

Case Study 1 John

John is 13 years old and in 1st year. John's subject teachers reported that he has excellent attendance, is polite and tries his best in his classes. He has a good group of friends from primary school who transitioned with him, and he has settled in well into post-primary school life. John's personal strength is in practical subjects. On his student input form, he expressed that his favourite subjects are P.E., Wood Technology and Engineering. John is very good at soccer, Gaelic football and hurling and plays football/soccer with his friends at lunch every day.

John's teachers also reported that John finds the curriculum content inaccessible. The teachers have supported John by offering him differentiated class and homework and given him the option of presenting his work in a verbal format. Despite these supports, John is still having difficulty in most subjects.

The SET team have consulted with John, and he expressed that sometimes he feels 'stupid' in class as he finds the 'work too hard' and 'the speed the work covered too fast'. He said that he enjoys 'Wood Tech, Engineering and P.E.' and 'likes making things with his hands and sport.'

The SET team and his class tutor have also consulted John's parents. His parents are very concerned about him, as he is struggling with the range of new subjects in post-primary school. He transitioned from a rural primary school, with a DEIS status, so has been used to small classes. His parents were aware that John had 'difficulties with reading and maths', and that he was 'not able for 6th class work'. They said that he had been receiving additional support with maths and English in small groups for most of his primary schooling. They have never had John formally assessed as they did not have the financial means.

John has no formal diagnosis of mild general learning difficulty, however John's primary school passport showed significantly low STen scores. He had access to SET for numeracy and literacy with a small group and had 1:1 reading support. The SET team in the post-primary school have administered testing. John's reading comprehension standardised score was in the <1%ile range and all other areas of his standardised scores were in the 1st and 2nd percentile across numerous different standardised tests.