

| | Entry Point: Summer 2015 | | | | | | |
|----------------------------|---|--|--|--|--|--|--|
| Academic Levels | GCSE predictions: Maths – A, Physics – A, Science – C, History – B, Art – A/B, Economics – B, IT – B, English – A. | | | | | | |
| Assessment Data | (No record of grades achieved in summer 2015) | | | | | | |
| Professional's | None supplied with X's transfer, despite mention of CAMHS involvement in supporting him. | | | | | | |
| Reports | Notice supplied with X 3 transfer, despite mention of CAMINS involvement in supporting film. | | | | | | |
| • | Lhave a Statement of Special Educational Needs relating to my diagnoses of Asperger's Syndrome, delayed social and | | | | | | |
| EHCP/Statement Outcomes | I have a Statement of Special Educational Needs relating to my diagnoses of Asperger's Syndrome, delayed social and communication skills, behavioural difficulties and delayed independence skills. In addition, I have been diagnosed with depression and generalised anxiety, which can sometimes lead to suicidal feelings and self-harming behaviour. I currently attend a PRU. A small therapeutic provision, providing education to young people with mental health issues. I am in Year 11, and will be leaving the school this year as they do not have a sixth form. Education and Learning Outcomes: • To secure a college place which meets my needs • To start my A levels this September • Strategies to be put in place to deal with my aversion to noise • To successfully complete my GCSEs • To focus more in lessons and not play on my X-box • To improve the way I communicate with those around me Independence: • To identify different ways of coping with change • Encouragement and support to enable me to express my feelings better, thereby minimising the risk of an out burst • Advice and support to identify more appropriate housing • To improve my awareness of road safety • To develop my self-help skills • To be able to travel more independently Health: • Continue support to develop strategies to manage anxieties resulting from loud noises | | | | | | |
| | Continued medical intervention to help me improve my sleep patterns Continued emotional support and encouragement to reduce self harming. | | | | | | |
| | Continued emotional support and encouragement to reduce self-harming Having company to talk to when I are warried or appliance. | | | | | | |
| | Having someone to talk to when I am worried or anxious Social | | | | | | |
| | Social • To make friends | | | | | | |
| | | | | | | | |
| | To improve my social and communication skills | | | | | | |



| Background | X arrived at Breckenbrough with minimal qualifications, high levels of anxiety and was desperate to find somewhere he | | | | | | | | |
|---------------|---|--|---|--------------------|-----------------------------------|--|--|--|--|
| Information | could su | cceed. Alongside X | nically and work towards his goal of a career in the financial sector, it | | | | | | |
| | was clea | was clear that he was also seeking fraternity and belonging as evidenced in the following statement from his EHCP: 'Due to | | | | | | | |
| | my needs, I find it very difficult to make friends. It would be nice to have a friend one day.' | | | | | | | | |
| | | | | Academic Year | : 2015/16 | | | | |
| Attendance | 96% | Positive | 28 | Challenging | 17 | | | | |
| PI/SI | 2 | F/T Exclusions | 0 | C4C | - | | | | |
| Academic Data | AS Level | AS Level Results | | - | | | | | |
| | Econom | Economics – U | | | | | | | |
| | Physics - | - U | | | | | | | |
| | Mathem | Mathematics – E | | | | | | | |
| | Governr | ment and Politics | | | | | | | |
| | – D | | | | | | | | |
| EHCP Outcomes | | on and Learning Ou | | | | | | | |
| | | _ | = | hich meets my need | ls - Achieved | | | | |
| | To start my A levels this September - Achieved | | | | | | | | |
| | | = | ' - ' | | ersion to noise - <i>Achieved</i> | | | | |
| | To successfully complete my GCSEs - Ongoing | | | | | | | | |
| | To focus more in lessons and not play on my X-box - Achieved | | | | | | | | |
| | To improve the way I communicate with those around me - Achieved | | | | | | | | |
| | Independence: | | | | | | | | |
| | To identify different ways of coping with change - Achieved | | | | | | | | |
| | Encouragement and support to enable me to express my feelings better, thereby minimising the risk of an out burst Achieved | | | | | | | | |
| | Advice and support to identify more appropriate housing - Ongoing | | | | | | | | |
| | To improve my awareness of road safety - Ongoing | | | | | | | | |
| | To develop my self-help skills - Ongoing | | | | | | | | |
| | To be able to travel more independently - Ongoing | | | | | | | | |
| | Health: | | | | | | | | |
| | Continue support to develop strategies to manage anxieties resulting from loud noises - Achieved | | | | | | | | |
| | Continued medical intervention to help me improve my sleep patterns - Ongoing | | | | | | | | |
| | Continued emotional support and encouragement to reduce self-harming - Achieved | | | | | | | | |
| | Having someone to talk to when I am worried or anxious - Achieved | | | | | | | | |

