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Total Word Count:

ECAD:6013

Targets:

One: Use more academic references

Two: Double check spelling and grammar mistakes.

Three: Use more academic language.

‘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 transitional period (horizontal or vertical).’

This written piece of literature will critically analyse an in-place support plan using a wide range of academic references and a variety of different educational theorists. The support plan is for an individual pupil who is about to go through a vertical transition. The school has taken a collaborative view when creating the support plan, including the recommendations of the pupil, their parent, current class teacher, prospective class teacher, and the Additional Learning Needs specialist within the school.

(To keep confidentiality, the names used in this writing and support plan have been changed to protect pupils, their families, and staff members).

The identified pupil for which the support plan has been constructed is a Year Five pupil, Milly, who will, in two months, be transitioning into Year Six. Milly is currently in the process of being diagnosed with ADHD (attention deficit hyperactivity disorder). Outside specialists are leading the diagnosis of attention deficit hyperactivity disorder. However, any possible recommendations have and will be considered in how best to support Milly's progression and development holistically. 'ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse' (National Health Service 2021). Different areas of Milly's holistic development and progression have been discussed below in the support plan; both Milly's strengths and challenges faced over the whole holistic spectrum (Physical, Intellectual, Language, Emotional and Social) have been identified.

Milly's pupil profile and support plan was created collaboratively within a previously arranged meeting, including Milly, her mother, Miss Wells, Miss Leeks, and the in-school Additional Learning Needs specialist Mr Davis in order to get a more comprehensive view of Milly's likes, dislikes, strengths and barriers to learning. The Welsh Curriculum stresses that 'engagement between the learner, parents and practitioners is essential to pupil progression and wellbeing' (Curriculum For Wales, 2022)

A barrier to learning is described as anything that prevents or withholds a pupil from reaching their full potential in the classroom.

Children diagnosed with attention deficit hyperactivity disorder are known to suffer from several different symptoms. These symptoms include but are not limited to the following:

'Inattention to playing or schoolwork, trouble focusing and becoming easily distracted, fidgeting or not being able to sit still and disrupting others' (Healthline, 2022).

All symptoms can have a direct impact on the progression of pupils within the classroom. Some signs of ADHD include fidgeting and being disruptive; it can also negatively impact surrounding pupils.

The support plan that has been constructed has been put in place to support the pupil and develop areas of learning and development that Milly has found challenging.

One of the main barriers to learning that has disrupted Milly's progress in the classroom is her attention span when concentrating for extended periods or when she is struggling with directed tasks. Therefore, many of the support strategies identified in the support plan are about limiting distractions for Milly and allowing her to determine when she is feeling overwhelmed or frustrated, allowing her to take herself off to a quiet corner to calm down in a safe, controlled way, therefore limiting the disruption to both Milly and her classmates.

Milly is a very talented and able child who enjoys being around her small group of friends and family; Milly also partakes best in the more creative areas of learning, like art and music. However, Milly can identify that she struggles with the language and maths areas of learning more as more extended concentration is needed when trying to complete tasks; she also finds it more difficult when there are many distractions and movements around her. This is highlighted by the National Health Service as a key characteristic of a child diagnosed with attention deficit hyperactivity disorder. Although Milly is going through the process of being diagnosed with ADHD, many of her characteristics lean more towards attention deficit disorder, a form of attention deficit hyperactivity disorder where inattentiveness is more a symptom than hyperactivity. 'Around 2 to 3 in 10 people with the condition have problems with concentrating and focusing, but not with hyperactivity or impulsiveness.' (National Health Service, 2021).

A study conducted in 2019 showed that girls are more likely to go undiagnosed as their symptoms of inattention go much more unnoticed than the hyperactivity side of ADHD. 'Females with ADHD problems that manifest as predominantly inattentive symptoms and lower levels of disruptive behaviours may be less likely to receive a diagnosis of ADHD' (Gaub, M and Carlson, 1997).

