

Case Study: 3

Entry Point: Summer 2015	
Academic Levels Assessment Data	GCSE predictions: Maths – A, Physics – A, Science – C, History – B, Art – A/B, Economics – B, IT – B, English – A. (No record of grades achieved in summer 2015)
Professional's Reports	None supplied with X's transfer, despite mention of CAMHS involvement in supporting him.
EHCP/Statement Outcomes	<p>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.</p> <p>Education and Learning Outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Independence:</p> <ul style="list-style-type: none"> • 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 <p>Health:</p> <ul style="list-style-type: none"> • 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 • Having someone to talk to when I am worried or anxious <p>Social</p> <ul style="list-style-type: none"> • To make friends • To improve my social and communication skills

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Background Information	X arrived at Breckenbrough with minimal qualifications, high levels of anxiety and was desperate to find somewhere he could succeed. Alongside X's desire to succeed academically and work towards his goal of a career in the financial sector, it 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 Results Economics – U Physics - U Mathematics – E Government and Politics – D		TSP Data	-	
EHCP Outcomes	<p>Education and Learning Outcomes:</p> <ul style="list-style-type: none"> To secure a college place which meets my needs - <i>Achieved</i> To start my A levels this September - <i>Achieved</i> Strategies to be put in place to deal with my aversion to noise - <i>Achieved</i> To successfully complete my GCSEs - <i>Ongoing</i> To focus more in lessons and not play on my X-box - <i>Achieved</i> To improve the way I communicate with those around me - <i>Achieved</i> <p>Independence:</p> <ul style="list-style-type: none"> To identify different ways of coping with change - <i>Achieved</i> Encouragement and support to enable me to express my feelings better, thereby minimising the risk of an out burst - <i>Achieved</i> Advice and support to identify more appropriate housing - <i>Ongoing</i> To improve my awareness of road safety - <i>Ongoing</i> To develop my self-help skills - <i>Ongoing</i> To be able to travel more independently - <i>Ongoing</i> <p>Health:</p> <ul style="list-style-type: none"> Continue support to develop strategies to manage anxieties resulting from loud noises - <i>Achieved</i> Continued medical intervention to help me improve my sleep patterns - <i>Ongoing</i> Continued emotional support and encouragement to reduce self-harming - <i>Achieved</i> Having someone to talk to when I am worried or anxious - <i>Achieved</i> 				

	<p>Social</p> <ul style="list-style-type: none"> To make friends – <i>Achieved</i> To improve my social and communication skills - <i>Ongoing</i> 				
Further Information	<p>X started to join sessions with the local rugby union club (a game he had never played before), which was a huge step forwards in integrating into the local area beyond the school.</p> <p>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.</p> <p>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. However, in evaluating the results with X and his mother, he was honest and reflective enough to acknowledge the need to increase his level of independent study and take more responsibility for his learning.</p>				
Academic Year: 2016/17					
Attendance	91%	Positive	42	Challenging	4
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	<p>AS Level Results</p> <p>Economics – B</p> <p>Mathematics – B</p> <p>Government and Politics – D</p> <p>GCSE Results</p> <p>English – A*</p>		TSP Data	-	
EHCP Outcomes	<p>????????????????????????????????</p> <p>Long term (next 3 years):</p> <ul style="list-style-type: none"> X will have a place at university and be succeeding academically – <i>Conditional university offers received</i> X will have a range of vocational skills in areas he is interested in - <i>Ongoing</i> <p>Medium Term: (By the end of year 14):</p> <ul style="list-style-type: none"> 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 - <i>Achieved</i> To be able to communicate effectively with adults and peers - <i>Achieved</i> To be able to write clearly and legibly - <i>Achieved</i> <p>Independence</p> <ul style="list-style-type: none"> To have the skills to live independently while accessing higher education and beyond – <i>Working towards</i> <p>Medium Term (By the end of year 14):</p>				

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	<p>Long term (next 3 years):</p> <ul style="list-style-type: none"> ☑ X will have a place at university and be succeeding academically - <i>Achieved</i> ☑ To complete year 14 at Breckenbrough School - <i>Achieved</i> ☑ To achieve a least a C grade in his A levels - <i>Achieved</i> <p>Independence</p> <ul style="list-style-type: none"> ☑ To have the skills to live independently while accessing higher education and beyond - <i>Achieved</i> ☑ To be able to travel independently - <i>Achieved</i> ☑ To have and be able to use a range of strategies for coping with change – <i>Ongoing</i> <p>Social</p> <ul style="list-style-type: none"> ☑ To have the skills to develop and maintain friendships in a wider social setting - <i>Ongoing</i>
<p>Further Information</p>	<p>Keyworker: 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.</p> <p>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.</p>
<p>Graduation Interview</p>	
<p>"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."</p>	