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Entry Point: July 2011

<p>Academic Levels Assessment Data</p>	<p>Neale Reading Analysis (Chron. Age 9 .06yrs) Reading Age - 6.05yrs Comprehension- 7.02yrs KS1(2008) Reading-Level 1 Spelling- Level1 Writing- Level 1 Numeracy- Level 2c KS2 (2009-Yr 3) Reading – Level 2c Spelling – Level 2b Writing - Level 2b Numeracy - Level 2a Science - Level 3b *Evidence of SpLD (Literacy) Indications that he is dyslexic but no formal assessment has taken place.</p>
<p>Professional's Reports</p>	<p>Since 2009 there has been an increase in obsessional sensory type behaviours. Was hospitalised for assessment into his OCD and a medication regime has stabilised his condition. Also went to live with grandparents at weekends in a much calmer environment. Has difficulty with multiple stimuli. Needed to do everything twice. Started to smell objects. Would wash and dry hands in a particular manner, would 'flick' his hands dry. Abnormal response to pain – did not care if he hurt himself. Difficulty processing information in high stimulus environments – shows his anxiety through his behaviour. Has been involved in parent/child CBT therapy group focusing on anxiety, relaxation, positive thought- began to participate but then becoming increasingly upset and irritated when others didn't follow his rules. OCD affects eating eg. Will only eat even numbers- counts chips and sausage rolls – can be outbursts of aggression if staff won't comply and do the same or if he can't complete the ritual. Is now eating a wider range of foods but medication has led to weight gain and needs careful monitoring to check that he isn't eating too much.</p>
<p>Background Information</p>	<p>X was born in 2001, at the age of around two I made an appointment to see a local GP as X was getting quite distraught and aggressive over everyday things such as getting dressed, noises of the hoover and it was especially difficult to get him to eat certain foods. The GP who left the practice two weeks later told me she believed X was Autistic and that was all that was said, I went home. Once X started pre-school things became much worse, he bit members of staff and was aggressive to other children, the Head asked for permission to video him. The video was shocking, it was immediately destroyed and the Pre-school then advised that they would contact someone from the local Sen Team.</p>

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X moved onto a local Primary School, where things escalated quickly. The staff would remove the children from the room and stand and watch X throw chairs and pull posters off the walls. Always he was sorry afterwards helping them to tidy up, never understanding himself why he had become so distraught. There were things he just could not manage, he couldn't sit in assembly where there were too many people, too many different noises and it was far too warm for him. Triggers in the class room were any spelling at all, especially when the class took part in timed spelling tests, there was no chance he could ever take part let alone complete it. He was totally obsessed on the number 8, the colour green and dinosaurs and if anyone else was to get his number 8 or toy he would erupt. X spent less and less time at school.

We contacted our local authority to see about getting X a placement at Breckenbrough as both the specialists and a specialist nurse at the unit had believed that X's lack of schooling and therefore the fact that he was aware how far behind his peers he now was (X did not know even his alphabet) a major cause of X's outburst as much as his distress over his OCD and Autism traits. The LA conceded that they had not fulfilled their duty to support X and were keen to get him into a placement that could support him.

X's Grandmother and myself took X for a visit to Breckenbrough. We were amazed at the relaxed atmosphere at the school. In the first two days there X tried to strangle the headmaster with his own tie, kicked and punched the deputy head and kicked our own and staff cars. Still they took him on. X was unable to read or write and has since been diagnosed as Dyslexic.

***Is unaware of his ASD. It will need careful planning with parents on how to explain and support him when the appropriate time is agreed.**

- Long history of aggressive behaviours at home and school. Have been occasions when he has had to be restrained. Risk increased at times of stress although his medication has stabilised him – now warms to staff and peers and able to participate in some group work.
- Unpredictable can be very unsettled. History of verbal and physical aggression- has attacked adults and peers. Shouts, screams, swears. Threatens self-harm.
- Has limited social and emotional understanding.
- Tries to involve family/others in his ritualistic behaviours. When refused, flies into rage. Tries to control his environment and becomes a risk to himself and others.
- Has made positive relationships with adults in the past and, at times, makes progress in working and playing with peers. Responds negatively to changes in family.
- Easily distracted and upset by the actions of others – noise etc.
- When overwhelmed by sensory input goes into 'flight or flight' mode.

