

Kibble Education and Care Centre - Pupil I.E.P.

Pupil Name	Lewis Duncan
Date of Birth	22 October 1984
Date of Admission	22 February 1999
Present Date	March 2000
Unit	Day Boys/Extended Day

I.E.P Staff

Co-ordinators(s)	Ms Harte
	Mr Govan
Learning Support Specialist(s)	Ms Baird
	Ms Houston

Subject Teachers

English Language	Mathematics
Ms Young	Mr Paterson
Science	Modern Studies
Mr Kyrollos	Mr Houston
Computing Studies	Art
Mr Govan	Mr McDade
Music & Drama	Home Economics
Ms Cairns	Ms Robertson
Practical Craft 1	Physical Education
Mr Robertson	Mr Murphy / Mr Furbar
Electronics	Religious, Moral and Philosophical Studies
Mr Speirs	Mr Lindsey

Other Agency Staff	Mr Furbar (Key Tutor) Susan Smith (Keyworker)

Special Educational Needs

Summary of the pupil's current special educational needs

Lewis responds positively in the small class group setting. He has to be prompted on occasion.

Lewis works at an appropriate level for his chronological age and has no major difficulties.

Occasionally Lewis can be demanding and exhibit challenging behaviour, however, he does tend to take up the majority of the curriculum with relish.

Aptitudes and Abilities

Summary of the pupil's aptitudes and abilities indicating how they may be used to assist overcoming difficulties

Lewis particularly enjoys all elements of the Physical Education syllabus. Lewis is a popular pupil who enjoys all curricular activities within Kibble.

Lewis takes part in cross curricular activities and enjoys assembly displays and performances. Currently, Lewis is working extremely well through the Mathematics syllabi and has demonstrated a relatively high ability level in Computing Studies.

Educational Aims

Statement of aims related to the school curriculum, including both personal and social development and behavioural aims (with reference to the pupil's observational assessment)

Lewis has now taken up the syllabi of several SQA modules, Higher Still units and four Standard Subjects.

Lewis will also follow a personal and social development programme directed at preparing Lewis to work positively with his peer group.

Lewis will be encouraged to take part in cross-curricular events to boost esteem in his own abilities.

Long and Short-term goals : English Language

Long-term goals - to be attained by the pupil over the current school year

Lewis will sit the Standard Grade English exam in May 2000. With good attendance he should gain a Foundation Pass at Grade 5.

Short-term goals - to be attained by the pupil over the term

Lewis will read the play "Blood Brothers" and write a critical evaluation of Drama (R2). Lewis will watch the film "My Name is Joe", study the setting and characters and write a media essay (R3). He will complete a piece of personal/creative writing (W2). These essays will complete his English folio.

Lewis will continue to practise Tests of Reading at Foundation and General level.

Long and Short-term goals : Mathematics

Long-term goals - to be attained by the pupil over the current school year

To achieve a Standard Grade Award at Foundation level.

To complete SQA module 'Using Basic Number Skills'.

Short-term goals - to be attained by the pupil over the term

To complete the investigations required for the standard grade exam.

To complete learning outcomes 1, 2 and 3 of Using Basic Number Skills.

Long and Short-term goals : Modern Studies

Long-term goals - to be attained by the pupil over the current school year

Lewis will be prepared for external assessment in June 2000. He will have developed a knowledge and understanding of contemporary society, individuals and institutions. Furthermore, he will be equipped with the skills to analyse contemporary political and social issues as well as communicate balanced opinions based on critical thought. The course will also nurture within Lewis, tolerance and respect for other points of view and reinforce the importance of individuals as active and responsible participants in society.

Lewis is aiming to gain a Standard Grade award at Foundation level

Short-term goals - to be attained by the pupil over the term

Lewis will focus on two discrete units of study Politics of Aid and the European Union.

Both these units are concerned with the following concepts; need and power, which are integral to the Standard Grade course.

