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Entry Point: Summer 2015

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Academic Levels Assessment Data	GCSE predictions/Results: No data provided by previous setting.
Professional's Reports	<p>19.10.15 – Extracts from a report by Senior Clinical Social Worker</p> <p>In March 2015, X was hospitalised to a specialist unit due to posing a high risk to himself, superficial self-harm and threatening to end his life (He was discharged in June). At the time of this first appointment, X was reported as feeling suicidal with clear intent to end his life by drowning. He also reported hearing voices and explained these as an 'internal conversation', which he found amusing rather than disturbing.</p> <p>During our initial appointment, X was adamant and clear that it is only a matter of time before he takes his own life and was clear about his suicidal plans.</p> <p>During our second appointment, he reported feeling more settled and hopeful about the future, which was supported by his new school and the start of working with, the psychologist at Breckenbrough School.</p> <p>X reported starting at his new school, which was expectedly difficult but that he was feeling more positive about his future. His mood has lifted slightly and he felt more positive about the possibility of making friends.</p> <p>20.10.15 – CAMHS</p> <p>Letter prescribing X with 150mg of Setraline with considerations given to 0.25mg of Respiridone on difficult days. Circadine (2-4mg) in an evening if X feels he needs it.</p>
EHCP/Statement Outcomes	<p><b>Diagnoses:</b></p> <p>X has complex special needs; he has Asperger's Syndrome, mental health problems which include Depressive Disorder with significant symptoms of anxiety and anger, Dyspraxia and Attention Deficit Hyperactivity Disorder.</p> <p>X is anxious and often confused and shows severe mental health issues in educational and social settings.</p> <p>X's views – August 2015:</p> <p><b>My aspirations and goals for the future.</b></p> <p>I would like to do as well as I can in my GCSE's and then do A levels. I am not quite sure what I want to study at A level as it will depend a bit on my GCSE results. After that I would like to go to university. I am not sure what I would really like to study. Maybe something science based as I am good at science or maybe history or war studies. At a Careers fair at school the idea of being sponsored by the army to do engineering and then joining the army also appealed. My dream job would be to join the Royal Marine Commandoes. Or I would like to get a good job in business.</p> <p><b>How I need to be supported to be heard and understood</b></p> <p>I need to be in an environment where I feel safe and relaxed and respected. Where I feel people understand me and know how to help me. I don't like being in an environment that is too big. I find it too noisy and I become overwhelmed and feel stressed and that I cannot cope.</p>

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Background Information	<p>X arrived at Breckenbrough school having spent a period of time in a mental health unit due to unmanageable levels of anxiety. X was self-harming and expressing clear intention to end his life.</p> <p>Considerable transition planning took place during summer 2015 to ensure X's needs were being met and he was supported into the school. The collaboration between health care professionals and the school psychologist was essential in planning a safe and structured transition.</p>				
Academic Year: 2015/16					
Attendance	94%	Positive	16	Challenging	1
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	<p>AS Level Result History – D Chemistry - U X also studied geography but did not sit AS exams.</p>		TSP Data	-	
EHCP Outcomes	<p>X will develop his social skills so that he has the ability and confidence to build successful relationships with peers and adults.</p> <p>X will develop strategies to manage his mental mood (including anxiety and depressive attacks) so that he is able to cope with times of change and access learning and carry out task independently.</p> <p>X will develop his attention and concentration skills so that he is able to carry out classroom activities and remain on task for longer periods of time.</p> <p>X will develop his ability to follow rules and expectations of behaviour so that he is able to function effectively both in and outside education and also to monitor his own emotions and behaviour.</p> <p>X will develop his higher-level thinking, flexibility of thought, recording and language skills so that he is better able to solve problems and plan the presentation of his work, thoughts and ideas.</p> <p>X will develop his ability to manage his sensory sensitivities so that he is able to access all aspects of the curriculum and take part in society.</p> <p>X will improve his organisation and life skills so that he is able to become more independent and take more responsibility for his learning and living.</p> <p>X will develop strategies to enhance his self-esteem and independence skills so that he is able to have a successful transition from school into higher education and adult life.</p>				
Further Information	<p>X had a challenging start to his time at Breckenbrough, struggling to control his anxiety levels across a full week in school. X would often complain of feeling ill by Tuesday evening in a move to be sent home. As a supportive measure, it was agreed to shorten X's timetable so his week finished on Thursday afternoons, which we were able to do without any impact upon his learning and contact time.</p> <p>As the year progressed, there was a significant decrease in X complaining of feeling unwell on a Tuesday or Wednesday, as he developed the trusting relationships and support mechanisms to be able to regulate himself across a full week.</p>				

