

The information on this form is restricted
to parents/carers and to those professionally
concerned with the child.

Educational Psychologist's report

Child's/Young person's details			
Name: Gwendoline Vials Moore		Gender: Male/Female	DOB: 22.08.2014
		Age: 3y 11m	
Year Group: Nursery	Educational setting: Streatham House Nursery		
Is the child Looked After? Yes/No (If yes, specify the Care authority where appropriate):			
Home Language: English			

Background information
<p>Gwendoline is a lovely little girl who attends Streatham House Nursery School. She enjoys close friendships and is part of a strong peer group in the nursery environment. Gwendoline has complex medical needs, in part attributable to having Down Syndrome and Cerebral Palsy. Her medical conditions have been classed as 'acute life-threatening' and include respiratory problems, differences in anatomy, gastric issues, hearing and visual impairments, difficulties with swallowing, heart issues and mobility issues. Gwendoline's sleeping is poor and she becomes tired in the afternoons. She is due to transfer to St Nicholas's Primary School in September and her parents have applied for an education health and care plan in order to ensure that her needs are met.</p> <p>Gwendoline is known to a range of services (in no particular order):</p> <ul style="list-style-type: none">• Physiotherapy• Teacher of the deaf• QTVI• ENT consultants

- Inclusion consultant: complex needs
- Ophthalmology
- Speech Therapy
- Occupational Therapy
- Various medical teams

Views and aspirations of the child/young person

Gwendoline is happy coming to nursery and appears to be comfortable and settled.

Views and aspirations of the parent(s)/carer(s)

Gwendoline is a bright, active, engaging child who is keen to explore her environment. She understands emotions and how to socially respond to various people. Gwendoline is also aware of the principles of right and wrong. Her parents are hopeful that Gwendoline will respond to a mainstream environment and to date she has always risen to any challenges, with her parents describing her as 'the most determined child on the planet'. Gwendoline is keen to express her independence and tries to help with her own dressing and mobility. Day-to-day Gwendoline presents with a fluctuating level of performance depending on health needs and levels of energy. Her parents feel that her communication skills are essential in order to allow Gwen to display her understanding and develop cognitively. They would like for her to attend the mainstream environment where her brother already attends. Although Gwendoline has global developmental delay she is cognitively able and tracking well in many areas. She is bright and experiences many barriers to success in her learning including difficulties with her speech development. Gwendoline uses sign-a-long and has ongoing needs with regards to signing as a means of communication. Her hearing loss fluctuates and may deteriorate. Therefore her parents are keen for her to be able to communicate in a variety of ways. They are also keen for her to be able to write and read. Gwendoline is very active even though she can sometimes struggle with her mobility. She is good at using technology such as the tablet and can use broad 'swiping' movements. Gwendoline also has

Significant visual impairment issues and needs to wear her glasses throughout the day. As Gwendoline grows older some aspects of her development become more obvious such as some of her involuntary movements. She loves books and enjoys learning.

Assessment of a child's/young person's strengths and difficulties (as gathered by the educational psychologist. This may include information gathered through discussion with others, observations, direct work, psychometric assessment)

Communication and Interaction:

Gwendoline uses some single words and can put two words together such as 'daddy house'. Her understanding is regarded as being good and she can follow 1 to 2 step instructions. Gwendoline follows routines, will sit for circle time and enjoys joining in with nursery activities such as tidying up. She will initiate interactions through vocalisations, tapping arms, gestures, pointing and taking adults by the hand. Gwendoline also uses lots of signing, although she is becoming less reliant on this as her language develops. Her vocalisations tend to be accompanied by her signing and she has a wider range of signs than words at present. Gwendoline experiences difficulties in making some sounds due to her hearing issues and also difficulties with vocalisation, for example she cannot articulate the 'g' sound. Gwendoline's levels of hearing fluctuate and her levels of responsiveness vary accordingly. She will attempt to join in with actions to songs but does not verbalise and possibly lacks confidence in doing so.

Cognition and Learning:

Gwendoline loves stories and picture books and will engage with these for prolonged periods. She has also begun to enjoy dressing up, although does not do so in terms of role-play. Gwendoline will build a tower with blocks and has developed a recent passion for painting and drawing. Her parents have noticed that she is beginning to develop early pretend play skills such as feeding her stuffed animals and sometimes using objects as part of symbolic play. When Gwendoline is motivated by food her performance levels can increase, although there remains a significant delay in her general learning development.

Social, Emotional and Mental Health:

Gwendoline interacts well with other children although she can sometimes struggle to follow the rules of the game. She is happy and outgoing in her approach to adults, peers and her surroundings.

Gwendoline is keen to explore the learning environment in its entirety and is also keen to respond to the activities presented to her. She can sometimes be a little 'stubborn' although this is not regarded as a significant issue in nursery. Gwendolen is regarded as having her own mind but can be gently persuaded to partake in suggested activities. She has a particular passion for cleaning tables and making sure things are tidied away. Gwendoline is keen to come for the children when they are upset and is very affectionate to the majority of people she meets.

Sensory and/or Physical Needs:

Gwendoline experiences a range of sensory physical and medical issues. She does not like being dressed, brushed or washed and has a particular dislike having her teeth brushed. Gwendoline sometimes puts items in her mouth that are inedible, although this appears to be more of an issue at home than in the nursery setting. Gwendolen is able to mark-make and build simple structures using blocks. She can hold objects in each hand and bring them together and insert shapes into simple shapes or waters or shape boards. Gwendolen can also pick up smaller objects using a pencil grip and turn the pages of a book. She moves around the nursery setting confidently and will climb up onto some of the furniture. Gwendoline can appear a little unsteady on her feet.