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	<ul style="list-style-type: none"> Particular problems in unstructured times (breaks and lunch hours) Can do activities happily but then resorts to verbal abuse, throws things at others etc. Has thrown chairs and computers. 				
Academic Year: 2011/12					
Attendance	91%	Positive	-	Challenging	-
PI/SI	-	F/T Exclusions	-	C4C	-
Academic Data	Maths: 3c English: 2b		TSP Data	-	
EHCP Outcomes	<p>Agreed targets of last Annual Review:</p> <ul style="list-style-type: none"> To make academic progress. To feel happy and settled. To attend school on a full time basis. To develop a range of coping strategies for when he is given adult direction. To develop appropriate social skills and independence skills. 				
Further Information	<p>Parental Comment:</p> <p>In September 2011 my son started Breckenbrough in the same set of shorts and t-shirt that he had worn all the time he had been so poorly, by the next week he was sitting in class next to another boy learning. By December 2011, the same year, he rang me from Trafalgar Square in London to tell me he had seen the palace and just had a McDonald's on his school trip. Absolutely incredible.</p>				
Academic Year: 2012/13					
Attendance	-	Positive	-	Challenging	-
PI/SI	-	F/T Exclusions	3 days - Bullying	C4C	-
Academic Data	Maths: 4c English: 3a		TSP Data	-	
EHCP Outcomes	<p>Agreed targets of last Annual Review</p> <ul style="list-style-type: none"> To make academic progress – <i>X made progress across the curriculum in all subjects</i> To feel happy and settled – <i>X shares he feels safe and happy at Breckenbrough</i> To attend school on a full time basis – <i>X's attendance was above 90%.</i> To develop a range of coping strategies for when he is given adult direction – <i>X is working towards this target.</i> To develop appropriate social skills and independence skills – <i>X has steadily built a small friendship group with two peers.</i> 				
Further Information	<p>In X's second year within the school, there was a rapid decline in the frequency and level of his challenging behaviour. X began to recognise when his anxiety of frustration levels were rising and began to remove himself from the environment</p>				

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	he would be in when these feelings were recognised. The 'open-door' policy within school was essential in supporting X in progressing from a 'fight' response to a 'flight' response when under extreme stress.				
Academic Year: 2013/14					
Attendance	95.5%	Positive	-	Challenging	-
PI/SI	-	F/T Exclusions		C4C	-
Academic Data	Maths: 5c English: 4c		TSP Data	-	
EHCP Outcomes	To achieve two sub-levels in each of key subjects – <i>Achieved</i> . To continue to improve social skills and relationships with his peers – <i>Achieved</i> .				
Further Information	At the start of this academic year, X began to utilise the Lexia programme with consistent support from the same member of staff. The programme had a significant impact on his confidence in his reading, which also transferred into the class room when faced with texts. Support from home was key in this, as Mum worked closely on the programme with X during evenings and weekends.				
Academic Year: 2014/15					
Attendance	91.5%	Positive	58	Challenging	21
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	Maths: 5a English: 4b Science: 4		TSP Data	-	
EHCP Outcomes	<p>Main Points from Annual Review:</p> <p>Deputy Head felt that X has foundation working relationship with a current TA who works with him on the Lexia programme, it is felt that she could be a valuable resource /scribe for X. It was decided that we should start to build in practice for X and LSA, CV requested that she is also included as a backup person as a reserve.</p> <p>Mum finds it difficult to obtain information on what X has been doing in school; this makes it difficult for her to support his work at home. It was agreed that we will start a home school communication book, where every lesson will feedback on the topics covered.</p> <p>X has decided he would like to cover the following subjects in his options. ICT, French and DT alongside the core subjects. He has issues with Art and feels quite confused. SB offered that there is a specific meeting with the Art department to explore other strands of art not necessarily just drawing.</p> <p>Mum wanted to understand where his path may lead after his exams. SB briefly discussed that X could access 6th form here at Breckenbrough and this will be explored with the authority in the future.</p>				

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	<p>Mum expressed frustration that she has never received a definitive diagnosis in regard to Dyslexia. He has been informally assessed in school with traits identified. However there seems to be some confusion. X himself has requested that he would find it easier to understand his difficulties if he had an answer. Mum wanted to know what benefits a diagnosis would achieve academically for him. SENCo confirmed that he would automatically achieve extra support for examinations i.e extra time, scribe.</p> <p>Action Points:</p> <ol style="list-style-type: none"> 1. Mum has confirmed that X also has a problem with his vision at the moment and has been referred back to the hospital. He is experiencing some double vision in his left eye. She is currently waiting for an appointment. 2. SB will e-mail home the GCSE options information. Discussion around X's choices took place. 3. School Careers Advisor to continue to have discussions with X and explore X's choices and try to develop them. Deputy Head will share the current suggestions 4. Arrange a weekly session working on reader/scribe practice with identified members of staff. 				
Further Information	<p>X's academic and social progress during this academic year progressed in line with expectations, though the level of maturity and his empathy towards others in need was a pleasure to observe.</p> <p>X remained anxious about his future, especially knowing he had difficulties in reading age-appropriate texts, which was an influence on his GCSE options choices. X found making these choices extremely difficult and was effectively supported by the school's career advisor in collaboration with his parents.</p>				
Academic Year: 2015/16					
Attendance	89%	Positive	13	Challenging	11
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	Predicted Grades English: E Science: C/D French: F Maths: C DT: C/D Graphics: C/D		TSP Data		
EHCP Outcomes	<p>We recognise the progress X is making socially, being able to interact with other students but only within the nurturing and empathetic environment here at Breckenbrough.</p> <p>We are pleased with the progress his is making academically, there are still challenges to overcome which create barriers for his achievement. Namely his quite severe dyslexia (ref assessment) and his thinking which is very black and white and as a consequence he cannot see beyond what actually happens.</p>				