Shown in the support plan as one of Milly's most significant barriers to learning, supporting Milly through this will prove essential to her progression and holistic development, especially when making the transition from Year Five to Year Six with a new class teacher. The support plan emphasises the importance of any support that will be in place with Miss Wells in Year Five will stay consistent when Milly moves into Year Six with Miss Leeks.

The transition could become a barrier to learning for Milly as it is a momentous change from everything she has known for the last year, new pupils, teachers, and classroom environment.

Changes to Milly's routine can considerably impact her attention deficit hyperactivity disorder symptoms and make them more at the forefront of Milly's daily life, therefore having a massive effect on her development and academic progression. Thus, the support plan has been put in place to support Milly both before, during and after the transition from Year 5 to Year 6. By implementing the support before the transition happens; allows for Milly to become comfortable with her new routine and the latest support techniques to help Milly through her school day. In addition, an essential step in aiding Milly through her move between classes and teachers is allowing Milly to feel comfortable in an unfamiliar environment before the transition takes place. Therefore, Miss Leeks and Miss Wells have agreed for the whole class to go into Miss Leeks' class before the summer holidays for Milly to get accustomed to her new environment and build a relationship with her new teacher Miss Leeks.

Making this a whole class venture stops the possibility of Milly feeling excluded and instead promotes inclusion. The Welsh Government describes inclusion as 'A process through which all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community' (Welsh Government, 2016).

Behaviourist is the main learning approach that will be used to support Milly throughout her transition between classes. Behaviourism follows the key aspects 'that all behaviours are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviourists believe that our actions are shaped by environmental stimuli (Krapfl, 2016).

Skinner's theory main theory of operant conditioning was based on two different assumptions, which included that the cause of someone's behaviour was based on the environments they are situated in. The consequences of a behaviour determine whether it will take place again or not. He also believed that this would translate into the progression of a pupil academically as it encourages them to try their best and produce their best work. Skinner's first idea supports the idea of Milly getting comfortable with her environment before making the transition fully to best support her holistic development and progression academically. His second idea of praising ideal behaviour and discouraging unfavourable behaviour should also be considered when assisting Milly through her transition. By praising and encouraging Milly's good behaviour, it will make Milly want to repeat the behaviour as the praise and encouragement will be a more favourable consequence than the punishment when

Milly produces 'bad' or unacceptable behaviour. Although this is a good strategy, consistency is key, and the praise will be what Milly relies on to keep producing positive behaviour. Skinner named this process Operant Conditioning which 'uses rewards and punishments to modify behaviour' (McLeod, 2018).

Although positive reinforcement is a main foundation in many classrooms as a behaviour management strategy. Some limitations do occur, including rebellion against the system put in place. This happens when the reward does not seem appealing to the child. Therefore, they do not put in the effort to show the behaviour needed to receive the reward. Chomsky's theory of Language Acquisition disagrees with Skinner's theory of

positive reinforcement as he believes that positive reinforcement (praise and rewards) has no correlation to a child's progression academically or encourages them to learn. Chomsky believes that a child is born with a language template that develops over time throughout their education and cannot be changed or adapted with different positive reinforcement methods.

During Practical Teaching Experiences I have seen many different forms of positive reinforcement rewards used to modify pupils' behaviour, such as reward charts, end of the week certificates, and taking home the class bear for the weekend to receive the desired behaviour from the child. First hand, I have seen how the pupils value these reward systems and reacted accordingly, showing good behaviour to try and receive these rewards from their teacher. This proved especially effective with pupils with Additional Learning Needs as they thrive off the praise and continually want to impress their teacher and make them happy and pleased. Proving further that rewards and operant conditioning will create a positive environment for Milly to thrive and progress and develop into the most capable version of herself. However, I also believe that a pupil's progression develops throughout their educational years and even into adulthood.