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Academic Year: 2016/17

Attendance	80%	Positive	8	Challenging	0
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	A Level Result History – C AS Level Results Law - C		TSP Data	-	
EHCP Outcomes	<p><i>X reported the following information. The information below is from X's account of Sept 12<sup>th</sup> 2016.</i></p> <p>A year on from starting at Breckenborough, I have made, in my mind, frankly astounding level of progress.</p> <ol style="list-style-type: none"> <li>1. I have improved my communication skills with both my peers and adults.</li> <li>2. I have also improved my behaviour and understanding of what is and is not acceptable in both social and learning environments.</li> <li>3. I have also made huge strides in re-engaging with my passions and hobbies and have even been to try activities that historically I have found incredibly challenging such as climbing.</li> </ol> <p>Breckenborough has also allowed me to improve on my independent living skills. Breckenborough has also supported me in doing things that, a year ago I wouldn't have thought possible, like getting a job.</p> <p>Overall I believe that Breckenborough has been incredibly supportive and helpful in allowing me to continue with my life. The support Breckenborough has given me in dealing and coming to terms with my Asperger's has been incredibly important and valuable because it has allowed me to grow as a person and continue with my studies whilst not having to worry about the image I present to the rest of the world and about whether that image is compatible with the 'normal' stereotype.</p> <p>There are still areas for me that need improvement, however with the support that I have been getting at Breckenborough I see no reason that these targets cannot be overcome.</p> <p><i>Parents' views.</i></p> <p>Over this past year with the rock solid multidisciplinary support from Breckenborough, and other professionals and X's own hard work, he quite rightly feels he has come a long way this year, in coming to terms with his disability and learning how to function and live with it.</p> <p>It has been a turbulent year, but the strong and safe environment that Breckenborough has provided X. Their constant adjustment to his needs. Always striving to provide X with the very best care and education. Whilst endeavouring to help X challenge his difficulties. Breckenborough has helped X engage with the environment around him and make considerable progress on a personal level this year.</p>				

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	<p>X was at a very, very low point when he joined Breckenborough. He was extremely depressed and traumatised from his GCSE exams and long periods in a tier 4 psychiatric unit, exacerbated by the rejection of his previous school in not allowing him to return to the sixth form.</p> <p>The first term at Breckenborough was very difficult and getting him to remain in school took an enormous amount of effort and strategy from all parties. The vehicle of engagement became his studies. He particularly enjoyed his geography and history. By getting him to focus in on this he began to engage and interact.</p> <p>The Spring term saw X continue to engage. There were difficult scenarios but the strong team around him, helped him build in resilience and see things through.</p> <p>X has particularly benefitted from the social care at Breckenborough, the shopping trips to the supermarket and cooking his own evening meal. This has really helped him learn to socialise and join in. He has benefitted from weekly cinema trips, computer club activities and the Duke of Edinburgh award.</p> <p>X did really struggle in the build up to his Summer exams. He became highly anxious not only about his exams but also about the year's anniversary of his admission to the Willows. All parties supported him through this difficult time.</p> <p>Having made it through the exam period X rightly felt relieved and a little more able to consider and talk about the future. This has been an enormous milestone for us as parents and it is the first time that X has ever talked independently about the future. It is very clear to us, and also in conversation with X, that Breckenborough has become an integrated and important part of his life.</p> <p>He really enjoys his history and wants to study for his full A level this year. He also really enjoys geography, and felt very let down having to pause his studies in this. He is excited to carry on with his geography A level this year. He has not enjoyed chemistry and so decided to drop this subject after his AS level this year. X then asked to have some taster lessons in Law and decided to make law his third A level choice.</p> <p>X is also having weekly driving lessons whilst up at school too.</p> <p>We are so extremely grateful for the amazing care and support that Breckenborough have offered X. And bowled over by the school's professionalism and great skill and warmth in supporting young people with Asperger's, and sticking by him when so many could not.</p>
Further Information	<p>9.8.16 - Extracts from a report by Senior Clinical Social Worker</p> <p>X ceased taking the prescribed 150mg of Setraline daily from November 2015.</p> <p>X reported a gradual improvement in his depressive symptoms including better sleep, more excitement about life, looking forward to the future and feeling less angry and frustrated. He has not experienced any suicidal thoughts or any wish to self-harm in the past six months. (X was discharged from CAMHS on 29.7.16).</p> <p>X attended school across the full week, as evidenced by his attendance figures. There were significant developments in his academic programme and also within his health and well being. X discovered both climbing and running, losing two stone in the process but more significantly, discovered that exercise was effective in managing his anxiety levels and supporting his mental health. X reconnected with his geography AS Level with a new member of staff and began to study A Level Law. By</p>

