

David Shaw

Deputy Head: Linden Lodge School

Michaela Hardy

Paediatric Occupational
Therapist



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David Shaw

began his career in publishing. However, after spending many an hour volunteering at the SEND school his mother taught at, he decided that teaching was the career path for him. He trained as a primary school teacher and then moved to Linden Lodge 17 years ago. During his time at Linden Lodge, David's teaching roles have been varied. He has taught both in primary and secondary departments as well as teaching across all curriculums including: EYFS, Pre-formal, semi-formal and formal. David also spent 5 years teaching within the Wandsworth sensory support service working closely with families and carers of vision impaired (VI) pupils and teaching VI learners within schools across Wandsworth and Islington. David is currently the Deputy Head of Linden Lodge and feels passionately about meeting the needs of vision-impaired learners to ensure they are taught the skills and knowledge necessary to become as independent, active and engaged citizens as they can be within their world.

Michaela Hardy

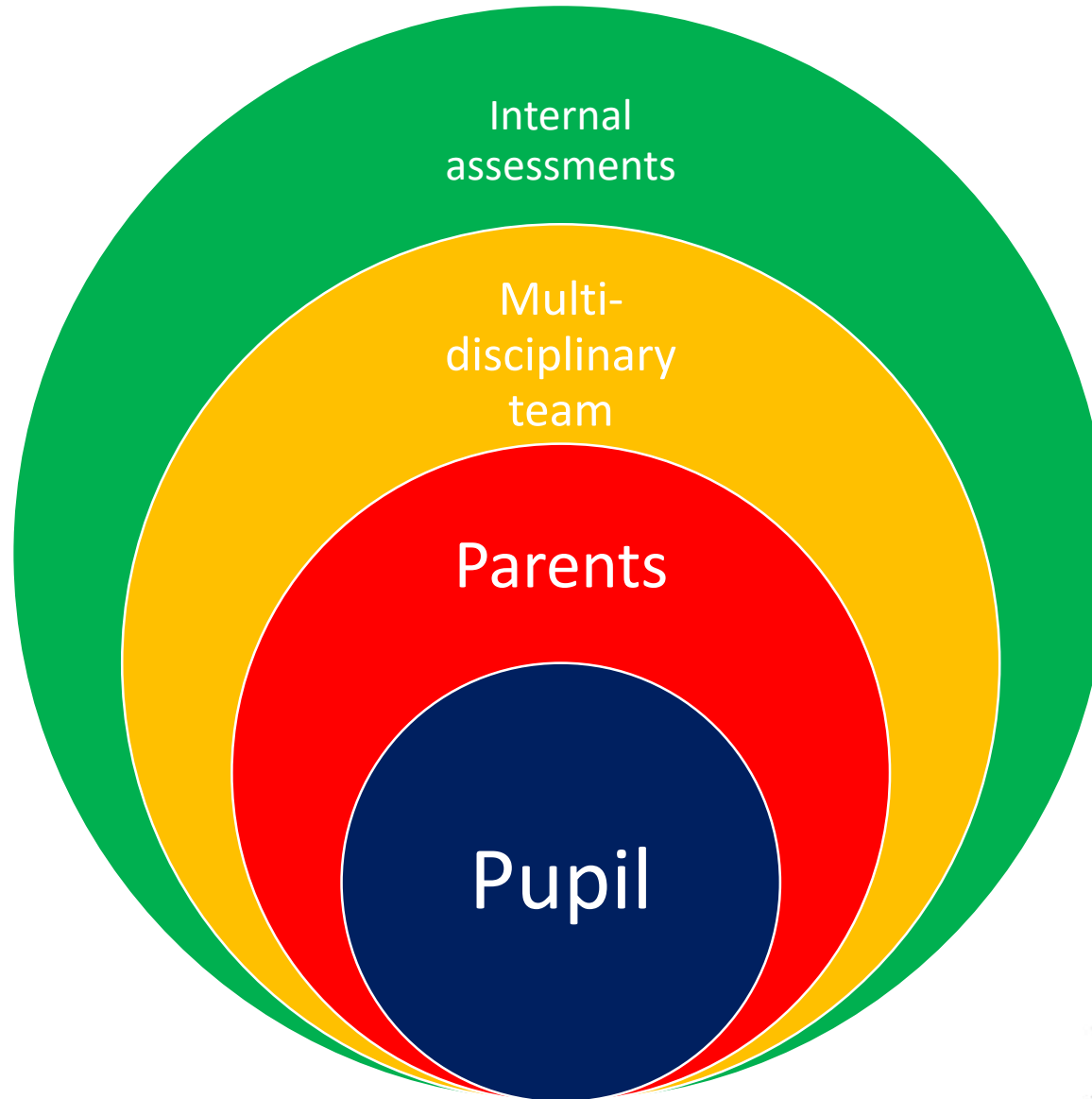
is an Occupational Therapist who has been working at Linden Lodge school for two years, mainly in the Primary and Early Years departments. Michaela obtained a Masters in Occupational Therapy, by dissertation, at the University of Kwa-Zulu Natal in 2018. Michaela has a special interest in early childhood development and play.

