

ECAD 6013 - Core Studies: 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). The response should include:

- 1. A written reflection. (3,500 words).*
- 2. A one page profile of the pupil and a support plan that outlines the provision, the role of key stakeholders in the transition process and any evaluation strategies. (1,500 words)*

Final Word Count – 5063

In this assignment I will demonstrate how further support could be provided to an individual learner whose holistic development is currently impacted by a specific learning barrier. I will support the discussion using a range of learning theory, personal practice and literature, while also critically analysing and evaluating the in-place support plan created to provide additional guidance for learner progression. (Reference Part 2).

The 2022 Curriculum for Wales has highlighted a new focus on the importance of supporting learners' individual needs within schools in order to create a pathway for pupil progression. *'Each school will choose specific means to implement practice that identifies and addresses any needs of individual learners.'* (Curriculum For Wales, 2022). Schools and teachers are responsible for identifying pupils in need of additional support, implementing individual development plans (IDP) allow pupils to develop across all areas of the curriculum and aid holistic development.

(To maintain confidentiality the names in this written work and support plan have been changed to protect pupils, their families and school staff). 'Researchers should not assume that the name given and/or identity presented by participants in online fora or media is a 'real' name.' (BERA, 2018).

The pupil support plan used in this assignment has been created to support a Year Four pupil named Oakley who has diagnosed high functioning autism (HFA). Oakley experiences difficulty with transition at both home and in school, he also struggles to understand and mix with his class peers socially and emotionally. Oakley's school governors and family arranged a meeting to discuss how teachers and associated school staff can accommodate to his daily school life struggles; recommendations have also been received from Oakley during the meeting and have been considered by the school when creating his support plan. Oakley's academic development has been monitored and assessed to identify his strengths and his barriers to learning; resulting in the school and Oakley's class teacher implementing new strategies into his lessons to aid him in developing across the curriculum. The support plan was created collaboratively with Oakley, Oakley's mother, Oakley's grandparents, the schools' additional needs specialist and his current class teacher. *'Engagement between the learner, parents/carers and practitioners is essential for learner progression and well-being.'* (Curriculum For Wales, 2022).

Barriers to learning within an educational setting are any implication that stops the pupil from reaching their full potential both progressively, academically and holistically developmentally. A barrier to Oakley's learning identified by the school highlights that he struggles with less structured parts of the day and changes in his environment and routine; disruption to routine and transition throughout the school day impact Oakley emotionally making him feel anxious and overwhelmed.

Anxiety affects a lot of autistic children and adults. It can be caused by not making sense of things going on around them and feeling misunderstood or having a lack of control of a situation. (National Health Service, 2022).

Oakley's school support plan aims to help him develop his own routine during the school day which will help him to cope with the different transitions throughout the day, therefore allowing him to feel more comfortable in his lessons meaning he can gain valuable life skills and develop holistically.

Oakley is a quiet and reserved member of his class, who likes to socialise with his small friendship group and attending the football afterschool club. Oakley enjoys partaking in problem solving, working with numbers, coding and science investigation lessons; Oakley shows pride in these areas of his learning as he is aware that he works at a higher level than the rest of his class peers. Oakley often takes control when working in a group in lessons he enjoys; however, Oakley has difficulty assigning roles for his group members as he can be inclined to complete all the tasks singlehandedly. The National Health Service (2022) identify that one common characteristic amongst boys diagnosed with childhood autism is 'having a keen interest in certain subjects or activities.' Oakley himself has identified that he would like to improve on his group work and sharing as one of his social development targets. 'Through social interactions learners notice the characteristics of different people and learn to recognise and trust key partners.' (Trevvarthen, 2011). Oakley also dislikes participating in literacy and comprehension lessons as he doesn't realise the concept of reading or writing for pleasure; Oakley can be easily distracted or on occasions will actively avoid participating, for example regularly going to the toilet, fidgeting/ disrupting others, and zoning out and avoiding the activity completely. The pupil support plan shows the strategies taken by Oakley's

support network to encourage engagement during his class literacy lessons to best accommodate for progression.