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	summer 2017, X had identified Law as his chosen route into Higher Education, demonstrating a passion and aptitude within the subject.				
Academic Year: 2017/18					
Attendance	81%	Positive	12	Challenging	0
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	<p>A Levels: Geography – B Law – C</p> <p>X achieved the grades to attend his first choice University (York St. John) to study Law.</p>		TSP Data	<p><b>X to improve his health and feel energised and invigorated in order to enhance his overall well-being.</b></p> <p>Previously X had been working well in achieving this target having access to the gym, of site facilities and the instructions of the outdoor education department at hand. This term has continued with the same positive outcomes with X continuing to cook healthy meals and have the facilities he needs to engage in physical activities. He will often have conversations with staff if and when he is feeling anxious but this has decreased over the last few weeks and X does seem happier more settled and confident about the options he has available.</p>	
EHCP Outcomes	<ol style="list-style-type: none"> <li>1. By the next review X will develop social skills in a wider range of opportunities, both within and outside of the school environment. Progress will continue to be monitored via the tracking social progress tool. <b>Achieved. X is accessing various community-based activities independent of school staff.</b></li> <li>2. X will have access to informal sessions with the school psychologist, including on-the-spot interventions when necessary. The school psychologist will provide termly reports on X's progress. <b>Achieved. X has been discharged.</b></li> <li>3. By the next annual review X will experience working in a 2:1 classroom setting, with the introduction of an additional pupil into one of his subjects. This will be evidenced via: 1. Keyworker/mentor sessions, 2. Academic data entries, 3. Additional teacher feedback, including termly reports, highlighting the progress in his learning. <b>Achieved.</b></li> <li>4. X will successfully apply to universities of his choice or an appropriate alternative. <b>Achieved. X received an unconditional offer from his first choice university.</b></li> <li>5. X will demonstrate improvements in his flexibility of thought, both in academic and social situations. This will be evidenced via: 1. Keyworker/mentor sessions, 2. Academic data entries, 3. Additional teacher feedback, including termly reports, highlighting the progress in his learning, 4. Through the tracking social progress tool. <b>X has made great progress towards this target, showing a greater degree of flexibility when faced with a change of conditions.</b></li> <li>6. X will manage some of his sensory sensitivities and will access more areas of the extended curriculum and social events and activities. This will be evidenced through Tracking Social Progress tool and Schoolpod reports relating to activities and positive engagement. <b>Achieved. X accesses every aspect of the curriculum with minimum support.</b></li> <li>7. X will manage a weekly budget and use a supermarket to purchase and cook nutritious meals. <b>Achieved.</b></li> </ol>				

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8. X will reside in a semi-independent living area with support from staff and will look after his own laundry and his room. **Achieved.**
9. Through the ILSA programme, X will continue to learn about healthy eating and safety in the home. **Achieved.**
10. X will further develop his organisation skills through structured after-school study sessions and complete short structured study tasks independently. **Achieved. X proved he could manage his study and the evidence is his A Level results.**
11. By the next review X will work with staff to complete living skills, travel training, work experience with a view to transition. Regular meetings will be held with the school careers advisor to discuss transition plans. **Achieved.**
12. By the next review X will continue to develop the function of his behaviour by accessing the academic curriculum, the extended curriculum and social events and activities. This will be evidenced through academic reports, Tracking Social Progress tool and Schoolpod reports relating to activities and positive engagement. **Achieved.**
13. X will achieve at least a grade C his history A level and a C in AS law in the summer exams 2017, and at least a C in A level geography and law in the summer exams 2018. **Achieved.**

### *Student Views September 2017*

In my second year at Breckenbrough I have continued to make outstanding progress in most aspects of my life. At the beginning of last year I worked out a fitness plan with the P.E. teacher Adam. This plan has continued to evolve over the course of the year and I have stuck to the updated plan with the help of Breckenbrough.