Another support technique that is being put into place to support Milly before, during and after her transition from year 5 to year 6 is aiding her with her homework. Both Miss Wells for the rest of the current year and Miss Leeks for the upcoming year have agreed to sit down with Milly independently to discuss what is expected of Milly and what the tasks require from Milly. This should prove a particularly positive strategy as Milly is academically capable but sometimes struggles when listening to instructions with the whole class as she is easily distracted and zones in and out. To

further engage Milly in completing her homework to the best of her ability Miss Wells and Miss Leeks will sit down with Milly's mum and explain the task and how Milly should be completing it. Milly's teacher will also give her mum some strategies to support and help Milly complete her homework at home.

A collaborative view that was decided on in the previous support meeting (PART 2) was that a separate area which is quiet and away from distractions would be the ideal environment for Milly to complete her academic tasks at home. Milly's mum has agreed and set up a desk area at home without distractions, including phones, TV and Milly's siblings being directly around her. Aiding her struggles with the attention deficit side of her ADHD, as this is one of her main challenges in progressing developmentally and academically. The attention deficit hyperactivity disorder foundation states 'Students with ADHD typically have a short attention span and can have problems concentrating and learning, especially in group situations' (ADHD Foundation, 2017). Cementing that having a quiet and calm area for completing homework tasks should allow Milly to keep her focus and complete them to the best of her ability.

There is many different strengths and limitations regarding the different support strategies discussed in part two (support plan). Letting Milly take herself away from the rest of the class to calm down is a benefit as it allows for her to be responsive to her own emotions and react accordingly, developing her emotional development in understanding and coping with her own feelings and emotions. However, a limitation to this could be that Milly will take advantage of this privilege and take herself away from the class to distract others and to get out of completing tasks and listening to her teachers. Therefore, explaining the expectations to Milly thoroughly and clearly before putting this technique into practise is essential. The regulations include using the five-minute timer within the designated area so that Milly is aware of when she needs to re-join the class, and making sure Milly understands that whilst in the specified area she can either sit quietly, read a book or doodle on a whiteboard. When implementing this strategy with Milly it is also crucial that Milly understands that if any of these expectations are not met at any point in time the privilege can be taken away. By doing this and using positive reinforcement when Milly uses the area, meeting the expectations; it should make Milly use acceptable behaviour.

Another strategy that is being put into place to support Milly through her transition is encouraging Milly to attend different afterschool clubs that will promote Milly's team player and sharing skills, to build on her social development skills. As a pupil who struggles with impulsiveness due to having attention deficit disorder. Milly can sometimes struggle with being part of a team and the idea that she must share or wait her turn. Therefore, by encouraging Milly to become part of a team sport it will promote her to develop these skills. A strength of using this technique to develop Milly's social skills, communication skills and following rules. However, a limitation of this could be that Milly could become frustrated if her team does not win or she does not feel that she is as included as other pupils.

Throughout this piece of written work many challenges have been identified towards a Year 5 pupil transitioning into year 6 who has the extra challenge of being diagnosed with attention deficit hyperactivity disorder. The pupil (Milly), Miss Wells and Miss Leeks have produced a support plan to aid Milly before, during and after the transition to Year six takes place. The support plan indicates different developmental areas that Milly needs to work on and different academic factors that Miss Wells and Miss Leeks are going to support Milly so that she can progress to reach her full potential.

As we have seen throughout this writing, there are both strengths and limitations to any support strategies and techniques put in place and the key is to use collaborative working between all parties involved in Milly's development. Another key element is to give clear expectations in how the strategy will work and what it has been put in place to support. The key to supporting to a pupil through a transition phase is consistency throughout all phases of the transition.

During different Practical Teaching Experiences, I have been introduced to many different pupils with additional learning needs. I have also been met with many different strategies to support these pupils through different transitional phases. Some of which I will take forward to continue to support different additional learning needs pupils in my future practice. By researching various aspects of supporting pupils through transitions I have also learnt the importance of being inclusive to all students, whilst also remembering the crucial role of supporting each individual pupil taking their own needs into account to help them to develop and progress to help

them reach their full potential. The approach of behaviourism stands out to be key when trying to aid pupils with additional learning needs. As many pupils diagnosed or pending diagnoses can struggle with expressing themselves and can lash out, be disruptive and have difficulty with concentration and their attention span.