High functioning autism is part of the autistic spectrum, with an estimated 1% of British people currently diagnosed; autistic people can see, hear and feel the world differently to other people. Autistic Spectrum Condition (ASC) is highly variable and is experienced differently by each autistic person, meaning that the level of support each autistic individual requires is unique and can vary depending on the persons strengths and weaknesses. Autism is present when a person is born, however, despite characteristics of autism developing during early childhood some people are not diagnosed until later in adulthood. Diagnosis of childhood autism has improved within the last decade due to more autistic spectrum information available and increased awareness within schools. *‘Children are now more likely to be diagnosed with autism earlier in their childhood due to more scientific and social awareness.’* (AutismSpeaks, 2022).

Characteristics of autism in childhood can sometimes differ between girls and boys. ‘Autistic girls may be quieter, may hide their feelings and may appear to cope better than boys with social situations.’ (National Health Service, 2022). Typically, boys with high functioning autism are able to get diagnosed at a younger age than girls due to boys displaying clearer autistic characteristics and behavioural tendencies. ‘Rates of autism prevalence suggest that boys are, on average, 4 times more likely to have autism than girls, however, childhood diagnosis rates show boys are 7:1 more likely than girls to receive a diagnosis before adulthood.’ (Autism.org, 2021).

Receiving a diagnosis for autism is becoming increasingly difficult and frustrating for pupils, parents, and schools due to the limited screening resources available and the ever growing demand for diagnosis. More pupils are being added onto a waiting list to receive observations from the educational psychologist to help with the diagnosis process, however, the increasingly long waiting list is putting pressure on the services required to receive the full diagnosis; this has led to “93% of children with additional learning needs to be placed within the mainstream school system” unable to get the full support needed for holistic development. (Reference 6013, Session 4).

Learners like Oakley who have additional learning needs (ALN) and specific learning barriers benefit from being in an inclusive and supportive educational environment.

Welsh government (2016) guidance on inclusion and pupil support recommends a variety of strategies to help ensure inclusive practise in schools. It also suggests that any strategies employed should recognise the various complexities of need, as well as the various responsibilities for assessing and meeting those needs.

Learning within an inclusive environment effectively ensures that all children are given equal opportunities to learn and develop skills in school regardless of disability, ethnicity or family background. *'Inclusive learning value the unique contributions that all pupils bring to the classroom and allows diverse groups to grow side by side, to the benefit of all.'* (UNICEF). Inclusive education encourages pupils to develop skills and qualities in all areas of school life alongside their class peers, promoting all learners to progress and belong as part of the full school community. According to the United Nations Convention on the Rights of the Child (UNCRC), every learner should have equal access to and the right to an education.

Planning for inclusion can be difficult for teaching practitioners as accommodating for the needs of every pupil in the classroom can be challenging. While planning inclusion for pupils awaiting a diagnosis for any additional learning need can also be problematic.

Mainstream education is not always right for every child or young person all of the time but if mainstream education is not right at a particular stage this should not prevent the child or young person from being included. (Welsh Government, 2016).

Shown through personal experience whilst completing teaching practice it was apparent that resources for pupils who were awaiting a diagnosis of any additional learning need can be extremely limited with no extra support available, until a full IDP (Individual Development Plan) has been identified. An IDP is a document that includes a pupil's challenges and identifies support techniques that may help them progress, as well as how teachers can determine whether the strategies have been helpful in supporting the learner while opening up future potential for additional assistance if needed. Oakley's IDP identified that he has ASD, in addition to the individual difficulties he encounters in and out of school, as well as the actions that will be taken to support him and how the limitations of possible strategies can be prepared for in advance. 'Collecting information on individual pupils, and sharing

it across services, is key to ensuring that we have sufficient information on individuals to focus delivery of suitable provision.’ (Welsh Government, 2016).

Curriculum for Wales (2022) has now given teaching practitioners and schools in Wales the right to adapt the curriculum to provide equal opportunities to pupils, which has enabled learners with suspected or diagnosed ALN to be able to be fully aided throughout their educational journey.

