

This project focused on supporting an S1 young person awaiting a diagnosis on the autistic spectrum. This male pupil is also dyslexic and awaiting a diagnosis for dyscalculia. His engagement and performance in mainstream classes is poor and he struggles to start or complete tasks in mainstream classes. The aim of this project was to increase the learner's confidence in their abilities in literacy and numeracy activities and create a 'routine' for beginning work with support, completing a task and handing it in digitally.

**Aim 1: By 4th March 2021 to increase young person's weekly engagement score in Maths, English and Social Studies to a minimum of level 3**

**Aim 2: By 4th March 2021 for learner to actively undertake\* learning activities in Maths, English and Social Studies at least 3 times per week.**

\*Operational Definition actively undertake: for pupil to apply themselves to a learning task for a minimum of 30 minutes making progress in the learning task.

## Method

- To scope, plan and undertake an improvement project focused on increasing learner's engagement and completion of tasks
- To attend SEIC Intensive Quality Improvement Programme (IQIP) to gain understanding of Quality Improvement Methodology
- To develop explicit improvement aims for an individual with complex learning needs and low self confidence
- To test out different change ideas, to learn 'what works' in supporting this YP to start, complete and hand in literacy and numeracy assignment work
- To collect meaningful improvement data that demonstrates whether changes introduced deliver impact.

## Process Change

### 11 JAN

YP allocated place in ISP (Intensive School Provision) Nurture Bubble with consistent teacher and PSA support. Piano keyboard obtained for pupil to use as downtime activity.

### 25 JAN

Flexible timetable introduced; dropping German, RE, PE, Drama, PSE. Daily support from English subject specialist Mrs Spokes.

### 01 FEB

Weekly support from Maths subject specialist Mr Mackie

### 15 FEB

Learner conversation with pupil before February half term holiday; reiterated positive self talk and self starting on tasks

