

Case Study 1 - Example of SpLD

Lewis is in year 3 of his mainstream primary school. He greatly enjoys sequencing exercises and games that involve making patterns. His favourite lesson is Maths. His coordination is relatively good; he enjoys football and likes his Arsenal shirt very much. He finds spoken instructions difficult as he struggles to remember them. He does not enjoy speaking in a large group but will chat more readily to a small group of friends and adults he knows. His reading age is three years below his chronological age despite intervention and his writing is slow. He has problems with personal organisation.

Case Study 2 - Example of MLD

Anita is in year 8 of her mainstream secondary school. She has excellent relationships with her teaching assistant, Maxine, and her regular buddy, Zoe. She greatly enjoys an Australian soap opera on TV. She is operating at a level which is significantly below her chronological age across the curriculum. She is less confident in a large group. She is able to follow single step instructions however she finds it hard to process and recall a sequence of instructions and needs these to be broken down for her. She worries that she will struggle to complete tasks and finds it hard to start work without adult support. She needs reminders to remember the equipment she needs, her reading book and her homework.

Case Study 3 – Example of SLD

Danny is 13 years old. He is a sociable and popular young man who participates enthusiastically in all physical activities and who responds positively in social contexts. He enjoys being part of large activities and discussions: smiling, vocalising and responding to communications. Danny has some verbal language and uses a few recognisable words and a number of single word utterances which are understood by those who know him well. He gives some approximations of a few Makaton signs in context. He is able to write the first letter of his name independently and, with support, can be encouraged to trace other letters and shapes. He can count up to ten in rote fashion, using his own approximations of the words. Danny uses a picture/photo album to demonstrate his wants and needs and uses a pictorial timetable to anticipate and signpost significant events in his day. He is able to eat independently using a spoon and is able to use the toilet, bath and shower with support and supervision. Danny has little sense of danger and so needs supervision to keep him safe.

Case Study 4 - Example of PMLD

Sarita is ten years old. She shows positive responses to lively, bright and noisy TV programmes or activities and to music with a strong beat. She visibly relaxes and smiles when in the company of her parents, other family members, certain members of school staff and some pupils. When shown bright lights or brightly coloured shiny objects Sarita 'stills' and appears to concentrate and will visually track them as they are moved across her field of vision. She will also 'still' to sounds, smile in response to familiar voices and will participate in simple turn-taking games when an adult repeats her vocalisations. Sarita has a moulded matrix wheelchair in which she spends most of her day. She is unable to support her own weight and cannot move her legs independently but uses a standing frame for short periods each day. She has some movement in her arms and, with encouragement and allowing plenty of time, can bring her right arm to centre line and press a switch or hold an object in her hand. She will pull her hands away from some textures or tactile experiences which she appears to find unpleasant. Sarita does not use any recognisable words but makes some consistent vocalisations. Sarita relies on other for all aspects of her personal care and safety.