Descriptors - Case studies

1. Jack

Jack is 3yrs and 4 months old and attends his local pre-school for 15 hours per week. He has social and communication difficulties and is supported by a number of professionals: Speech Therapist, Community Paediatrician and the Portage and SEN Early Years team.

Jack is not yet able to use words to communicate his needs but uses a Picture Exchange Communication System (PECs) efficiently. Staff in the setting have had training on using PECs and all staff members are now skilled at this.

Jack is not yet reliably toilet trained but is following a toileting programme using visual structure alongside other children.

During the sessions at pre-school, adult support is given to structure Jack’s social interactions and to continue to develop his ability to tolerate other children alongside him in play, an area that he has shown increasing acceptance of. Jack frequently, actively avoids eye contact with all children and adults within the setting although will sometimes engage with more actively with his parents whilst at home. He has individual targets in place that are regularly reviewed in the setting and his progress in all areas is closely monitored. Daily short sessions with an adult, take place, to focus on Jack’s targets.

Regular liaison takes place with outside agencies and staff in the setting attend multi-professional meetings to inform planning for Jack.

2. Ellie

Ellie is 2yrs 3 months old and has profound and multiple learning difficulties alongside significant physical difficulties. She attends her local pre-school for 10 hours each week, which is funded through the Free Entitlement for 2 year olds. Ellie is in receipt of Disability Living Allowance. Ellie was referred by her Health Visitor and there is already a CAF in place. She enjoys lying on the floor and playing with toys and objects around her, but is not yet sitting unaided. Ellie uses a standing frame and supportive seating to access activities.

During the sessions, adults ensure that Ellie can experience activities from a variety of positions; sitting, standing and lying. Hand over hand support is given to help her take part in a variety of sensory experiences.

Ellie enjoys being around other children and particularly likes to sit in her chair at group time and listen to the other children singing. An adult helps her to activate switches to produce music to take part in this session.
Ellie’s care needs are met by a high level of adult support.

The pre-school have attended a training course on manual handling in order to safely position Ellie in her specialist equipment. They regularly liaise with a Physiotherapist, Speech Therapist, Occupational therapist and the Portage and SEN Early Years Team. Regular reviews are held in the setting with a number of professionals and Ellie’s parents to inform planning. Ellie has a variety of individual targets in place that are frequently reviewed.
3. **Kristiof**

Kristiof is 3.6 yrs old and attends his local pre-school. He is showing some delay in his fine and gross motor skills and he is not yet reliably toilet trained.

During his pre-school sessions, staff ensure that Kristiof takes part in a variety of activities to develop his fine motor skills and support him with this as appropriate. His skills in this area are closely monitored and reviewed regularly.

Kristiof did not walk until he was 2.6 yrs old but can now walk independently and is beginning to negotiate obstacles both inside and outside the pre-school. He is not yet able to climb and lacks confidence in his abilities in this area. Although Support has been given to Kristiof from a Physiotherapist, this is now not thought to be necessary.

Staff ensure that Kristiof is safe particularly in the outside area on large equipment and build in activities that focus on developing his confidence in his gross motor skills.

A toilet training programme is in place for Kristiof alongside other children in the setting.

4. **Brandon**

Brandon is 4 yrs old and attends his local nursery for 6 hours a week. He has difficulties in social interaction and communication skills and learning difficulties. Brandon’s expressive language has been confirmed by the speech and language therapist and severely delayed. He is not yet toilet trained. Additionally, Brandon shows frequent difficulties in his behaviours with other children. When Brandon’s anxiety levels are high and he feels unable to cope with the busy nursery environment, he may hit or bite both staff or children and break equipment around him. His behaviours are not always predictable and can be persistent.

Staff in the setting have a behaviour management plan in place following frequent observations to understand Brandon’s behaviour. They liaise closely with a number of professionals: Portage and SEN Early Years Team, Educational Psychologist, Community Paediatrician, Speech Therapist and Clinical psychologist. Regular meetings take place to inform future planning.

Brandon has educational targets in place which are reviewed regularly. The nursery provide an extra member of staff for the sessions that Brandon attends to ensure both his safety and that of the other children. Session times have been changed to meet Brandon’s needs and frequent discussions take place with staff in the nursery and his family.
Recently, staff in the setting have allocated a second member of staff to support Brandon. During busy times in the nursery, and when he is following a toilet training programme, Brandon demonstrates high anxiety levels and extra support was felt to be vital to help him to begin to regulate his own emotions and access a safe area. The outdoor environment is available to him, with an adult, at all times. Staff are sensitive to his complex needs and fully include him in as many Foundation Stage activities as possible.

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