



Case Study

When child A started at St Bart's, mum felt like she did not realise that her child was struggling. She didn't have older children so felt like she had little to compare to. When she received an IEP (Individual Education Plan) from the school for her child, she did not realise that her child was any different to their peers. Mum assumed that every child got one as the IEP did not make this clear. She therefore did not realise there was a problem.

Child A started to enjoy school less because they were finding it hard to remember information being taught and they were finding it hard to learn. Mum decided to call the school and sat down with the inclusion leader who informed her that her child was about a year and a half behind their peers but there were lots of things we could do to support them, which was to include completing a maths intervention called success @ arithmetic and receiving paired support from a teacher to close the gap in writing. This was difficult to hear but mum decided to be honest with her child and share this information with them. Mum reassured her child that they didn't need to worry. They just needed to work hard and the school will help. Although Child A found this hard at the beginning, this made them quite determined to improve and work even harder with mum. Child A told mum that they will do it and really appreciated their mum's support. Mum said it was important to give a positive message that her child had her support. Continued praise for all their efforts was really important for Child A's success. Child A started to practise their timetables at home with mum and wrote out their times tables regularly. Mum had a routine with her child at home that became very successful where she would spend 10 minutes working on spellings, 10 minutes reading and 10 minutes practising times tables every day after dinner.

Since child A and mum have started to work hard together to try and catch up in these areas of learning, Child A has become happy again, more confident, less stressed and less anxious. Mum finds it much easier to get her child into school too. In class, child A says they now feel more confident to give things a go independently (even if it seems hard) and they are much more likely to put their hand up in class too.

Mum felt that IEPs were a bit confusing (the IEPs used too much teacher's language). Mum felt that in hindsight she should have come in to school to discuss her child's IEP. The school recognised that they could and should do more to ensure IEPs, which are now called Send Support Arrangements (SSAs), are better explained to parents.

Mum felt that a good relationship with the class teacher is key. Working together has helped to make child A's life at St Bart's much happier and productive. Both sides (school and families) have to be equally committed towards the same goal. Mum says that she does her best to keep the school up to date with any medical information the school needs and she has never missed a parents' consultation evening. If mum or Child A didn't understand the homework, she emailed the school to get better understanding.

The school also funded guitar lessons for Child A to help boost Child A's confidence. It was great for them because all the children started at the same start point. This contributed to Child A enjoying school more again. The lessons acted as a bit of a brain break from some of the other lessons.

To ensure the following year started well, mum decided that meeting with her child's new class teacher was a good idea. It was good for her to meet the new teacher and discuss her child in a bit more detail. This promoted good communication between mum and the class teacher and meant they started with a good relationship.

As Child A continues to move through the school, mum is a bit concerned about SATs and transition into year 7. SATs talks for parents are run by the year 6 teachers but will be run earlier in the year in future to give parents like Child A's mum a bit more time to help prepare her child. St Bart's do put into place a more personalised transition to secondary school for children who are identified as being more vulnerable.

By working together and by being always open to trying new things, St Bart's has worked together with Child A and their mum to ensure that Child A caught up with their peers academically and enjoyed their life and learning again.