The purpose of the pupil support plan is to provide Oakley with guidance, clarity and opportunity during the school day, attending to all his specific learning needs and barriers. Oakley’s support network has ensured that he understands that the support has been implemented to aid him in his emotional and social development; the support strategies and methods in Oakley’s development plan aim to limit the emotional and social anxiety he experiences at school while also providing opportunities for Oakley to develop relationships with his school peers. Oakley’s school have designed his support plan to accommodate for the Welsh Government, (2021) four areas of learning need: ‘Communication and interaction; Cognition and learning; Behaviour, emotional and social development; Sensory and physical.’

One focus of the support plan is to help Oakley manage horizontal transitions throughout the school day. Horizontal transitions occur regularly during the day and are usually movements from/to different environments or change in routine, for example children going from the classroom to the playground (movement) or participating in the weekly school assembly (routine). The support plan (Part 2) explains that Oakley will receive a personal school day timetable when he arrives at breakfast club, the timetable will be physically shown and explained to Oakley by a learning support assistant (LSA). Providing Oakley with his timetable each morning will help prepare him for upcoming transition during his school day whilst allowing him to express any worries he may have with the LSA; if required, adjustments could be made to the timetable following input from Oakley and his class teacher. The daily schedules will also provide clarity to Oakley through developing a consistent and structured routine, meaning Oakley can become more focused on his learning; therefore, progressing academically enabling him to reach his full potential.

Horizontal transition may seem less demanding on a student’s life in comparison to vertical transition, however, constant change can still cause significant impact on

both pupil's social and emotional well-being. *'Transitions across the day, transitions within the same building, and transitions from service to service all bring new demands to pupils.'* (Dunlop, & Fabian, 2006). Oakley's main transitional difficulty is processing and understanding the frequent change of social networks and physical environment throughout his school day, hence the focus on Oakley's routine on his support plan. Dunlop, & Fabian, (2006) suggest that they would support the idea of introducing the school timetable to help bring stability to Oakley's routine as *'transition can affect children in many ways including their relationship and understanding of socio-cultural contexts; complexity for the child to adapt to their social surroundings is increasing.'* The literature infers that the pressure put onto young learners to recognise and adapt to different social environments can impact the manner of which they respond both emotionally and behaviourally. Meaning that for pupils with social learning barriers, like Oakley, the change between formal (classroom) and informal (playground) social environment can become frustrated and feel vulnerable; providing learners with a routine can allow them to understand social changes whilst supporting the progression of social development.

Bridges, (1991) transition model also backs the idea to prepare for transition, and although Bridges theory is predominantly based on vertical transitions the concept and key ideas of his work are suitable and can be applied to design Oakley's support timetable. Bridges, (1991) says that 'transition is process rather than an event' comprising of three stages: Endings (Preparation), Neutral Zone, New Beginnings (Developing Routine). Bridges, (1991) infers that by preparing for change begins by the ending of an old routine such as Oakley's previous routine (which he struggled to follow and cope with), a new routine can provide much needed structure and clarity that Oakley requires to develop and progress holistically.

Although there are many benefits to implementing the daily routine into Oakley's school day there are also limitations to creating such a specific pupil support plan. During first school placement (PTE1), a pupil demonstrating similar barriers to learning as Oakley showed further distress when the daily routine changed to unforeseen circumstances such as a fire drill or teacher illness. Staff members at the school found it challenging to continue with the timetable after the disruption had been resolved as the event had caused the pupil to lose trust in the daily routine. However, as an additional precaution to support Oakley, further measures will be

considered with all staff being briefed on the further support plan for when these circumstances arise; for example, a measure which may benefit Oakley will be able to access the school's sensory room accompanied by support staff.

The other area of focus for the support plan is to help Oakley participate in social opportunities and develop relationships while at school; Oakley has identified that this as an area that he aims to improve upon and develop with additional support. The support plan (Part 2) highlights how the school and teaching staff aim to ensure Oakley has regular social opportunity throughout the day by adapting the social and learning environment, promoting participation and encouraging social interaction with all school peers.