Progress and Achievement case study

Curriculum Pathway: Semi-Formal +
Key Stage: 2



To ascertain a full picture Pupil's need, we collaborate with a large group of people in order to personalise Pupil's educational provision.



Pupil's need

Pupil has a severe vision impairment, no functional vision, ROP

Pupil has a significant communication impairment, which affects both his ability to understand and use language

Pupil relies on other senses to engage with his world and identify danger

Pupil is not independent with eating, drinking and other aspects of self-care e.g. toileting

Impacts on his motor development is his low muscle tone

Movement skills and causing delayed acquisition of developmental milestones



Implications

Withdrawal

Shyness

Isolation

Behavioural episodes

Possessiveness of objects

lower social and independence skills

Learning delay

Mobility delay



Interventions

Education delivered by QTVI

Compensatory skills assessment and plan

Adapted and personalised curriculum

Habilitation: 1 x 60 min session per week

OT: Daily contact and support with specialist equipment

SALT: Daily contact and structured weekly sessions Inc. technology

Specialist staff team trained in sensory support

Access to specialist resources and environment



OT: Sensory support

Needs:

- VI- uses other senses to learn
- Tactile selective
- Prefers deep touch, in controlled situations
- Proprioceptive seeking- chews on his clothing or put his hands in his mouth
- Easily overwhelmed in noisy, busy environments.

Intervention:

- Sensory diet
- Educated staff on sensory strategies
- Equipment- weighted blanket and 'chewbuddy'
- Weekly play group – therapists modelling strategies to class staff



OT: Support with horse riding

Goal:

Pupil will tolerate wearing his riding helmet for at least 10 minutes, to go on a horse once a week.

Intervention:

- Sensory diet
- Play-based exploration of helmet
- Body awareness- action songs providing tactile input on head (desensitisation)
- Liaised with family
- OT- Stables visit with students to assess needs and environment
- Graded approach to getting on the horse, learning about it through touch first

Impact:

- Tolerating wearing a helmet up to 15/20 minutes
- He was able to sit on a horse for 3 minutes while stationary.
- Developing confidence to be on horse while it moves.



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OT: Activities of daily living

Goal:

Pupil will tolerate meal times in the school dining hall and develop his self-feeding skills- to scoop food onto his spoon.

Intervention:

- Observations at meal times to assess his skills and the environment
- Environmental changes- classroom initially
- Cues to eating
- Educated class staff on development of self-feeding skills
- Adapted equipment- non-slip mat, manoy dish and kura care spoon
- Developing fine motor and scooping skills in play-based activities
- Food group- exploring new foods in play-based approach

Impact:

- Developing his scooping skills in classroom.
- Graded approach to move back to dining hall- separate table, consistent adult helper, good ventilation for smells etc.



