Positive Impact on Vulnerable Learners

Case Study: Fife Primary School Engagement 2017

(Nurturing Relationships Engagement)

James, age eight, a primary 3 pupil attending a school within an area of disadvantage, identified as a focus child

(name changed to maintain confidentiality)

**Before Engagement**

- Recent change of school
- Looked After Child
- Challenges around relationships with peers-working together and friendships
- Challenges with emotional self-regulation
- Concerns regarding literacy attainment

**Actions of Engagement**

James was identified as a vulnerable learner during the pre-engagement meeting.

Barriers to learning were identified and a personalised social and emotional goal was agreed.

*James was an active agent in the entire process.*

Strategies to support James in the achievement of this goal were discussed, planned and implemented. Including the use of Co-operative Learning to develop inter-personal skills.

James was regularly guided to reflect on his successes and challenges and empowered to identify his next steps.

James’s teacher was engaged in coaching dialogue to reflect on how best to support his self-regulation and general social and emotional development.

**After Engagement**

- Now more settled in class and school
- Evidence of progress in literacy-listening & talking
- Can now take turns and work and learn more successfully with others
- More able to self-regulate emotions, with increasing independence
- Beginning to relate socially with peers