During his class lessons Oakley will be given 'class helper' jobs by the class teacher to promote work engagement and encourage social opportunities with other class peers. Trusting Oakley with responsibility will allow him to feel more confident and comfortable engaging with less familiar class peers, therefore, enabling him to build key relationships and potentially creating new friendships over time. During my Personal Teaching Experience (PTE), I observed this strategy in place to help support a pupil with similar struggles to Oakley. This strategy proved to be very beneficial to the pupil, and over time, they formed closer relationships with peers who they had previously avoided. Although this strategy has the potential to be an effective way of supporting learners, it is critical that it is implemented in a controlled manner so that Oakley is not pushed too far outside of his comfort zone too quickly, as the intervention may be met with resistance from Oakley due to his fear of change and unfamiliarity.

The support plan explains that Oakley will leave his class early at dinner time to get food and then sit at a quiet table in the canteen with his small friend group; Supporting Oakley during dinner time was identified as one his main struggles when creating the support plan. By giving Oakley the opportunity to collect his school dinner first, it allows Oakley to stay calm and familiarise himself with the transition, while also not completely removing him from a social setting. Oakley will sit at the same place in the dinner hall alongside his small group of friends, allowing him to settle before other pupils enter; Oakley can feel overwhelmed when surrounded by lots of people, meaning that this adaptation will become easier for Oakley as he

becomes more familiar with his dinner time routine. If Oakley becomes socially overwhelmed in class or assembly, he will be able to leave to go to a quiet space or room accompanied by learning support staff.

Oakley will be supported by staff throughout the school day to help him to recognise his emotions and feelings, while encouraging him to identify and remove himself from potentially overwhelming situations. Over time this will help Oakley to understand his own emotions while finding healthy strategies to be able cope with frustration and anxiety, therefore promoting mental well-being and developing emotional understanding. According to the Welsh Government (2020), the curriculum has been designed to help students with their health and well-being by supporting them to understand and appreciate the various components of health and well-being; allowing them to express ideas and emotions, and to develop and maintain healthy relationships.

Bronfenbrenner, (1979) Ecological systems theory backs the idea of creating regular social opportunities for Oakley, stating that 'children learn through an intricate system of relationships within different environments.' (Bronfenbrenner, 1977). divides living environments into five separate systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem; Each of the five systems represent different social environments, ordered according to their influence on the child. Adapting the microsystem to encourage regular interactions with close peers can assure that Oakley can become more socially comfortable and familiar within school environment. As Oakley gains confidence and develops in his social ability, the school could consider implementing elements of the other five ecological systems to provide Oakley with broader and more appropriate social support; allowing him to develop to his full potential.

Bronfenbrenner (1979) perspective on learning and development is similar to Vygotsky, (1978) sociocultural theory, where the social environment is seen as a vital mechanism in a child's development. Vygotsky, (1978) sociocultural theory explains that children develop their cognitive ability through collaborative dialogue with more knowledgeable members of society; suggesting that interaction with others significantly increases the number of skills a child can learn and can affect the development of higher mental functions. It is agreed that encouraging Oakley to

interact with school peers more regularly will allow him to develop not only socially but cognitively as well, therefore, increasing his progression in all holistic and academic areas.

The critical analysis within this assignment's indicates that by developing a pupil support plan it can dramatically improve an individual pupils holistic and academic development. Theorists (Bronfenbrenner) and (Vygotsky) stress the importance of social interaction to develop learner's holistically, while (Dunlop, & Fabian) and (Bridges) highlight the stress transition can put on pupils; hence supporting the significance of including social and emotional development within a pupil support plan. Critical analysis of research and academic theories within this written piece has also revealed the support plan's limitations and boundaries. Highlighting the limitations has allowed stakeholders to plan for challenges that may arise when implementing the different strategies recommended to help promote Oakley's development.

From my experience on teaching practices, I have learnt to be aware that pupils with additional learning needs and learning barriers can require differentiation and additional support, while also understanding that catering for the individual needs of learners is essential to further progression. During previous placements I have planned differentiated activities and taken into consideration different pupils additional learning needs, however, the chance of creating and collaborating on a pupil support plan is something I need the opportunity to undertake. In future teaching placements I will focus this area of the Qualified Teaching Standards to gain valuable experience to develop my own personal practice.