### 09 MAR

Dyscalculia test with Mrs Appleton

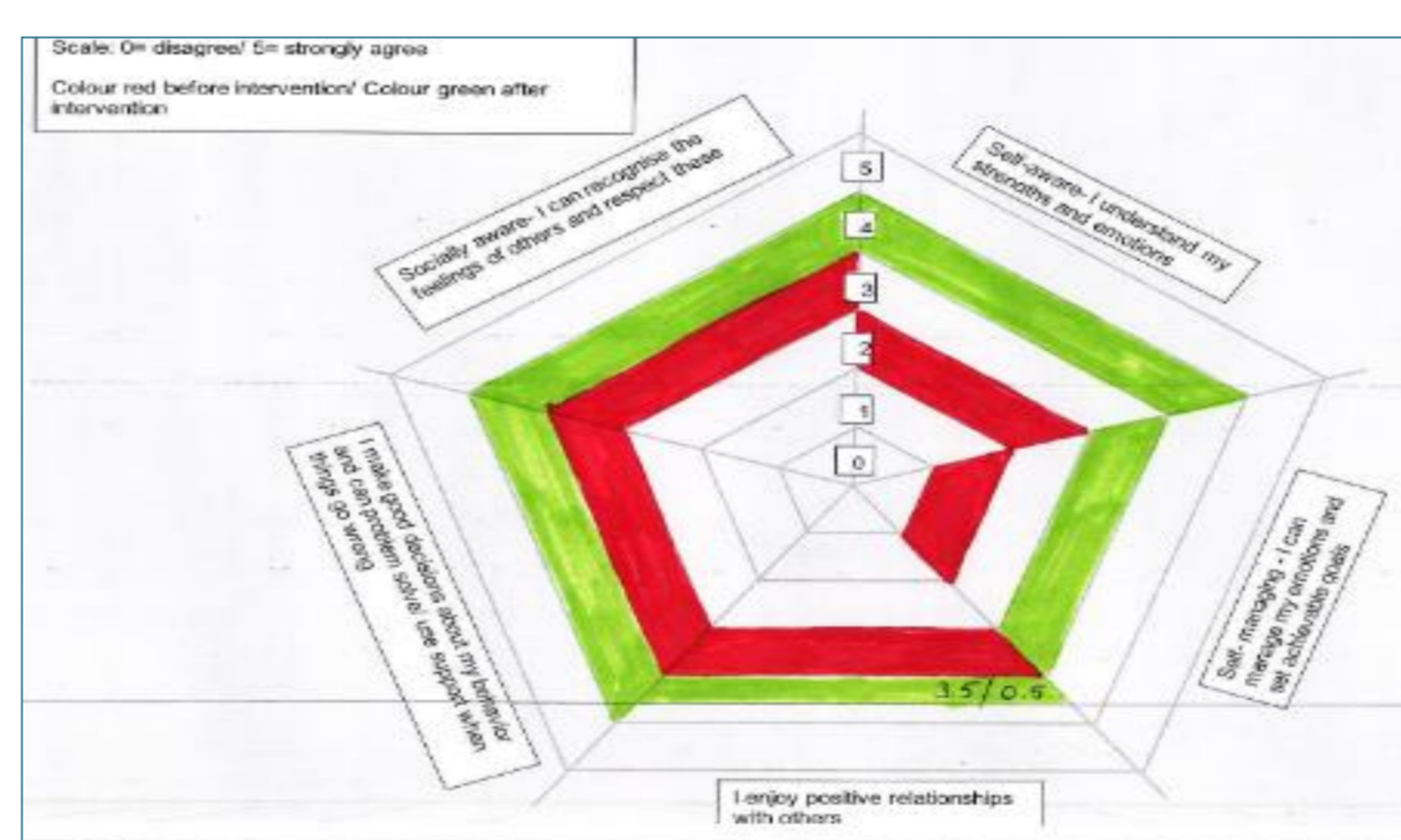
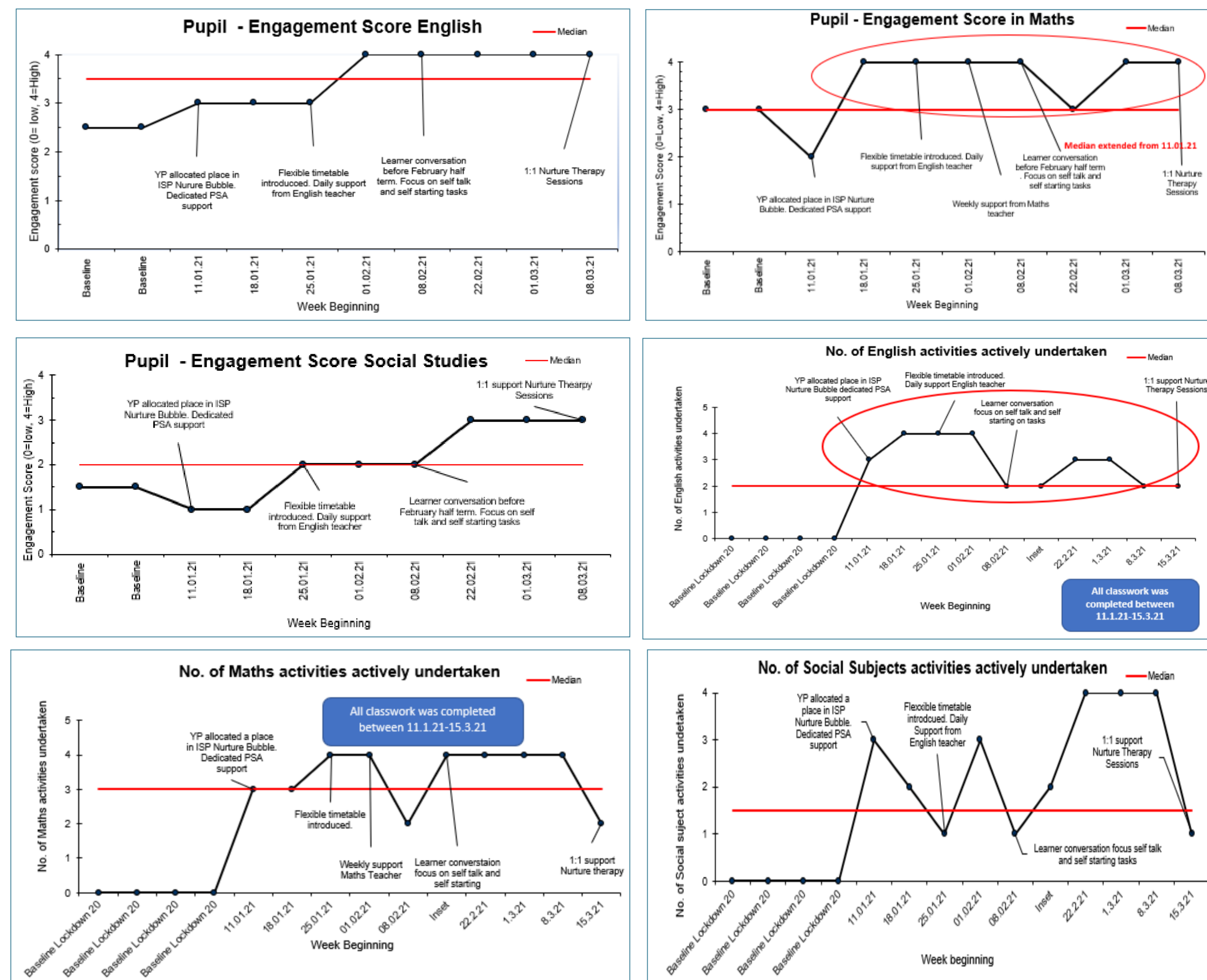
### 19 MAR

1-to-1 support session with Mrs Renfrew and weekly Live Life to the Fullest Nurture Therapy sessions offered from w.c. Mon 12.04.21

## Next Steps

With the reopening of school after the Easter Holidays the YP will re-enter mainstream classes. The Support for Learning team will look into the possibility of some PSA support in class. Mrs Spokes to email all subject teachers with an update to the pupil's progress and hints and tips to support the pupil in class going forward.

## Results



For this YP the targeted support accessed in the Nurture Lockdown Bubble from January to March was transformational. The HWB Wheel shows how they feel they have developed in this time. They are now calmer, more confident and achieving.

## Conclusions

- Aim 1 was achieved with YP consistently engaged (3 or above) in Maths, English and Social Subjects.
- Attending school during lockdown, working in small groups 'Nurture Bubble' with a consistent teacher and dedicated PSA support improved YP engagement levels and number of learning activities undertaken (particularly in English).

## Key Learning Points

- YP has a vast intellectual capacity and when adequately supported YP can achieve at a high level academically.
- YP attended school daily during lockdown (provision for vulnerable YP and those of key workers) and thrived working in small group 'bubble' receiving intensive support.
- YP preferred structured learning tasks and excelled when actively supported.
- Attending school during lockdown provided an opportunity to get to know YP their insecurities/anxieties and confidence levels in curricular areas.
- YP benefited from intensive nurturing. Opportunity to realise his own potential and support needs. As a result the YP is more accepting of support.
- A focus on social subjects placed YP out their comfort zone as involves lots of reading and writing. This focus was to build YP's confidence and ability to meet written elements of other subject areas (e.g. music).