**Tor View Specialist Learning Community**

**CASE STUDY**

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A case study to demonstrate how school uses its Pupil Premium funding to raise aspirations and outcomes for pupils

Tor View is an Outstanding Specialist provision, where the rate of progress of our disadvantaged children is remarkable, particularly as some pupils exceed expected progress and achieve an aspirational target. We achieve this through working together to design and develop provision and learning opportunities that meet the needs of the varying cohorts.

Learner C

Learner C has significant speech and language, motor and Global Development Delay. Learner C is diabetic and on a permanent feed which she receives via jejunostomy

Within Learner C’s EHCP, her targets to achieve by the end of Key Stage 4 are to:

* develop supported standing balance, to develop strength around knees as able and to maintain and monitor muscle length and joint range.

The outcome is then broken down into small achievable steps and written up within the school’s key skill document. Learner C’s target is to Walk 10 meters 3 times a week.

Learner C joined Key stage 4 at Tor View School Autumn 2021 and she has attended 1:1 intervention sessions 4 times a week for 15 minutes.

When Learner C began the intervention sessions, she has lost some of her physical ability to walk due to the time off school during the Covid Pandemic.

**Target: To walk 10 Meters 3 times a week.**

Learner C started the sessions by simply getting out of her wheelchair to into a supported standing position, she would then vocalise when she wanted to sit down. These standing positions started lasting approximately 3 seconds and as the sessions went on, learner C would stand for longer. Initially learner C was reluctant to move her feet once stood however, after 2 weeks of encouragement the learner was happy to start moving her feet to make steps with support. The steps started at one or two steps but after 12 weeks, Learner C could walk 10 meters with support. At the start of the sessions, Leaner C would only stand and take steps if supported using my hands. After Learner C was confident to walk to 10 meters supported by my hands, I was then able to introduce the standing belt, which made learner C more independent in taking steps but also then had the security if she was to fall.

Learner C is now walking 10 meters 3 times per week with her classroom staff using a standing belt.