Although I feel that I have learnt much more on how to support pupils to progress I would like to develop my practice further and attend a course on how different Additional Learning Needs affect different children within the classroom, and the various strategies that can be implemented within the classroom to best support the pupils in their academic progression and holistic development. This additional professional learning would allow me to develop my own practice in how to best support every learning who I am responsible for.

Going forward into my future practice I will continue to keep in mind that different pupils have different areas of development and areas of learning to develop; the best way to support these pupils is to use collaborative working to support the learning from school and at home. Inclusion also stands to be a crucial part of the Welsh curriculum to give all pupils in the classroom the same opportunities to progress and develop inside the classroom and out of it. The learners should be at the heart of the classroom and their needs considered and met as much as possible.

Reference List:

ADHD Foundation – Teaching and managing students with ADHD

Available at: <https://adhdfoundation.org.uk>

(Accessed: 14th November)

Curriculum For Wales-Supporting Learner Progression

Available at: [What's changing in assessment? - Hwb \(gov.wales\)](https://gov.wales/what-s-changing-in-assessment/)

(Accessed 6th November 2022)

Healthline 2022 – Common signs of ADHD

Available at: www.healthline.com/health/signs/adhd

(Accessed: 6th November 2022)

Gaub, M. and Carlson, C.L., 1997. Gender differences in ADHD: A meta-analysis and critical review. *Journal of the American Academy of Child & Adolescent Psychiatry*, 36(8), pp.1036-1045.

Krapfl, J.E. Behaviourism and Society. *BEHAV ANALYST* **39**, 123–129 (2016).

S. McLeod (2018) – How Reinforcement and Punishment Modify Behaviour

Available at: www.simplypsychology.org/operant-conditioning.html

(Accessed: 14th November 2022)

National Health Service (2021) Attention Deficit Hyperactivity Disorder.

Available at: [Attention deficit hyperactivity disorder \(ADHD\) - NHS \(www.nhs.uk\)](https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder/)

(Accessed: 05th November 2022)

National Health Service (2021) – Signs of attention deficit disorder

Available at: [Attention deficit hyperactivity disorder \(ADHD\) - Symptoms - NHS \(www.nhs.uk\)](https://www.nhs.uk/conditions/adhd/symptoms/)

(Accessed: 6th November 2022)

Welsh Government (2016) - Inclusion and Pupil Support

Available at: [guidance-inclusion-and-pupil-support_0.pdf \(gov.wales\)](https://gov.wales/guidance-inclusion-and-pupil-support-0.pdf)

(Accessed: 14th November 2022)

NAME: Milly Rose Smith

Class Teacher: Miss Wells

AGE: 10 Years 7 Months

ALN Specifics: ADHD/ ADD diagnosis in progress

YEAR GROUP: Year Five

Other Staff involved: Current class teacher,

What I enjoy:

- I enjoy playing with my friends at lunch time.
- I enjoy art and music lessons as I like being creative.
- I enjoy spending time with my mum and sisters at home.

What I don't really like:

- I don't like Maths or Literacy as I find it hard to concentrate
- I don't like it when there are lots of people moving around the room as it distracts me.
- I don't like sitting on the carpet for long periods of time.

How school could help me with my learning:

- Have a small fidget toy when sitting on the carpet.
- Keep my peers from moving round the room and talking when I'm concentrating.
- Help me a little bit with my homework.

Milly's development: (This has been c teachers (Miss Wells and Miss Leeks).

