

Case Study

Name: Pupil B

Subject: Personal Learning Plan

Date: Spring 2016



During a home visit at the start of the year to discuss Pupil B's personal learning plan (PLP), her Mum, said that the most important thing to her would be for her daughter to be able to walk as independently as possible down the aisle at her wedding. This outcome clearly meant a huge amount to Pupil B's family and highlighted the importance of the PLPs and the holistic approach needed to achieving outcomes.

As a class team, we discussed Pupil B's outcome and then consulted the physiotherapy team who helped us to devise a plan to work on. Pupil B is very motivated by exploring and walking in her pacer. She was physically able to weight bear and strong enough to be able to engage in physiotherapy activities for extended periods of time. However, Pupil B needed to develop her confidence when physical support was reduced. She would become easily scared if she felt as though she wasn't well enough supported and would cry if something unexpected happened.



We initially started on building Pupil B's confidence to stand and weight bear with reduced physical prompts and support. We used the starlight room which is a highly engaging room for Pupil B to start working on this skill. In the starlight room, Pupil B was able to first high kneel and then stand whilst supporting herself with her hands on the wall. The environment kept Pupil B engaged and distracted from her standing which over time developed her confidence.

Pupil B loved the freedom to explore that walking in her forward leaning pacer allowed her. We wanted to help her to progress into equipment which offered reduced support as she could choose to scoot around in her forward leaning pacer rather than walking. The Physiotherapy team assessed Pupil B's walking in her pacer and planned for her progression.



The team introduced Pupil B to a reversed pacer which she took to very quickly. This gave her the feeling of having less support as there were no hand supports in her way. We also started to walk with her in this whilst holding her hand to get her ready for walking with even less support.



Pupil B then progressed onto using a Kaye walker which allowed for varying degrees of support. Pupil B was able to request when she wanted to walk and begin this independently. As no straps were needed, no adult support was required. This enabled Pupil B to begin to have real ownership of when and where she walked; beginning to achieve a real skill for life.

We have also begun to walk with Pupil B without any equipment to support her and only an adult's hand to help her. By focussing on this throughout Pupil B's school day, using all areas of the school site, we have successfully developed Pupil B's confidence to a level at which she is happy to walk with only a hand to hold. We also work on Pupil B's outcome during all of the activities we do as a class.

This is so that Pupil B can practice different physical skills whilst she is distracted by her most motivating activities.



In conjunction with developing Pupil B's walking ability, we have also worked on building her confidence to stand independently. Pupil B has the physical ability to be able to stand for a short period of time and to shift her weight to help to keep her balance. Through making a game of letting go of her hands and letting her find a balance before offering her praise and physical touch and support, we have been able to build Pupil B's confidence and she will now laugh and giggle as she finds her balance and is beginning to try to take an independent step.

Pupil B has made amazing progress towards her outcome and her family are delighted with how well she is doing. We have shared all of her achievements via the home-school contact book so her family have been able to develop the same skills at home.

Gareth Smith –Class Teacher and Music Co-ordinator