

Case Study: 4

Entry Point: 2011/12

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Academic Levels Assessment Data	<p>Verbal</p> <p>Expressive Lang- 14.6yrs (high av)</p> <p>Verbal similarities- 12.2yrs (above av.) (struggles with abstract concepts)</p> <p>Verbal IQ- 119ss 90th c</p> <p>Non verbal</p> <p>Block design- 13.10yrs</p> <p>Matrix reasoning- 14.6yrs(well above av.)</p> <p>Non.verbal IQ-115ss. 84th c</p> <p>Full scale IQ – 119ss 90th c (High Av.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Eng</td> <td style="width: 33%;">Ma</td> <td style="width: 33%;">Sci</td> </tr> <tr> <td>KS1 –Writing-2a</td> <td>2b</td> <td>2</td> </tr> <tr> <td colspan="3" style="text-align: center;">Reading-2b</td> </tr> <tr> <td>KS2- Sept.2010 at 9.11 yrs</td> <td></td> <td></td> </tr> <tr> <td>Reading-4a</td> <td>3c</td> <td>3c</td> </tr> <tr> <td colspan="3" style="text-align: center;">Writing- 3b</td> </tr> </table>	Eng	Ma	Sci	KS1 –Writing-2a	2b	2	Reading-2b			KS2- Sept.2010 at 9.11 yrs			Reading-4a	3c	3c	Writing- 3b		
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KS1 –Writing-2a	2b	2																	
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KS2- Sept.2010 at 9.11 yrs																			
Reading-4a	3c	3c																	
Writing- 3b																			
Professional's Reports	<p>CAMH's report 29.09.11 –' talks of self-harming and suicidal thoughts'.</p> <p>ASD Diagnostic Scale</p> <p>Overall quotient score: 77c (highest quotient)</p> <p>Solitary, has difficult peer group relationships. Can be physically and verbally aggressive to others. Low tolerance level, will lash out. Will spend breaks on his own reading, does not want friends.</p> <p>Can't let incidents go- will seek revenge (has kept records of grievances with others to use later).</p>																		
EHCP/Statement Outcomes	<p>Educational</p> <p>X has been gradually immersed into life at Breckenbrough through a phased induction plan. He now boards 2 nights a week and has successfully adapted to this. He engages well in lessons and academic reports are encouraging. He works very effectively with his mentor. He has recently achieved L5c in his English SAT and L4C in his Maths SAT. His teacher is very pleased with his performance.</p> <p>Social/Behavioural</p> <p>His behaviour has become more compliant and is developing good relationships with staff and pupils; despite the fact that he says he doesn't like some of his peers. He follows school routines well and has successfully adapted to the regime of the boarding house.</p>																		

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Academic Year: 2012/13					
Attendance	-	Positive	-	Challenging	-
PI/SI	-	F/T Exclusions	3 days - Bullying	C4C	-
Academic Data	Maths: 5c English: 4b		TSP Data	-	
EHCP Outcomes	<p>Agreed targets of last Annual Review</p> <p>Educational</p> <p>To engage in lessons <i>He engages well</i></p> <p>To increase academic progress by at least two sublevels <i>He has improved three sublevels in Maths, and two sub levels in English and three in Science.</i></p> <p>Social/Behavioural</p> <p>To manage his behaviours with audits and peers to reduce confrontation and conflict <i>There is still some conflict but we are working hard to help him manage this</i></p> <p>To increase his compliance <i>Increasing all the time</i></p> <p>To become a full time boarder <i>This has been achieved</i></p>				
Further Information	<p>X made a successful transition from two nights a week to full-time boarding. There was a greater consistency with his engagement within the classroom, though he continued to struggle with certain staff and certain dynamics within lessons, especially when he could not dominate or monopolise the member of staff or content.</p> <p>Peer relationships remain an area of concern. X's tolerance of others ranges from limited to non-existent, with him responding both verbally and physically. X also singled out a Y6 causing extreme emotional harm, which resulted in this student refusing to attend school.</p>				
Academic Year: 2013/14					
Attendance	81% Excluded 19%	Positive	-	Challenging	-
PI/SI	-	F/T Exclusions	4 days – Violence 1 day – Bullying 5 Days – Safeguarding	C4C	-