Keys: Milly's own words will be written in green

Her mums words will be written in red

Miss Wells words will be written in blue

Miss Leeks words will be written in pink

Mr Davis the ALN specialist within the school will be written orange

A collaborative view will be written in black

PHYSICAL DEVELOPMENT	INTELLECTUAL DEVELOPMENT	LANGUAGE DEVELOPMENT	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	SIGNATURES
Milly's Current Progress: Milly has good physical development and is of a healthy weight and height for	Milly's current progress: Milly enjoys her creative subjects like art, music and drama. Milly tries her	Milly's Current Progress: Milly has a good range of spoken vocabulary. Milly can use a	Milly's Current Progress: Milly has a good understanding of what her feelings and emotions are.	Milly's Current Progress: Milly has a small close group of friends both male and female.	

her age. Milly eats all her lunch which includes fruit and veg which she enjoys. Milly participates in and enjoys Physical education lessons and attends bench ball club after school. Milly has hit all the fine and gross motor skills for her age group and is progressing well in her physical development. Milly tends to fall over or bump into things more often than her peers.	best in all areas of the curriculum but struggles with Maths and literacy due to focus and attention needed to complete tasks. Milly is very capable and tends to perform better when one to one support or teacher led, small group activities are available to her. Milly struggles to complete her homework at home especially if mum or dad are unable to support.	wide range of complex sentences. Milly understands a large range of more complex words. Milly understands that there are many different languages across the world, not just English and Welsh. Milly has taken a particular interest in learning BSL (British Sign Language) with the rest of her class.	Milly doesn't understand how her actions may impact other people's feelings, not understanding the consequences. Milly shows empathy to all her peers and classmates. When frustrated Milly can lose control of her emotions and lash out. Milly can sometimes be a bit abrupt and shy when meeting new people. Milly can be extremely emotional when she cannot stay focused on a task or complete a task. Milly can become upset and angry when other pupils in the class are talking or causing a distraction, when she's	Milly can get distracted and frustrated with others when she is trying to concentrate. Milly can be shy and quiet around people she's not comfortable with. Milly can sometimes find it difficult to share with others. Sometimes Milly can find it hard to be a good team player. Milly can find sitting on the carpet around others difficult as she is easily distracted and loses concentration. Milly doesn't always listen to instructions fully and can jump ahead, meaning the task is not fully understood.	
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			trying to focus.		
Support Plan: Milly, her parents and all the staff have agreed that Milly's Physical development is on track and no further support is needed as of right now. However, if something is brought to anyone's attention, then it will be discussed between everyone.	Support Plan: Milly has asked that if she is struggling to focus that she would find it helpful to sit at her desk either at the side of the room or just outside the classroom. Milly's mum has asked that if Milly has been set homework if it could be explained to her as well as Milly. (Either face to face or via email) so that she knows exactly what is expected from Milly. Milly's mum has said that she will set up a quiet environment away from any distractions (TVs, Phone, siblings etc). With an incentive at the end, going out to play with friends or choosing a nice	Support Plan: Milly, her parents and the staff involved in this support plan have agreed that Milly's Language development is on track and no further support is needed as of right now. However, if anything is brought to anyone's attention, then it will be discussed between everyone.	Support Plan: Milly has asked that she can take herself somewhere away from other pupils in the classroom if she feels overwhelmed or frustrated throughout the day. Miss Well's, on the advice of Mr Davis has agreed that setting up a quiet corner in the classes reading area with a 5-minute timer so that when Milly feels frustrated or overwhelmed, she can take herself away from the situation for 5 minutes to calm down. Milly's mum has also agreed to implement a similar support system at home. Where Milly will have a quite space	Support Plan: Milly has asked if she can join the after-school football team on Fridays. Milly's mum has agreed to let Milly join after-school clubs so that it will broaden Milly's friendship circle and team player skills. When sitting on the carpet, Miss Well's has agreed along with Mr Davis; that Milly can have a small fidget dice to keep her occupied, although there are rules that come with this privilege. Miss Well's has also agreed that Milly will sit on the carpet at the front closest to the board and teacher.	

	snack for the week ahead. Miss Wells has suggested that if Milly needs further support with her homework, then she would be happy to sit with Milly during a lunchtime to support her further. Miss Leeks has also agreed to implement the same arrangements in Year Six when Milly transfers in two months' time.		in her bedroom with a 5-minute timer. Miss Leeks has also agreed to have the same arrangements set up in her classroom when Milly transitions to a year six pupil in two months' time.	Miss Leeks has agreed to implement the same arrangements for Milly when she transitions into Year Six in two months' time.	

