**10 Steps to a Successful SEND Case Study**

This scaffold provides a structured format that teachers can use to document the journey of their SEN(D) students, ensuring a comprehensive and consistent approach to case study writing.

**1. Student Overview**

* **Name/Initials**: (Use initials or anonymise where necessary)
* **Age and Year Group**:
* **Date of Birth**:
* **SEN Status**: (e.g. on SEN Support, EHCP in place)
* **Primary Areas of Need**: (e.g. communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs)
* **Length of Time Identified as SEN**:
* **External Agencies Involved**: (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist)

**2. Background Information**

* **Brief Personal History**:
	+ Outline any relevant information about the student's background, such as early development, family circumstances, and key milestones.
* **Medical/Developmental History**:
	+ Include any relevant medical diagnoses or developmental concerns (e.g. autism spectrum disorder, ADHD, sensory impairments, physical disabilities).
* **Educational History**:
	+ Provide a summary of the student’s school history, including any prior interventions or special provisions.

**3. Assessment of Needs**

* **Academic Strengths and Difficulties**:
	+ Highlight the student’s areas of strength and areas where they struggle - in general and in specific subjects.
* **Assessment Data**:
	+ Include standardised test scores, classroom assessments, or other relevant data that gives insight into the student’s academic performance.
* **Current Levels of Attainment**:
	+ Describe the student’s current performance in key areas: literacy, numeracy, communication, social interaction, emotional regulation, etc.
* **Observations**:
	+ Provide any observations from teachers, teaching assistants, and other staff about the student’s behaviour, engagement, and learning style in the classroom.

**4. Special Educational Needs (SEN) Provision**

* **Strategies and Interventions in Place**:
	+ Outline the strategies, accommodations, and interventions that have been implemented to support the student. This could include differentiated instruction, use of assistive technology, small group work, or sensory breaks.
* **Educational Plan**:
	+ If the student has an Individualised Education Plan (IEP) or an Education, Health, and Care Plan (EHCP), summarise the key goals and targets.
* **Involvement of External Agencies**:
	+ Note any involvement from outside professionals and how their recommendations have been integrated into the student's support plan.

**5. Progress and Impact of Interventions**

* **Progress Made Since Interventions**:
	+ Compare current progress to baseline data. What improvements have been observed academically, socially, or emotionally since the introduction of interventions?
* **Successes**:
	+ Highlight any areas where the student has shown particular progress, such as improved reading levels, higher levels of classroom engagement, or enhanced social interaction.
* **Challenges**:
	+ Discuss ongoing challenges, areas where progress is slow, or interventions that have not been effective.

**6. Student Voice**

* **Student Perspective**:
	+ Where possible, summarise the student’s views on their own learning and any support they receive. If possible, include quotes from the student about their experiences, what they feel helps them, or what challenges they still face.

**7. Parental Involvement**

* **Parent/Carer Perspectives**:
	+ Summarise any input from the student’s parents or carers regarding the student’s progress, concerns, or any relevant home-related information.
* **Communication with Home**:
	+ Outline how regularly and effectively the school communicates with parents about their child’s progress and needs.

**8. Next Steps and Recommendations**

* **Short-term Goals**:
	+ Identify the immediate goals for the student, such as further targeted interventions, adjustments to teaching strategies, or additional assessments.
* **Long-term Goals**:
	+ Consider the broader objectives for the student, including preparation for transitions (e.g., to the next key stage or post-school plans), independence, or social development.
* **Suggested Modifications/Improvements**:
	+ Recommend any changes to current support strategies, curriculum adjustments, or additional resources that may be needed.

**9. Reflection for Teaching Staff**

* **What Works Well**:
	+ A reflection on successful strategies and approaches used by the teacher to support the student’s learning.
* **Areas for Professional Development**:
	+ Suggestions for any training or resources that may help staff in further supporting the student or improving SEND provision more broadly.

**10. Round Up**

* **Summary of the Student’s Journey**:
	+ Provide a concise reflection on the student’s progress, how far they have come, and the key points to take forward in their educational journey.
* **Final Thoughts**:
	+ End with a realistic but optimistic outlook for the student’s continued development, along with an affirmation of the ongoing commitment to meeting their individual needs.