There are detailed reports regarding Gwendoline's physical medical and sensory needs available from the relevant services including; QTVI, Teacher of the Deaf, Occupational Therapy, Speech Therapy, Physiotherapy and medical services.

Educational outcomes and provision needed

Special Educational Needs	Medium/longer term outcome <i>(Usually sets out what needs to be achieved by end of key stage or phase of education. Outcome = the benefit or difference made as a result of intervention)</i>	Steps towards meeting the outcome <i>(How will we recognise success? Smaller steps towards meeting the overall outcome)</i>	Provision needed to achieve the outcome <i>(Interventions/support. Type, frequency, duration of support and who will provide it e.g. teacher, TA?)</i>
Communication and Interaction	<p>Gwendoline will be able to express wants, needs, likes and dislikes.</p> <p>Gwendoline will continue to develop an understanding of language to the three key word level and beyond.</p>	<p>Gwendoline to be able to communicate her thoughts and needs through the use of sign and verbalisation</p> <p>Gwendoline to continue to be able to predict and understand the expectations and routines of her educational environment</p>	<p>Provision for Gwendoline should include the following:</p> <ul style="list-style-type: none"> Enhanced staffing levels. A happy and secure learning environment. Developmental approaches where appropriate and a wide range of age-appropriate learning experiences, which are both exciting and challenging. Staff have training and expertise in meeting the needs of children with SEN, including individualised training packages where appropriate. The development of children's physical and emotional well-being is emphasised so that they are secure, confident and well-motivated. Offer opportunities of working co-operatively alongside others, developing friendships and inclusion within the school community. Close liaison with health and social care colleagues in order to ensure that the full range of Gwendoline's needs are met, including those for Physiotherapy, Occupational Therapy, QTVI, Teacher of the Deaf, Medical professionals and Speech Therapy.
Cognition and Learning	<p>Gwendoline will achieve her learning potential</p>	<p>Gwendoline to develop her pretend play skills</p> <p>Gwendolen to be able to match and sort according to shape and colour</p>	

Social, Emotional and Mental Health	<p>Gwendoline will feel happy, included and safe</p>	<p>Gwendolen will display an emerging understanding of emotions and ability to respond to adult requests</p> <p>Gwendolen will continue to be included within a group of her peers during play and learning experiences</p>	<p>Gwendoline will need a developmentally appropriate curriculum that is tailored to meet the needs of a child with a significant delay in her development. The main facets of this approach are:</p> <ul style="list-style-type: none"> • a child-centred, flexible and individually responsive curriculum; • the importance of working in partnership with parents; • the need to offer broad and relevant learning experiences in an integrated manner; • the importance of play and active, exploratory learning; • an emphasis on social and emotional development; • the need to empower the child to be an autonomous, independent learner. <p><u>General teaching approach and differentiation</u></p> <ul style="list-style-type: none"> • Focus on what Gwendoline can do rather than what she cannot do and build on her strengths. • Provide Gwendoline with access to an age-appropriate differentiated curriculum. • Tasks should be set which are within Gwendoline's capabilities and allow her to experience success. • Build opportunities for over-learning and repetition into lessons. • Utilise assessment in order to set targets and monitor Gwendoline's progress. <p><u>Use of language</u></p> <ul style="list-style-type: none"> • Be explicit when giving instructions and use clear and unambiguous language. • Ensure tasks have a clear meaning and purpose. • Use short sequential steps when teaching. • Help Gwendoline to predict and organise her school day and to transition successfully between activities by using, if appropriate: routines to provide security and consistency; day/part day schedule in pictorial/written form; clear directional /labelling signs. • Where appropriate use visual clues to highlight meaning – present tasks
Sensory and/or Physical Needs	<p>For all agencies to continue to contribute information and advice in order that understandings of Gwendoline's physical and medical needs remains current</p>	<p>Advice provided by the following agencies should be followed;</p> <ul style="list-style-type: none"> • QTVI • ToD • SaLT • OT • Physiotherapy • Medical professionals 	

			<p>using symbols or give instructions with a written/pictorial prompt card. Simplify language, repeat words and clarify meanings.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> Use a wide range of learning resources (e.g. visual aids (charts/artefacts), concrete objects, computer software, digital cameras, scanners and accessible texts). I.C.T. should be fully integrated into the daily learning programme. When appropriate provide worksheets to minimise the amount of writing and consider other ways of recording or demonstrating progress. Be flexible allowing for sustained attention and concentration difficulties and provide "rest" opportunities. <p><u>Classroom organisation</u></p> <ul style="list-style-type: none"> Where appropriate Gwendoline should be involved in tasks which allow for participation and collaboration with peers. Maintain an emphasis on active learning through thinking, doing and problem solving. Provide opportunities for Gwendoline to make choices about her learning and allow her sufficient time to think things through. Introduce one new skill at a time. Use practical activities including games, simulation, role play and field trips. Give Gwendoline the opportunity to generalise knowledge and skills. In terms of transition, some pupils find that moving into a different environment can result in losing some previously acquired skills and need to re-visit these.
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Signed:

Date: 24.07.2018

Dr. Stuart Duckworth, BSc. (Hons), PGCE, MSc., DEdPsy., C. Psychol
Educational Psychologist

HCPC registered practitioner psychologist: PYL 24899

Copies to:

Parents

J. Christie, Early Years Manager, Streatham House Nursery School
SEN

APPENDICES

No further information added

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