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	Mum and school have worked really closely together to ensure X's complex needs can be effectively met and that he can make accelerated progress towards his potential. It was clear at the review that the additional work both at home and school is responsible for X's progress				
Further Information	<p>X was assessed and finally received a diagnosis of dyslexia in March 2016. It was identified that X had deficits in phonological awareness, rapid symbolic naming and phonological memory. This diagnosis had a significant on both X and his parents, as they finally had answers to the questions they had long held onto. X's confidence grew as his knowledge of his dyslexia developed and the specific recommended strategies were introduced.</p> <p>It is important to acknowledge that this dyslexia assessment was sourced and paid for by the school due to a complete inability within the Local Authority to progress with the assessment, despite annual requests during his review meetings. X attended Toolbox, a mechanics-based project, attending for two afternoons each week. It was a huge challenge for X in managing his OCD but quickly shared that these two afternoons were the highlight of his week.</p>				
Academic Year: 2016/17					
Attendance	84%	Positive	22	Challenging	10
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	GCSE Results: English: E Maths: 5 (B/C) Science: DD Graphics: C DT: D NCFE Level 1 Employability		TSP Data		
EHCP Outcomes	<ol style="list-style-type: none"> 1. X will achieve grade C in the majority of his subjects at GCSE (summer 2017) 2. X will be able to accurately complete a basic application form 3. X will gain confidence and become more independent and less reliant on other people to complete day to day activities. 4. X will become more tolerant of other people, learn strategies to manage my anxieties and develop social relationships with a wider group of people. 5. X will be able to manage change better. 6. X will be able to make informed choices about my future educational and career pathways. <p>X has made good progress at Breckenbrough School and, despite his significant literacy difficulties, is working towards a grade C in many of his GCSE subjects. This has been achieved through a very high level of support by staff experienced in working with young people with autism and complex needs.</p> <p>Parental Comment:</p>				

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	<p>The change in my son since starting Breckenbrough is unbelievable, he always was a polite little boy at times when his Autism and OCD allowed him but now he is calm enough to let his charm and sense of humour come through. He no longer shows any signs of OCD during the day but he does however have coping mechanisms. He “saves” the OCD until the end of the day and then straightens his bed in a certain way, always careful never to do it twice so as not to encourage the OCD back.</p> <p>The most important thing from the family’s point of view is consistency. We want X to stay at Breckenbrough and to carry on achieving as he has done so far. We would like their continued support with X’s education. Also with his Dyslexia, at present he is getting a weekly 1:1 session, which he seems to have taken on board very well. All the support he receives at Breckenbrough is essential and our biggest worry is that he may be removed from that environment. We feel that all the advances he has made could be reversed if he was taken from Breckenbrough now.</p>				
Further Information	<p>Whilst X was not entirely satisfied with his GCSE results, considering his baseline starting point upon entering the school, his achievement was nothing short of remarkable. It was agreed with the LA for X to continue into Y12 at Breckenbrough, with a programme consisting of the ABC Design Technology award, GCSE re-sits, the Independent Living Skills Award (ILSA) and, most importantly, the necessary transition planning and visits in preparation for X to attend a mainstream college from September 2018.</p> <p>It must be acknowledged that X successfully undertook a work placement in a garage environment, effectively managing his OCD surrounding his hands to have a positive experience.</p>				
Academic Year: 2017/18					
Attendance	78%	Positive	6	Challenging	0
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	<p>GCSE Results: English: D in November 2017 C in Summer 2018 ABC Award in Fabrication</p>		TSP Data		
EHCP Outcomes	<ol style="list-style-type: none"> 1. X will achieve grade C in the majority of his subjects at GCSE (summer 2017) – <i>Achieved ‘C’s in half of his subjects.</i> 2. X will be able to accurately complete a basic application form – <i>X is still working towards this during literacy interventions and with his parents.</i> 3. X will gain confidence and become more independent and less reliant on other people to complete day to day activities – <i>X’s confidence has developed to the point where he can make the transition into a mainstream college with additional support.</i> 4. X will become more tolerant of other people, learn strategies to manage my anxieties and develop social relationships with a wider group of people – <i>X’s level of tolerance is unrecognisable from where he was in KS3. This is exemplified by his successful participation in the annual ski trip residential.</i> 				

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	<p>5. X will be able to manage change better –<i>X can cope with some unexpected change but struggles if he has been misinformed or uninformed about a change.</i></p> <p>6. X will be able to make informed choices about my future educational and career pathways – <i>Achieved.</i></p>
Further Information	<p>Having arrived at Breckenbrough in crisis, X graduated from the school with 8 GCSE’s including a C in English and a grade 5 in Maths. More striking is that X has the necessary strategies and confidence to transition into a mainstream provision for the first time since 2011.</p> <p>In terms of holistic progress, it is hard to identify a student who has made more progress than X during their time at Breckenbrough School.</p>
Graduation Interview	
<p>X is a person of few words who also lacks confidence speaking in front of larger groups of people. It was breathtaking to observe him making a speech when he received his leaver’s file and certificates, as there were more than 150 people present and he had to speak into a microphone. However, remaining a person of few words, the speech was short and simple; “thanks to everyone for putting up with me”.</p>	