References

- Autism.org. (2021). *Autism.org*. Retrieved from Autism help & support: <https://www.medicalalert.org.uk/autism/>
- AutismSpeaks. (2022, April 29). *Increase in global prevalence of autism*. Retrieved from AutismSpeaks.org: <https://www.autismspeaks.org/science-news/new-study-shows-increase-global-prevalence-autism>
- BERA. (2018). *Ethical Guidelines for Educational Research, fourth edition*. London: British Educational Research Association.
- Bridges, W. (1991). *Managing transitions : making the most of change*. Addison-Wesley.
- Bronfenbrenner, U. (1977). *Toward an experimental ecology of human development*. Harvard Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: experiments from nature and design*. Harvard Press.
- Curriculum For Wales. (2022). *Supporting learner progression: assessment guidance*. Cardiff: Welsh Government.
- Dunlop, & Fabian. (2006). *Informing Transitions In The Early Years*. McGraw-Hill Education.
- National Autism Society. (2022). *What is Autism?* Retrieved from National Autistic Society: <https://www.autism.org.uk/advice-and-guidance/what-is-autism/asperger-syndrome>
- National Health Service . (2022). *Signs of autism in children*. London: NHS.
- National Health Service. (2022). *Autism and Everyday Life*. NHS.
- National Health Service. (2022). *How to help your child with day-to-day life*. London: NHS.
- National Health Service. (2022). *Signs of autism in young children*. London: NHS.
- Trevarthen, C. (2011). What Young Children Give to Their Learning. *Making Education Work to Sustain a Community and Its Culture. European Early Childhood Education Research Journal*.
- UNCRC. (n.d.). *Rights of The Child*.
- UNICEF. (n.d.). Inclusive Education. *UNICEF*. Retrieved from UNICEF.
- Vygotsky, L. (1978). *The Development of Higher Psychological Processes*. Cambridge, MA: University Harvard Press.
- Welsh Government. (2016). *Inclusion and pupil support*. Cardiff: Welsh Government.
- Welsh Government. (2020, January 28). *AREA OF LEARNING AND EXPERIENCE - Health and Well-being*. Retrieved from Welsh Government: <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/>
- Welsh Government. (2021, June 6). *The Additional Learning Needs Code for Wales*. Retrieved from <https://www.gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>



Name: Oakley Lloyd Davies	Age: 8 Years 5 Months
Year Group: Year 5	Class Teacher: Mr Perry
Additional Learning Needs: Autistic Spectrum Condition (ASC)	
Key Stakeholders: Oakley, Oakleys mother and grandparents, Mr Perry and Mrs Ujewelllyn	

What I enjoy:

- I enjoy playing football during playtime.
- I like science and maths lessons.
- I like walking my dog Milo with my mum.
- I like going to my gran and grandpa's house for roast dinner.



What I don't like:

- When the classroom gets loud and busy.
- I think literacy lessons are boring and I am easily distracted.
- I don't like it when my normal routine is changed or if I am in a new environment.

How can school support me:

- have a daily timetable/ routine so I know exactly what will happen and when.
- Have extra tasks during lessons so I am not bored.
- have a small fidget toy when I am in class I can play with when I am stressed.
- try and keep the noise level lower in the classroom when tasks are set