There will also be a new emphasis on developing his enquiry skills this term. By giving him the opportunity to study past exam papers, we hope to increase his ability to make a success of the course.

With a little concentration and effort Lewis should achieve these goals.

Long and Short-term goals : Science

Long-term goals - to be attained by the pupil over the current school year

To encourage Lewis to complete the Science curriculum at foundation level (Heinemann Booklets Energy, Healthy Bodies, Materials & Environment). Lewis is currently working through the topic Energy.

Short-term goals - to be attained by the pupil over the term

Lewis is following the Standard Grade Science syllabus. This involves completing units on Energy, Environment, Healthy Bodies and Materials. There are also two investigations and eight Practical Ability Tests to be completed.

Lewis has recently completed the Materials unit. He has completed one investigation and 5 Practical Ability tests. He will aim for eight by March 2000. He suffers from lack of attendance due to special timetable.

Long and Short-term goals : Art

Long-term goals - to be attained by the pupil over the current school year

To develop work in 3-D and gain confidence working in various styles of media.

To build up a folio of work for presentation at Higher Still Access 2 level.

Short-term goals - to be attained by the pupil over the term

To develop two dimensional work, leading to producing pieces in 3-D, through looking at form and construction using different materials.

To build confidence in graphic ability through observed drawing from different themes and objects.

Long and Short-term goals : Music & Drama

Long-term goals - to be attained by the pupil over the current school year

To complete all three learning outcomes for the SQA Module ' Listening to Music 1', and subsequently increase Lewis' musical appreciation for later life.

Short-term goals - to be attained by the pupil over the term

Lewis will use relevant resources to research and present an individual project on a topic of his choice. (Learning Outcome 1)

Long and Short-term goals : Physical Education

Long-term goals - to be attained by the pupil over the current school year

We would expect Lewis to have finished and passed SQA modules in the following subject areas within Physical Education :

Trampoline 1

Short-term goals - to be attained by the pupil over the term

By Easter 2000, Lewis should have completed Learning Outcome 3 in the following SQA modules. (This includes submission of the multiple choice test) :

Trampoline 1

Long and Short-term goals : Computing Studies

Long-term goals - to be attained by the pupil over the current school year

Lewis is aiming to complete the Higher Still Unit – *Using a Computer* at Access 2 level. This unit requires the student to use a wide variety of computer hardware and software with a clear emphasis on breadth of experience rather than depth of content.

The timing of assessment of this unit is determined by the student's ability to gain full independence with a piece of software after which an appropriate assessment task will be issued. Lewis should be up to the challenge of completing the assessments (six practical and one knowledge based) over the course of this school year.

Short-term goals - to be attained by the pupil over the term

The current focus in this unit is to reinforce the basic skills required to operate a computer system and Lewis is aiming to satisfy all performance criteria for Outcome 2 of this unit within the following weeks.

As part of Outcome 2, this unit also requires the student to develop information handling skills through the correct use of a database of some sort. Lewis will therefore be introduced to such a software package this term and will be assessed on his ability to independently operate it at the first appropriate point.

Long and Short-term goals : Home Economics

Long-term goals - to be attained by the pupil over the current school year

To progress through Higher Still, Access 2 units: Living Safely at Home, Organisation in the Home and Healthy Basic Cooking, all units to run concurrently.

These units promote safe and hygienic working practices, food preparation and budgeting skills that prepare for independent living.

Short-term goals - to be attained by the pupil over the term

To complete a short course on Health and Safety in the Kitchen. Begin work on Access 2 units. Learn how to use all electrical equipment safely e.g. mixers, microwaves. To learn food preparation techniques and prepare healthy meals in a hygienic and economical way. Learn to treat minor injuries e.g. burns, cuts and bruises.

Long and Short-term goals : Practical Craft 1

Long-term goals - to be attained by the pupil over the current school year

To complete the Higher Still Unit – *Working with Hand Tools* at Access 2 level.

