

# Pupil Case Study

Pupil's Name:	Child B	School:	
DOB:		Current Year Group:	9
Outreach staff:			
Start date with Outreach support from:	November 2021	Exit date:	January 2022
SEN status on arrival:	SEN Support	SEN status on exit/current:	SEN Support
Vulnerable group data (TAF, CIN, CP, LAC, PP):	None		

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:	62	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:	58	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):	95	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):	17

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<b>A: Gives purposeful attention</b>	10		<b>A: Gives Purposeful Attention</b>	13	
<b>B: Participates constructively</b>	6		<b>B: Participates constructively</b>	9	
<b>C: Connects up experiences</b>	6		<b>C: Connects up experiences</b>	9	
<b>D: Shows insightful involvement</b>	10		<b>D: Shows insightful involvement</b>	13	
<b>E: Engages cognitively with peers</b>	3		<b>E: Engages cognitively with peers</b>	4	
<b>Engagement with learning score before (1-5):</b>	1		<b>Engagement with learning score after (1-5, Higher score on exit shows progress):</b>	4	
<b>Attendance before:</b> (sessions expected to attend: 9am – 12pm)	33.3%		<b>Attendance after:</b> (sessions expected to attend: 9am – 12pm)	56.9%	
<b>Number of suspensions before:</b>	1.5 days		<b>Number of suspensions after:</b>	0	
<b>Serious incidents before:</b>	0		<b>Serious incidents after:</b>	0	

## Background Information summarised from SPR/difficulties presented in school:

### Homelife:

- Child B lives at home with Mum and her three siblings
- Child B and her siblings take it in turn to visit dad's house on alternate weekends
- Child B has previously been subject to a Child in Need Plan for Neglect

### School/Academics:

- Child B is a non-attender of school (emotionally based school avoidance)
- Child B can and will be argumentative and refuse to follow instructions
- Child B when challenged about her behaviour will at times argue she hasn't done anything wrong

- Child B does at times struggle in lessons and will either refuse to go into the lesson or hide in the toilets. Interventions have been put in place to support Child B in lessons, however she will still refuse and not accept the support offered to her, she will always want things on her terms and not always follow school rules
- Reading age – 11 years and 6 months
- Child B is a lower ability student and masks her difficulties by presenting with defiant behaviour
- She has a very low self-image and this is preventing Child B from making progress both academically and socially

## SPR Request:

- Child B to be able to attend school
- To access her lessons and learning
- To build up her confidence and resilience skills

## Strategies implemented by Outreach:

- 1) Meet and greet
- 2) Daily wellbeing check ins
- 3) Identified Key worker
- 4) Bespoke Timetable
- 5) Identified learning space – Nurture provision
- 6) Core interventions delivered by ETA's
- 7) Classroom QFT strategies
- 8) De-escalation strategies
- 9) Friendships/ Social time
- 10) Positive praise and communicating with home on progress

## Impact:

1. A familiar face and a friendly welcome in to school on arrival. To alleviate anxiety and to build Child B's confidence.
2. The allocated time allows staff to check in with Child B, to offer her the opportunity to share her feelings and or worries, and to offer reassurance and a solution. To inform Child B of her day ahead, giving a brief explanation of the work/tasks involved.
3. A consistent adult/key worker offers support throughout Child B's school day. To encourage Child B to build trusting relationships with adults in school and to approach them when she is finding tasks challenging or her day overwhelming.
4. Child B's bespoke timetable offers her variety whilst hitting core subjects and wellbeing support. Child B is completing modules from Prince's Trust programme, teaching her life skills.
5. Child B's interests in Art and Photography have been incorporated within her timetable, this allows Child B to be creative as well as tapping in to Mindfulness and escapism.

6. The identified learning space creates a relaxed environment. Child B is relaxed and is able interact positively with staff.
7. The 1:1 teaching support Child B receives is bridging the gaps in her knowledge with differentiation and scaffolding been used. Child B shows interest and participates well in interventions, she isn't afraid to ask questions and will often share her own ideas and opinions.
8. With support Child B has identified de-escalation strategies that can work for her, such as mindfulness colouring and a music play list. She now has the knowledge of controlled breathing techniques. Child B also has awareness of supportive apps such as Kooth.
9. Child B has started to socialise with 2/3 peers daily during social times. Her friends will often meet her from the Inspire provision.
10. Child B responds well to discreet praise. A positive phone call home is made weekly informing Mum of her week, the progress made and her achievements. The positive communication between home and school is positive, it has re-established positive links and also encourages Child B to continue to attend and do well.

## Any work with external agencies and Outreach Support:

- Daily Wellbeing check ins
- School Expectations
- Anger Management
- Reflection
- Resilience & Growth Mindset

## Impact:

- Child B now has structure and consistency to her school day; she is familiar with school expectations and her learning requirements.
- Child B is able to recognise how her body reacts through the 6 stages of crisis and is able to use an appropriate de-escalation strategy to self soothe and manage her emotions. Child B does respond well to Emotion coaching language.
- Child B is equipped with the knowledge of resilience, she is now aware of what resilience is and how she can incorporate this in to her school day. She

- Self – esteem & Confidence - looking at what self-esteem is, how to build it, discussing positive attributes about ourselves
- Self- image - looked at examples of airbrushed celebs before and after. Discussions had about how the media portrays body image and why people wear make -up
- Healthy Relationships
- Introduction to Kooth
- Introduction to Ethos College
- Updated Student Profile

## **Work with External Agencies:**

- A referral has been made to the Educational Psychologist

has demonstrated that she is able to change her mindset to achieve successful outcomes.

- Child B learnt a lot from the self-image intervention, she was surprised how the media portrays false representations of celebrities and how this can have a negative impact upon society.
- Child B felt confident to share her relationship status with LS, she now has the knowledge of healthy and safe relationships.

## **Work with External Agencies:**

- To support with additional strategies and to offer advice and guidance with EHCP process.

## **Staff Feedback (School):**

Child B engaged really well with the 1:1 support from the Outreach worker.

She was able to talk openly and honestly, enabling school to implement a bespoke timetable to engage Child B so her attendance continues to grow.

Child B engaged really well with her interventions and talks confidently about them. Outreach Worker liaised with staff on a regular basis, ensuring Child B's needs were met and any concerns address quickly and resolved.

Outreach Worker shared strategies and support ensuring Child B was kept informed along the way.

**Pupil Feedback:**

Outreach Worker has helped me to settle back in to school, I now have the confidence to attend school every day. Outreach Worker knows so much about me, in such little time.

**Parent Feedback:**

Child B is really happy, the difference is amazing, thank you for all your help.

**Further recommendations by Outreach for school:**

- To review MSP
- To continue monitoring attendance following necessary procedures
- To liaise with the Art Department with a view to introducing the scheme of work to Child B to complete in the nurture provision – this will alleviate a barrier if/once introduced back in to the mainstream lesson
- To plan/implement a carefully planned transition package to support Child B in to KS4

**Any further information: e.g. child to attend Specialist Provision**

Child B has transferred to Ethos College and is continuing to make outstanding progress personally, socially and academically. Her attendance is now 90% and she is travelling independently to and from school.