement of What Matters</u> “Literature fires imagination and inspires creativity.” (Welsh Government, 2019) <u>Progression Step 3</u> “I can use my imagination and experiment with language to create my own literature.” (Welsh Government, 2019)	begin discussing characters for the story.
Week 3	<u>AoLE</u> Languages, Literacy and Communication <u>Four Purposes</u> “Ambitious, capable learners, ready to learn throughout their lives” (Welsh Government, 2020) <u>Statement of What Matters</u> “Literature fires imagination and inspires creativity.” (Welsh Government, 2019) <u>Progression Step 3</u> “I can use my imagination and experiment with language to create my own literature.” (Welsh Government, 2019)	<u>Task – 1-1 English</u> • Go through the previous session with the pupil. • Using ideas from previous sessions, create a structure for the story with the pupil. • Discuss with the pupil why certain things happen at certain points in a story.
Week 4,5,6	<u>AoLE</u> Languages, Literacy and Communication <u>Four Purposes</u> “Ambitious, capable learners, ready to learn throughout their lives” (Welsh Government, 2020) <u>Statement of What Matters</u> “Literature fires imagination and inspires creativity.” (Welsh Government, 2019) <u>Progression Step 3</u>	<u>Task – 1-1 English</u> • Ensure that the pupil has all of the resources they created in previous sessions. • Remind the pupil of the structure discussed in the previous session. • Have the pupil begin writing the story in the week 4 session and

	"I can use my imagination and experiment with language to create my own literature." (Welsh Government, 2019)	have it completed by week 6.
Week 6	<u>AoLE</u> Health and Wellbeing <u>Four Purposes</u> "healthy, confident individuals, ready to lead fulfilling lives as valued members of society" (Welsh Government, 2020) <u>Statement of What Matters</u> "Our decision-making impacts on the quality of our lives and the lives of others." (Welsh Government, 2022) <u>Progression Step 3</u> "I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors." (Welsh Government, 2019)	<u>Task – Progress meeting with pupil</u> • Discuss with the pupil how they feel they have progressed over the course of the plan. • Discuss with the pupil whether they believe they should continue receiving this level of support.

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