| | Social | | | | | | | | | |
|---------------|---|--|--------------|---|---|--|--|--|--|--|
| | To make friends – Achieved | | | | | | | | | |
| | To improve my social and communication skills - Ongoing | | | | | | | | | |
| Further | X started to join sessions with the local rugby union club (a game he had never played before), which was a huge step | | | | | | | | | |
| Information | forwards | forwards in integrating into the local area beyond the school. | | | | | | | | |
| | X underperformed in his AS Levels, largely due to an intense fear of failure. During X's mock exams in February, he walked | | | | | | | | | |
| | out of several of these due to the internal pressure and the fear of a value judgment of his academic ability. | | | | | | | | | |
| | | It was a massive achievement that X was able to regulate to such a level to be able to sit all 6 of his AS Level exams. | | | | | | | | |
| | | | _ | with X and his mother, he was honest and reflective enough to acknowledge the need to | | | | | | |
| | increase | his level of in | dependent | • | e responsibility for his learning. | | | | | |
| | | 1 | T | Academic Ye | ar: 2016/17 | | | | | |
| Attendance | 91% | Positive | 42 | Challenging | 4 | | | | | |
| PI/SI | 0 | F/T | 0 | C4C | - | | | | | |
| | | Exclusions | | | | | | | | |
| Academic Data | | AS Level Results | | - | | | | | | |
| | Economics – B | | | | | | | | | |
| | Mathematics – B | | | | | | | | | |
| | Government and | | | | | | | | | |
| | Politics – D | | | | | | | | | |
| | GCSE Results | | | | | | | | | |
| 5110D 0 : | English – A | | | | | | | | | |
| EHCP Outcomes | | | | | | | | | | |
| | | Long term (next 3 years): | | | | | | | | |
| | | ② X will have a place at university and be succeeding academically – Conditional university offers received | | | | | | | | |
| | 2 X will have a range of vocational skills in areas he is interested in - Ongoing | | | | | | | | | |
| | Medium Term: (By the end of year 14): The second term and 14 of Book and the second control of the s | | | | | | | | | |
| | To complete year 14 at Breckenbrough School | | | | | | | | | |
| | To achieve a least a C grade in his A levels To be able to focus for increasing periods in lessons. Achieved | | | | | | | | | |
| | | To be able to focus for increasing periods in lessons - Achieved To be able to communicate effectively with adults and peers - Achieved | | | | | | | | |
| | To be able to communicate effectively with adults and peers - Achieved To be able to write clearly and legibly - Achieved | | | | | | | | | |
| | Independence | | | | | | | | | |
| | ☐ To have the skills to live independently while accessing higher education and beyond — Working towards | | | | | | | | | |
| | | Medium Term | • | • | some mener cadeation and beyond working towards | | | | | |
| | 1 | | 12, 110 0110 | , | | | | | | |



