# Disadvantaged Pupil Case Study

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| **Vulnerable Group(s): PP, SEMH** | **Academic Year: Year 5**  |
|  **Pupil Name: Frank** | **Class: Chaucer**  |

**Case History:**

* **Recently joined the school following a permanent exclusion from another school**
* **Long history of emotional outbursts and violence towards other pupils and adults**
* **EHCP in place for SEMH, full time 1:1 support**

**Overcoming Barriers Plan:**

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| Relationships between home & school: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Attitude to parents and staff  | Frank struggled significantly with school and home discussing him and described this as an attack / everyone out to get him  | Daily contact book and weekly meeting with Behaviour Mentor, TA and parents  | Mum reinforces praise at home for Frank’s successes and the focus of the contact is on the positives, however small |
| Behaviour at home  |  | Mum has attended Solihull Training signposted by FLO  | Mum reports less outbursts and violence at home and she feels more in control of situations as they arise  |

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| Readiness for Learning: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Behavioural outbursts  | The first hour of the day is typically the most volatile session for Frank. He finds the transition from home to school difficult and can be ‘set off’ with the smallest situation arising  | Morning arrival session with TA - readiness for the day Visual timetable Early morning calming activity – art, music  | Far fewer incidents of anger outbursts and frustration. Frank is typically calmer and coping more readily with the school environment  |
| Integration into school setting following permanent exclusion  | Transition into the school was the critical aspect for Frank. He needed to learn to trust key staff and want to make changes to his behaviour. The plan was very slow, highly detailed and introduced Frank to staff and pupils very slowly. It was reviewed weekly and worked at Frank’s pace. There were very few opportunities for him to fail so success could be continually celebrated  | Transition Plan was put in place for 12 weeks: Slow integration into school, PT time table, sessions initially in wellbeing room, gradual integration into activities Frank prefers, introduction to Forest SchoolDaily interventions bespoke to wellbeing developed and implemented first Slow progression into classroom activities over time  | Frank is now in school full time and accessing classroom learning about 75% of the school day  |

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| In class provision: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Concentration and negative attitude towards classroom learning  | Frank’s current concentration is around 15 mins – this has increased significantly. After this time Frank will often become restless and then increasingly disruptive  | Outdoor learning opportunities daily e.g. Forest school with class and additional opportunities Choice to work outside where lesson allowsPlanned opportunities for outdoor learning Regular breaks from the lesson and time out  | Frank shows greater levels of concentration, interest and less frustration when working outside. He cooperates more readily with his peers and is calmer and more relaxed in a more informal environment  |
| Self Esteem  | Frank has a very low opinion of himself, his abilities and learning aptitude – when feeling inadequate he will display anger, frustration and aggression  | Continual praise and reward, celebration of successes on a tiered system that includes visiting key SLT members for rewardsChanges to the rewards and approach fortnightly to ensure continued engagement with the system All staff working with Frank have had training and updates regularly on the approaches that work to ensure a whole school consistent approach  | Frank’s wellbeing levels are increasing. He is now more prepared to attempt new activities and whilst reading is still a source of anxiety, his engagement in maths, science and humanities is strengthening  |

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| Interventions: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Anxiety and anger  | Frank struggles to rationalise and manage his reactions to situations he finds stressful  | Lego Therapy | Frank really enjoys this and looks forward to these sessions. He is showing increasing levels of engagement in talking about himself and his reactions and as a result is starting to manage situations more effectively  |
| Behavioural outbursts  | Frank has a pass for the wellbeing team and the aim is for him to choose to use it when a situation is deteriorating. Currently the TA is now suggesting the time out sessions but Frank is now responsive and will take himself to the wellbeing team  | Daily intervention with Behaviour Mentor  | Behaviour Mentor will attempt to go through the activity that failed in the classroom setting with Frank and support him in identifying what went wrong. Typically, this is now working the majority of the time and Frank will often now complete the task  |
| Emotional Distress  |  | Weekly counselling  | Frank leaves school after these sessions as he is often quite emotional and can be volatile. However, there is a marked improvement in the following days in his attitude towards others  |

Frank is not yet making appropriate progress in his learning and has outcomes well below age related standards. However, he is now attending school full time and has not had any exclusions in the last seasonal term. Attitude and behaviour is improving and it is now appropriate to address learning behaviours and support Frank in making academic progress