



**Year 7 Girl- Form/Set**  
**Key SEND Person: AAA**

**Assessment information:**

**CAT** Sept 2013 **M:74** V:83 NV:75 Q: 64  
**WRAT** Sept 2014: Reading 72, Spelling 75  
Comprehension: 73  
Number 84

## Main area of SEND/Medical Condition

I have been diagnosed with a visual impairment

My reading, spelling and comprehension scores are 'poor'. My numeracy skills are also slightly 'below average'

## How to support me

**Teachers MUST:** Modify work to: Font: Arial, Size: 20, Style: Bold. **It must NOT just be A4 blown up to A3.** Work can be given to Learning Support on Fridays who will send it off to the VI service on Monday morning; this will take around a week to do. Larger text books will take considerably longer.

Seat me appropriately with a clear view of the board

Avoid marking every spelling mistake I make as wrong - just the keywords that are important for me to learn. I do have a good verbal vocabulary range but am scared I will spell longer words wrong and so my written range is small. Please encourage me to use WOW words and let me know it doesn't matter if I spell them incorrectly. Perhaps provide AAA with a list of words you require me to know and this can be worked on in withdrawal sessions.

Provide opportunities to have different forms of assessment/class work for example: oral responses, videos, labelling, cloze, drawing a sequence of events etc.

Only ask me to read in class if I have volunteered to do - if you require me to read aloud try to give me some warning of this.

Try to leave instructions visible to the whole class and in simple steps throughout the whole of an activity.

I like copying from the board but please make sure that it is big enough for me to see it.

I can be reluctant to offer answers and put my hand up to whole class questions – if it won't require reading perhaps think of how to randomly ask pupils using lolly pop sticks etc. Other forms of assessment, such as whiteboards, could be useful as well.

## You may observe

My reading age is around that of a 6 year old.

I am reluctant to offer answers in class and to put my hand up.

I get very embarrassed about my literacy skills and don't like reading out loud if others can hear me. I feel like I can't do English because of my reading and spelling skills. I also find having work enlarged embarrassing but I know I need it.

I sometimes can think of really good words to use but can't spell them and am scared of getting them wrong. Therefore, I use simpler vocabulary when writing. This can make me feel rubbish because I'm only using basic words.

I tilt my head and occasionally squint to see text. This is because it makes the text easier to see. It may also indicate I am struggling to see it.

## What is good about me?

I am a kind and friendly girl. I want to do well in school and would like to be able to move sets and get As in my GCSEs.

## What is important to me?

I want to improve my reading and spelling and feel that my withdrawal time is important in order for this to happen. My family are very important to me, particularly my brother who I have to help care for. I also enjoy being active and playing sports.

## Annual Targets (to be reviewed September 2016):

- To improve reading accuracy
- To improve comprehension of what I read
- To become more actively involved in class
- To become confident in using a wider vocabulary range when writing.
- To ensure all homework is completed

**Exam Access Arrangements year 10+**  
**TBC**

This Pupil Profile has been written by Year 7 Girl and Mrs A, agreed by her parents/carers and shared with her teachers.

I have read and agreed this pupil profile.

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

SEND Key person name: \_\_\_\_\_

SEND Key person signature: \_\_\_\_\_

Date: \_\_\_\_\_