Short-term goals - to be attained by the pupil over the term

To complete Outcome 1 of the Higher Still Unit – *Working with Hand Tools* at Access 2 level.

Long and Short-term goals : Electronics

Long-term goals - to be attained by the pupil over the current school year

Having completed the preliminary work by building circuits on prototype boards, soldered stripboards and on wire wrap boards as part of the Short Term goals, Lewis will move on to building an electronic project. The project must be completed as a working artefact and include any casings, housings and any trim work which will be required to produce a 'finished' article. This may involve Lewis producing his own printed circuit board, should he choose a project of his own design.

Short-term goals - to be attained by the pupil over the term

The course is taught in three discrete blocks of work, involving building electronic circuits using three different construction methods. As each block of work is completed, a report will be written which must include a circuit diagram. As each part of the course is completed to the required level, the pupil is deemed to have passed that part of the course. No end test is required.

Lewis is aiming to complete the first block of work within the next 6 weeks.

Whole School Educational Outline

Approaches to learning and teaching

A number of strategies are used to engage Lewis in the full special school curriculum.

In particular Lewis should be involved in structured discussion and stimulated through the exposition to relevant stimuli.

Class teachers will endeavour to involve Lewis in all lessons through one to one support, paired activity and group lessons.

Assessment and recording procedures

Throughout the curriculum a variety of assessment techniques will be used. The majority of subjects will incorporate on-going formal assessment procedures recording Lewis' progress through observation and correction of written tasks.

All class teachers will record Lewis progress on a daily basis, and biannual reports will be produced detailing targets achieved throughout the previous term.

Lewis' work will be externally assessed in his Standard Grade Exams.

Staff involvement

Lewis will work within a maximum class group of six pupils. He will be supported on occasion by a classroom assistant or a class technician.

Lewis will also be supported in his studies by his key worker and unit manager who will endeavour to ensure that Lewis is reminded of relevant targets.

On occasion Lewis will be asked to liaise appropriately with particular ancillary staff.

Other relevant points (resources, learning contents, etc.)

All classrooms offer the opportunity for Lewis to utilise information and communication equipment.

Class teachers structure their environment in order that Lewis is comfortable, safe and secure, hopefully promoting effective interaction.

The timetable allows Lewis to take up a huge breadth of subjects, all being nationally certificated and thus preparing Lewis for the next stage in his education, the programmes offered by the Leavers' College.

Review of Current Behaviour

Lewis most concerning problem is his poor attendance in school. When in school, Lewis struggles to cope with the changeover period between classes and regularly requires repeated direction in order to arrive at his timetabled class. Lewis is also very easily led – a characteristic that has led to Lewis becoming involved in serious incidents in the past. Lewis also seems quite preoccupied at times and can become distracted and unsettled very quickly and for no apparent reason, frequently causing him to get up and leave class.

Lewis is generally a polite, good humoured young man who interacts appropriately with peers and staff members alike.

Subsequent Behavioural Targets

Lewis must attend on a regular basis in order to take up the full curriculum and the academic targets therein.

Lewis will be aiming to remain in class at all allotted times and, should he feel under any pressure to leave classes or school altogether, he should seek support and guidance from a member of staff.

Lewis will be aiming to become more focussed and to attempt tasks set by teachers to the best of his ability.

Review of Current Academic Progress

Lewis' short term academic targets in every subject area are currently not being met due to a serious lack of attendance. Having shown the potential to succeed and meet both long and short term targets set in all subject areas, his lack of attendance is the only clear obstacle between him and a productive education.

Subsequent Academic Targets

Both long and short term academic targets in all subject areas have recently been reviewed such that the expectations placed upon Lewis are now significantly lower than the were at the start of this term. For example, Lewis was initially being considered for registration to the Desk Top Publishing module as well as the core Access 2 course in Computing whereas now, in the time remaining, Lewis is aiming to simply complete the core material and will not be entered for the more advanced course. This situation is common across the school.