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			2 days – Aggression 5 days - Safeguarding		
Academic Data	Maths: 5b English: 4a		TSP Data	-	
EHCP Outcomes	No Annual Review Paperwork				
Further Information	X continued to make academic progress and thrive within the extended day. However, he continued to have a significant impact upon his peers, specifically the Y6 he targeted the previous academic year. The classroom dynamic within his group was challenging, with X deciding which one of his two peers would be his target. More often than not this was NB, which had a significant impact on his emotional well-being. X also had two separate 5 day fixed-term exclusions as a result of the safeguarding implications his behaviour was presenting the school with.				
Academic Year: 2014/15					
Attendance	92% Excluded 6%	Positive	82	Challenging	100
PI/SI	1	F/T Exclusions	5 days – Extended exclusion (physicality and bullying) 1 day – Physical assault 2 days – Physical assault 1 day – Physical assault 2 days- Physical assault 1 day – Physical assault	C4C	-
Academic Data	Maths: 6c English: 5b		TSP Data	-	
EHCP Outcomes	EHCP transfer meeting:				

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	<p>Headmaster opened the meeting by feeding back about X since his time out and the agreement in coming back into school (if he hits anyone, he will be excluded). Headmaster explained about talking to X and his response in wanting to apologise to pupils who he had upset, and also apologise to staff. This was completed on his first day back after his time out. Since being back the change in him has been very positive and a real sense that he has taken all directions on board.</p>				
Further Information	<p>An incredibly challenging year with X being physical towards his peers on several occasions, resulting in several exclusions and two separate home visits from the Headmaster and Psychologist respectively. In February 2015, X's placement was very much on the brink of breaking down, as his tolerance towards others continued to decline with physicality always being his first response. After a period of time outside of the school environment, X was able to reintegrate under the clear premise that any physicality towards a peer would result in an immediate exclusion. It is rare for the school to take such a direct approach but this was agreed necessary to keep everyone safe and to maintain the placement. It was hoped that the introduction of GCSE options in 2015/16 would take some of the intensity out of being in a group of the same 3 students throughout the week. Even as late as the summer term 2015, X's placement was at risk of breaking down for all the reasons stated above.</p>				
Academic Year: 2015/16					
Attendance	95%	Positive	30	Challenging	43
PI/SI	2	F/T Exclusions	2 days – Physical assault	C4C	-
Academic Data	<p>Predicted Grades: Maths: C English: C Science: C/4-5 History: C Food Tech: C Art: B Classics: D</p>		TSP Data	<p>X has always refused to engage with the TSP model and the necessary meetings with his keyworker.</p>	
EHCP Outcomes	<p>EHCP Issued August 2015.</p> <p>In X own words there has been some improvement in progress. Evidence is provided in written reports, but continues to be an ongoing process</p> <p>X can listen to ideas of others, but only if he wants to. This can be a barrier when communicating/listening to his peers</p> <p>Evidence within the reports, he is on track to complete his GCSE's, he has identified weakness's as he sees it, and steps have been taken to address these.</p>				