PHYSICAL DEVELOPMENT	INTELLECTUAL DEVELOPMENT	LANGUAGE DEVELOPMENT	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	SIGNITURES
Oakley's Current Progress: Oakley is a healthy weight and height for his age. Oakley enjoys a range of outdoor exercise opportunities. Oakley also attends football afterschool club on Thursdays. Oakley has hit all the milestones for both fine and gross motor skills, even exceeding in some areas. Oakley has a healthy balanced diet; he enjoys eating his fruit and having milk at morning play time. FURTHER SUPPORT: Oakley, his mum, Mrs Llewellyn and Mr Perry have	Oakley's Current Progress: Oakley enjoys working with numbers and participating in class science experiments. In both of these subjects he is currently working at a year 6 level. Oakley does not like his literacy lessons as he prefers working with numbers and problem solving. Despite this, he has good reading and writing skills for his age. Oakley sometimes can get distracted if the classroom gets loud. FURTHER SUPPORT: Oakley, his mum, Mrs Llewellyn and Mr Perry have all agreed that at this stage Oakley's	Oakley's Current Progress: Oakley has an excellent range of spoken vocabulary for his age. Oakley is able to use a good range of complex sentences. Oakley enjoys his Welsh lessons. He has a good understanding of both Welsh reading and language. Oakley understands that there are many other languages other than Welsh and English. Oakley has taken particular interest in his weekly Mandarin lessons. Oakley demonstrates good understanding when using technology.	Oakley's Current Progress: Oakley has difficulty understanding the emotions and feelings of his peers. Oakley has difficulty dealing with change and transition. Oakley doesn't understand that his actions can negatively impact his peers. Oakley can sometimes lose control of his emotions if he becomes overwhelmed. Oakley can get upset when his peers are loud and disruptive in class. FURTHER SUPPORT: Following Oakley's progress meeting,	Oakley's Current Progress: Oakley has a small group of close friends who he enjoys playing games with. Oakley can get irritated by peers who have different interests to him. Oakley is confident participating in group discussions. He enjoys leading peers in problem solving and science activities. Oakley finds it hard to share with his class peers. Oakley becomes shy around unfamiliar peers. Oakley can understand a range of complex instructions and conversations.	

all agreed that at this stage Oakley's Physical development is appropriate for his age and no further support or guidance is needed at this stage, However, if a concern arises, it will be bought to everyone's attention in a follow up meeting.	intellectual development is appropriate for his age and no further support or guidance is needed at this stage, However, if a concern arises, it will be bought to everyone's attention in a follow up meeting.	FURTHER SUPPORT: Oakley, his mum, Miss Llewellyn and Mr Perry have all agreed that at this stage Oakley's language development is appropriate for his age and no further support or guidance is needed at this stage, However, if a concern arises, it will be bought to everyone's attention in a follow up meeting.	Oakley, his mother, Mr Perry and Mrs Llewellyn have identified the following areas that Oakley can be further supported: During carpet time in, the morning, the whole class will be encouraged to show the card of how their feeling. To encourage Oakley to talk about his own feelings. This process will be repeated at the end of the day as well. Oakley will start group sessions with Mrs Llewellyn to help him understand the impact his actions can have on others. Oakley will be given a stress/fidget toy that he can use whenever he feels overwhelmed or anxious.	FURTHER SUPPORT: Following Oakley's progress meeting, Oakley, his mother, Mr Perry and Mrs Llewellyn have identified the following areas that Oakley can be further supported: Oakley will be supported and encouraged to work with other class peers who he is less familiar with. Oakley will be encouraged to join the lunch time board game club. This will help him share belongings and wait his turn. The board game club will also allow Oakley to socialise with pupils of different ages to himself.	
--	---	---	---	--	--

The words written in red are a collaborative view of Oakley's development following a meeting between Oakley, his mother, Mr Perry (his class teacher), and Mrs Llewellyn the Additional Learning Need's School Specialist.

Oakley's school have developed a support plan linked timetable which will help him with the difficulties he experiences during the school day (which is shown below). The timetable will focus on helping Oakley in his emotional and social development as well as supporting his horizontal transition anxiety throughout the school day. The timetable has been approved by Oakley, Oakley's mother, grandparents, class teacher (Mr Perry), and the schools' additional needs specialist (Mrs Llewellyn) following a meeting involving all parties regarding Oakley's development. If any concerns arise, the support plan or the timetable can be appropriately amended to best support Oakley's needs; additional interventions may also be considered if concerns are raised in any future meetings regarding Oakley's development.