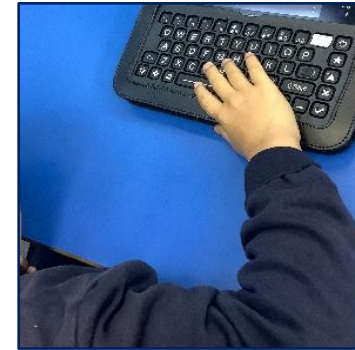
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Impact

Communication: supported by specialist technology

Pupil uses the Allora to support his communication. He is able to use it to spell words and communicate with others. He uses it to record his work and develop his writing skills. Pupil finds it hilarious when he types other letters to words and it comes out saying the word in a funny way. So he's having lots of fun with it!



Communication: supported by specialist technology

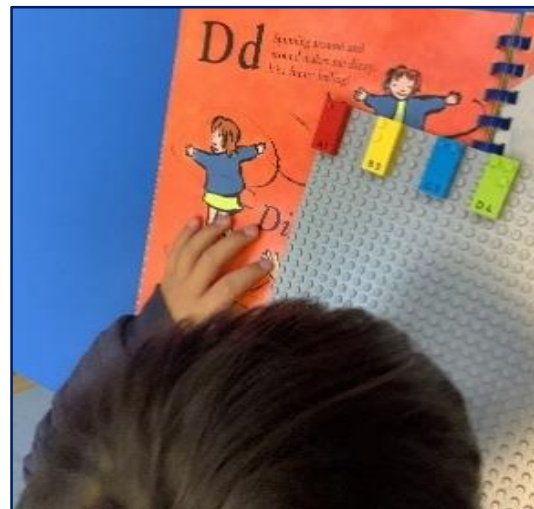
Pupil's communication device offers him a broader vocabulary to enhance his expressive communication. Initial frustrations because of the 'qwerty' keyboard were adapted to in a matter of days. Pupil is able to express his learning, wishes and thoughts by using the Allora. Text is typed using the keyboard which is then spoken when the 'enter' key is pressed. This has not replaced Pupil's wish to express himself orally/ verbally but has enhanced his vocalisations.



Impact

My thinking

- Continued Learning G1 Braille recognising his name.
- Learning to scan using specialised resources.
- Learning to recognise name within his environment.
- Exploring Braille within the environment.
- Developing understanding that within the environment there is language everywhere.



Progress

Pupil continues to be a confident user of objects of reference as part of his daily routine, identifying and ordering them accurately. Pupil has moved from stage 2 to stage 3 objects (finger pad size). He is able to track from left to right and is able to identify the braille letters in his name. Pupil is able to identify the braille letters a-d and match the Braille Lego letters to braille in books.



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Impact

My Body

- Through Pupil's weekly habilitation sessions he is developing his independence within travelling around space.
- More confident within tasks.
- Able to do things with increasing independence.
- Building conceptual understanding of my world.
- Overcoming my tactile defensiveness.
- Becoming more social.

Progress

Pupil consistently demonstrates his knowledge of directionality awareness by responding accurately to verbal instructions. When walking under close adult supervision he will turn to his left or right to complete a desired route. Further to this he is aware of gradients up and down and uses these in the environment to aid his orientation.



Impact

Achievement summary

- Pupil loves to be challenged.
- Pupil loves to be given the opportunity to do things independently.
- Great sense of achievement when he masters something.
- Responds accurately to verbal instructions.
- Will now follow directional instructions during habilitation sessions.
- Will follow instructions to support his independence e.g. to pick up his cane if dropped.
- More aware of surroundings e.g. gradients.
- Can now read timetable independently using OoR sequencing from left to right.
- Has developed anticipation and predicting skills when reading known stories.
- Developing his body awareness and sense of self.
- Developing confidence within mobility and physical activities and now loves outdoors.
- He is making progress across every aspect of learning.



Any
questions?



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