

Pupil Case Study

Pupil's Name:	Child A	School:	
DOB:		Current Year Group:	3
Outreach staff:			
Start date with Outreach support from:	February 2022	Exit date:	April 2022
SEN status on arrival:	SEN Support with DTA	SEN status on exit/current:	EHCP (band A)
Vulnerable group data (TAF, CIN, CP, LAC, PP):	TAF		

Assessment before (Boxall):				Assessment after (Boxall):			
Developmental score - measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom:	43	Diagnostic Score – measures children and young people's challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed:	81	Developmental score - measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom (Higher score on exit shows progress):	70	Diagnostic Score - measures children and young people's challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed. (Lower score on exit shows progress):	53

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A: Gives purposeful attention	8		A: Gives purposeful attention	11	
B: Participates constructively	4		B: Participates constructively	7	
C: Connects up experiences	6		C: Connects up experiences	8	
D: Shows insightful involvement	7		D: Shows insightful involvement	10	
E: Engages cognitively with peers	2		E: Engages cognitively with peers	4	
Engagement with learning score before (1-5):	2		Engagement with learning score after (Higher score on exit shows progress):	4	
Attendance before: (sessions expected to attend: 9am – 12pm)	32.08%		Attendance after: (sessions expected to attend: 9am – 12pm)	35.54%	
Number of suspensions before:	2		Number of suspensions after:	0	
Serious incidents before:	4		Serious incidents after:	0	

Background Information summarised from SPR/difficulties presented in school:

Prior to referral, Child A received two suspensions within two weeks, on both occasions this was for displaying physical aggression in the corridor towards other pupils. He had a high level of sensitivity to noisy surroundings, and he can have explosive episodes that can come from nowhere.

A further incident occurred the following week towards another younger child whilst only in a space with 2 adults and 2 children. Following these incidents Child, A is now working out of class in a small room with 1:1 support from 9am – 12pm (part-time timetable) avoiding the hustle and bustle of mornings. Child A's recent attendance has been very inconsistent and in the last three weeks he has only been attending an average of two mornings per week.

Focuses of intervention:

Focus 1 – To successfully transition to small group learning (altered to – ensuring Child A attends school every day).

Focus 2 – To develop social skills with peers.

Strategies implemented by Outreach:	Impact:
<ol style="list-style-type: none"> 1) Risk assessment completed with SENCO for staff to transport Child A to school. 2) Personalised curriculum implemented / delivered outside class supported on a 2:1 staff ratio (a school 1:1 ETA and myself). 3) Increased participation in physical activity to facilitate a positive start to the school day and boost pupil well-being (daily mile). 4) Encouragement to participate in core subject activities to earn reward time at the end of his morning session. 5) Introduction of two class peers (one boy and one girl) to play social turn taking games and rebuild relationships. This involved emotion coaching. 6) Planned a phased return to class with the SENCO to start in the last week of support. 	<ol style="list-style-type: none"> 1) Upon referral, Child A's attendance was 32.08%. Upon exit (after 6 weeks) his attendance was 35.54%. In reality, his attendance of 24 out of the 29 sessions that were supported by the Outreach Team (83%) represented a significant rise in his attendance. 2) This met pupil need as he was unable to access the classroom due to the high level of risk to himself and his class peers. 3) Child A enjoyed doing this at the start of every day and timing it on a school stopwatch to keep daily time / distance records. 4) Child A completed all daily core subject tasks to earn his reward time in every session that was supported. 5) Child A enjoyed playing Uno and Dobble with both of his peers. During these 15 – 20-minute periods of his daily sessions he gained confidence, always asking when he could return to class. 6) Child A returned to class for full mornings in the last 2 days of support with 1:1 support from his key worker in school (Mrs Dee – ETA).
Any work with external agencies and Outreach Support:	Impact:
<ol style="list-style-type: none"> 1) Attended a TAF meetings on zoom with the school SENCO and Child A's Family Support Worker (FSW). 	<ol style="list-style-type: none"> 1) During TAF meetings the significant increase in Child A's school attendance was recognised. Full acknowledgement was given to EAT outreach team for providing transport to school.
Further recommendations by Outreach for school:	Any further information: <i>e.g. child to attend Specialist Provision</i>

- 1) Teacher to continue providing full 1:1 key worker support for Child A following his recent return to class.
- 2) Set up a work station outside Child A's classroom to be available as and when required.
- 3) School to continue liaising with the FSW who continues to support Child A and his mum.