Time/ Activity	Support Needed	Stakeholders Responsible	Review
8:30am - Arrival at Schools' Breakfast Club	Transitioning to school in the morning is difficult for Oakley. When Oakley arrives at school, he will need to be met at the school entrance and guided into the canteen. A dinner lady/ kitchen staff will share the list of lunch options with both Oakley and his mother where they will both decide what he will eat during his lunch break. Once Oakley is sitting in the dining room the LSA support member of staff will speak to Oakley and lay out a timetable for his school day. The timetable will be visual for Oakley to see all day so that he understands the different transitions throughout the day. Oakley will also be given the opportunity to ask any questions about his day that he is unsure about, or nervous about.	LSA Support, Other school staff.	
9:30am – School Assembly	Although Oakley enjoys singing and being involved in the school assembly, he can find the clapping and cheering difficult. A LSA support member will be present during the school assembly to guide Oakley. The LSA will be given ear defenders to give to Oakley if he feels like he is getting overwhelmed. The LSA staff member will also notify Oakley that he can leave assembly to go to a quiet area if he feels distressed or upset.	Class teacher, LSA staff member, assembly teacher, peers	
10:15am – Play Time	Oakley enjoys yard time by playing football and games with his friend group. However, transition back into the class can be difficult for Oakley. The supervising staff member will have to give 5 minute/ 2 minute/ 1 minute warnings so that Oakley can prepare. Oakley will become disappointed if there is a wet play time. Oakley will need to be removed from the classroom with a small group of peers to do class moves or brain gym exercises. If Oakley becomes upset during wet play, then a LSA support member may have to guide him into the school's sensory room to relax and calm down before returning to class.	Class Teacher, LSA support member, Teaching assistant, other supervising staff members.	
10:30am – Second Session (Literacy)	Oakley can show little interest and become distracted during in his literacy lessons. To help improve Oakley's involvement, his class teacher will position him at the front of the class and give him class jobs, book monitor, English helper etc. If Oakley completes all of his literacy work, he will be given a maths extension task on the class laptop as reward. Oakley can become disruptive to his class peers during his literacy lessons. A LSA support member will have to remove Oakley from the classroom and guide him to a quiet area to calm down.	Class Teacher, LSA support member, Teaching Assistant	

12pm – Lunch Time	At lunch time Oakley has school dinner. Oakley has a specific routine that he follows during his lunchtime which includes him; leaving his classroom earlier than his peers, being guided through to the school canteen, sitting at a specific table in the canteen along with his friends. The LSA will support Oakley during his time in the canteen, once Oakley has finished his food he likes to go outside and spend the rest of his break time sat on the benches on the school yard playing games with his friends. The yard supervisor will have to give Oakley 5 minute/ 2 minute/ 1 minute warnings so that he can prepare himself for transition back into the classroom.	Class teacher, LSA support member, Teaching assistant, Canteen staff, other supervising staff members.	
1pm – Third Session (Topic/Themed lesson)	The current topic theme in Oakley's class is coding, Oakley has taken particular interest in this topic. Sometimes Oakley can become frustrated when other pupils do not understand or cannot complete the coding tasks, therefore, to involve Oakley talking to more people he can be Mr Perry's helper and help other pupils in the class once he has finished his tasks.	Class teacher, LSA support member, Teaching assistant	
1:50pm – Afternoon Play Time	Oakley enjoys yard time by playing football and games with his friend group. However, transition back into the class can be difficult for Oakley. The supervising staff member will have to give 5 minute/ 2 minute/ 1 minute warnings so that Oakley can prepare. Oakley will become disappointed if there is a wet play time. Oakley will need to be removed from the classroom with a small group of peers to do class moves or brain gym exercises. If Oakley becomes upset during wet play, then a LSA support member may have to guide him into the school's sensory room to relax and calm down before returning to class.	Class Teacher, LSA support member, Supervising staff member.	
2:50pm – Home Time	Oakley does not like leaving school at the same time as all of his school peers as he becomes anxious around large groups of unfamiliar people. The LSA support member will need to remove Oakley from his lesson 5 minutes early and help him gather his belongings from the cloakroom. Oakley gets picked up from school by his grandparents, the LSA support member will greet Oakley's grandparents outside the school and give a detailed run down of how his day has gone, involving Oakley in this discussion. If Oakley has had a particularly difficult day the class teacher will join the discussion also.	Class teacher, LSA support member, Teaching assistant.	