Breckenbrough has also helped me to realise and continue to develop my passion for climbing, with me taking part in the climbing activity every Wednesday evening. Breckenbrough has also offered me a chance to gain miscellaneous qualifications, such as the Outdoor Education Leadership level 2 qualification.

Breckenbrough has also continued to support me in improving my independent living skills such as cooking, cleaning and shopping to a budget. At the beginning of last year, I moved from a quiet room tucked away onto the smaller, busier Head's House unit, this move has put me in a

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	<p>smaller environment with more people and helped me to improve my social skills and improved my ability to compromise on issues like cooking, cleaning and sharing living space.</p> <p>Breckenbrough has also helped with my academic work, by tailoring the lessons and independent work to suit me, by giving the task a strict set of parameters as I find open ended tasks difficult. Breckenbrough also gave me a planner to sort and remember which work I had for which subject and what the task was. The culmination of the support I received last year was that I sat my History A level in the same timeframe as mainstream pupils and achieved a C grade, despite really struggling in my first year.</p> <p>Going forward however, there are still problems that I face but that Breckenbrough is helping me overcome. One of the problems is effective time management for travel; on a Friday my train leaves York station at 14:02, I would rather get to the station half an hour early, however, this is not productive for me, or the member of staff dropping me off, and so Staff have been helping me to become more accustomed to being slightly less early and to deal with the anxiety that arises from that.</p> <p>Another of the problems facing me that Breckenbrough continues to support me with is making the transition to University. I would like to go to University to study Law. As it will be a new, larger, unknown environment I am nervous and anxious about this, however, Breckenbrough is supporting me through this change, with the offering of University visits and with the Unifrog database which allows me to research any University that I feel I want to visit.</p> <p>Overall, I feel that Breckenbrough continues to support and constructively challenge me whilst ensuring that I am best prepared for the academic year ahead and the challenges of entering society in the year beyond. The support rendered by Breckenbrough in both my physical and academic goals has been invaluable and allowed me to thrive.</p>
Further Information	<p>X received an unconditional offer to study Law at his first choice university. However, X continued to work hard throughout Y14 and this is reflected in the grades he achieved in his A Levels. X also completed climbing qualifications through engagement in weekly sessions supported by school staff at a local climbing wall. X stated his intentions to continue to develop as a climber when at university.</p> <p>Post 16 Coordinator:</p> <p>It has been an absolute privilege to have X in the Sixth Form and to have the opportunity to work and support X with his development during his time at Breckenbrough. X has come such a long way from the early days of Breckenbrough where we struggled to improve his attendance from 1-2 days in school to a full week. Once we built up the trust up with X and he felt comfortable and safe with us as a school, we could then begin the work.</p> <p>X has gone from strength to strength and has worked well with staff to achieve his outcomes and targets. X has always been an active member of the Sixth Form and he gets involved in activities that are offered both in and out of school. He has been on two school ski trips to Italy where he has gained the highest level award that Interski can offer.</p> <p>X has also turned around his phobia of heights into a passion for climbing; over his time at Breckenbrough he has become an accomplished climber and is looking to become a Climbing Instructor. He has used the climbing as a release from pressures at school and life in general and has also used this as a social platform to meet people at the local Climbing Wall, both close to</p>

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school and in his home town, and is now going climbing independently of school. X has increased his confidence levels as he has conquered his fear of heights and has built up social interaction with others at the climbing club, all of which will help him when he goes to university. And it's just amazing to see how he has turned into such a wonderful, dynamic, caring young man who always tries to support his peers whenever he can.

X is a fantastic role model for other students in school and he is everything you would want from a Sixth Former. In summary, I am so proud of X and his achievements and I am also so very proud to say that I have been a part of his journey while he has been at Breckenbrough and I look forward to hearing about his progress.

I wish X all the best for the future, and remember to keep in touch.

### Graduation Interview

X's most memorable quote from his time in school is that Breckenbrough is "a little piece of Eden in the middle of North Yorkshire".

"There is not another place like Breckenbrough. The way the staff have treated me as an equal, always listened and never patronised was absolutely key for me. I'll miss the place and I'll miss the staff but I'm looking forward to uni now."