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	Gaining a better understanding of his self-regulation stage, he has explained that he feels he is responsible for this improvement, but struggles to see how others have influenced/supported him in this area.				
Further Information	The decision was reached to move a student into another Y10 group so X's group only consisted of him and another student whom he has never targeted before. Whilst this created an imbalance in numbers of students in each class within the year group, it was essential for X and everyone else in Y10. Upon reflection, this decision potentially saved X's placement.				
Academic Year: 2016/17					
Attendance	88%	Positive	34	Challenging	41
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	GCSE Results: English: B Maths: 5 (B/C) Science – Core: C Add: C History: C Food Tech: D Art: B Classics: E		TSP Data		
EHCP Outcomes	<ol style="list-style-type: none"> 1. By the end of year 11, X will be better able to monitor and manage independently his own levels of arousal in a setting with a large number of peers and staff with a different social and academic profile to the current setting, so that he can manage his own stress levels and his social interactions with and responses to others and use strategies to cope if he feels overwhelmed. 2. By the end of year 11, X will be able to accept support from different adults and professionals to those he currently works with at home and at his post 16 setting, so that he can access the post 16 study programme and manage the social environment successfully in and out of college. 3. By the end of year 11, X will have expanded his understanding of the nature of peers and adults so that he is more able to tolerate the presence of those who behave, dress or express views which challenge his fixed perceptions of others and avoid coming into conflict with those he sees as less acceptable. 				
Further Information	Y11 was a turning point for X. Whilst he continued to struggle to tolerate others, he took a step forwards in managing his intolerance and avoiding any physicality towards others. This is reflected in the fact that no exclusions were issued for the first time since X joined the school in 2011. It is important to note that X himself shared the following reflection with a member of staff: "I still want to hit people when they annoy me, but I know I can't react like this anymore". Throughout his time in school, the support and input from the psychologist in school has been pivotal in the success of X's placement. During this year, X added a second session to his timetable as it was identified as necessary.				

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	X engaged consistently with his academic studies and achieved excellent GCSE results, which allowed him to follow his chosen Post-16 transition route of media at York College.				
Academic Year: 2017/18					
Attendance	93%	Positive	16	Challenging	13
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	BTEC Results: Distinctions in all areas.		TSP Data		
EHCP Outcomes	<ol style="list-style-type: none"> 1. X continues to make progress towards this outcome, as the transition to accessing his education at York College has had an obvious impact upon his levels of stress and anxiety. The support from key Breckenbrough staff is critical in ensuring X continues to make progress with this outcome. 2. Achieved. X is accepting support from his college tutors, a new keyworker and a wider range of adults within a mainstream provision. 3. X is working towards this outcome. There is a strong perception that X understands others but does not necessarily care, which can lead to conflict. <p>New Outcome By December 2018, X will have worked with the school careers advisor to identify suitable transition routes to higher education in line with his needs and aspirations.</p>				
Further Information	<p>X made the transition to a local College, his first time in a mainstream educational environment since 2010, which was a huge achievement. X quickly established a social group and was immediately enriched by having a wider group of people to interact with. He has taken his studies seriously and has been driven in achieving at his optimal level to be able to go to the university of his choice.</p> <p>X still finds himself in conflict with both his peers and members of staff, as he still demands absolute attention from members of staff. The nature of X's demands for staff input, lead to issues in the summer term 2018, resulting in X making a formal complaint against a member of the social education team. The complaint was resolved in July 2018, though X found the outcomes difficult to process, due to an expectation that a resolution would involve punishment.</p>				
Academic Year: 2018/19					
Attendance	%	Positive	0	Challenging	0
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	BTEC Results:		TSP Data		
EHCP Outcomes					
Further Information	X identified his transition route and his first choice university. He received an offer in February a BA (Hons) in Film Production at his first choice university.				
Graduation Interview					
Feedback on the school:					

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“I’ve seen the very best of humanity here, with staff going far and above their roles because they actually care about what they are doing. The little moments of kindness have kept me here. I’ve also seen the worse, seen selfish behaviour but the good far outweighs the bad.”

X shared the challenges of having positive relationships with specific staff but feeling paranoid that these members of the staff may share his thoughts with other staff.

“I question how much the staff have to share when sometimes a student just needs someone to talk to, as coming to Breckenbrough requires a ‘social sacrifice’.”

“Finding a balance between personal and professional is a challenge but consistency is vital in a school such as this.”

X commented on his perception on the change of mentoring over time in school and feels it used to be more of a focal point.

“Abolish unit segregation of the students, it’s against the Quaker ethos and doesn’t allow for inter-socialisation and restricts our social lives.

It’s such a simple solution and there shouldn’t be a focus on it.”

Advice for current and future students:

“Want to do it. Give a xxxx. I can think of lots of times when I could have given up and stopped giving a xxxx but carried on.”