| | To develop personal skills such as resilience via the Duke of Edinburgh scheme - Achieved | | | | | | | |
|---------------|--|-------------------|-----------|--|---|--|--|--|
| | To be able to travel independently – Working towards | | | | | | | |
| | ☑ To have and be able to use a range of strategies for coping with change - Achieved | | | | | | | |
| | ② To have an awareness of road safety and be able to keep safe in the community - Achieved | | | | | | | |
| | | Health | | | | | | |
| | ② To identify and be able to effectively use strategies to self-regulate - Achieved | | | | | | | |
| | ② To maintain a healthy diet - Achieved | | | | | | | |
| | ② To continue to develop an understanding of a balanced diet - Achieved | | | | | | | |
| | ② To have an improved level of mobility - Achieved | | | | | | | |
| | Social | | | | | | | |
| | | | | | nips in a wider social setting - Ongoing | | | |
| | | | | | group in school and within the community - Achieved | | | |
| | | | | | r understand when people are joking or being ironic - Achieved | | | |
| Further | | • | • | • | during his first year in school, Y13 was a turning point. Through the | | | |
| Information | | • • | | • | d a greater degree of responsibility for his learning. Significantly, via | | | |
| | support from the school psychologist, his mentor and keyworker, X began to break through the 'fear-factor' surrounding | | | | | | | |
| | | | _ | | his cognitive ability for the first time in his school career. | | | |
| | It must als | so be noted th | nat X ach | | h GCSE, having only achieved a D in his previous school. | | | |
| | T | T | T | Academic Yea | | | | |
| Attendance | 89% | Positive | 38 | Challenging | 1 | | | |
| PI/SI | 0 | F/T | 0 | C4C | 0 | | | |
| | | Exclusions | | | | | | |
| Academic Data | A Levels: | | TSP | | re for university and developing independent living skills. ILSA | | | |
| | Economics – B Mathematics – C Government and | | Data | This year X has worked really hard to develop his independent living skills and should be | | | | |
| | | | | proud of what he has achieved. X has produced some excellent meals and is confident cooking these. I'm sure he will show off his cooking skills when he gets to university | | | | |
| | | | | | | | | |
| | Politics – C | | | competent with doing | his own washing and ironing and can stick to a timetable. | | | |
| | X achieved the grades | | | | | | | |
| | to attend | his first | | | | | | |
| | choice University | | | | | | | |
| | (Lincoln) t | Lincoln) to study | | | | | | |
| | Economics. | | | | | | | |
| EHCP Outcomes | ??????? | ???????????? | ?????? | | | | | |



| | Long term (next 3 years): |
|-------------|--|
| | ② X will have a place at university and be succeeding academically - Achieved |
| | To complete year 14 at Breckenbrough School - Achieved |
| | To achieve a least a C grade in his A levels - Achieved |
| | Independence |
| | To have the skills to live independently while accessing higher education and beyond - Achieved |
| | To be able to travel independently - Achieved |
| | To have and be able to use a range of strategies for coping with change – Ongoing |
| | Social |
| | To have the skills to develop and maintain friendships in a wider social setting - Ongoing |
| Further | Keyworker: |
| Information | It has been a privilege to keywork X for this year and I wish him all the best for the future. I have no doubt that X will achieve |
| | great things. X will be missed by all of us and everyone wishes him every success. He is polite, well mannered and respectful, which are great traits to have and will hold him in good regard at university. |
| | Post 16 Coordinator: |
| | I have been lucky enough to have X in the Sixth Form and watch him develop during his time at Breckenbrough. I can remember when this shy young boy joined us, and it's just amazing to see how he has turned into such a wonderful, dynamic, caring young man. X is a very determined and committed student and has worked so hard on his studies and preparation for his exams including attending after-school study sessions this year, so hopefully this will show in his final grades. |
| | X has always worked well with staff in school and has taken all the opportunities and advice that staff have offered him. X has been a solid role model and a great ambassador for the Sixth Form - lots of students look up to him. |
| | X's time has come to an end at Breckenbrough and he is about to start a new chapter of his life which I am sure he will enjoy |
| | and get the most out of university life. I am confident that with support and the skills he has learnt while he's been at |
| | Breckenbrough and X's level of determination, he will be very successful. |
| | Graduation Interview |

Graduation Interview

"I feel sad and happy at the same time. It's a strange feeling. I'm sad to be leaving because Breckenbrough has given me everything to be successful in the future, but I'm happy because I'm ready to go and looking forward to university. I'll definitely keep in touch with the staff in school but I've also made three good friends here who I know I'll always be in contact with."