

Entry Point: 2011/12		
Academic Levels Assessment Data		
	WISC 111	BAS 11 - April 2010
	Verbal Non verbal Performance IQ Full scale IQ Reasoning Weschler Pre-school assessment- high average IQ, discrepancy between verbal +performance Ability. High verbal ability- 99th centile(top 1%) <ul style="list-style-type: none"> - Non.verbal ability- 78th centile. - Just below average practical, spatial and perceptual skills. 	Verbal Non-verbal Quantative Spatial G.C.A Word Reading - 118ss (above average) Comprehension Word definitions Spelling Recall of designs Patterns Number Reasoning - 103ss- average. Number operations
	Learning Information from school assessments	
	Literacy/Numeracy	National Curriculum
	<u>WRAT 1V- Dec. 2009</u>	Eng Ma Sci
	Reading Age - 115 ss (high av.)	KS2- (2009 at 7yrs)
	Comprehension- 113 ss (high av.)	English- Speaking +List.- Level 2
	Spelling - 105 ss (average)	Reading - 2a
	Numeracy - 95ss (low average)	Writing - 1a
		Maths - Level 2b
		Science - Level 2a

Professional's Reports	<p>X has been diagnosed with Asperger's Syndrome and more recently with Motor Tic Disorder and Tourettes Syndrome. He is in receipt of medication.</p> <p>He has significant difficulties in the areas of social communication and social interaction, particularly with other children, and there are incidents of inappropriate behaviours, impulsive actions and verbalisations.</p> <p>X finds it difficult to apply himself to classroom activities independently as he is distracted, does not maintain concentration and does not follow group instructions well. These issues, along with handwriting and written recording difficulties are having a detrimental impact on his academic achievements and what he can produce in class does not match his verbal and cognitive abilities.</p> <p>X takes what people say literally and this can affect his understanding. His social use of language tends to be centred on him need and interests. X does not have any difficulties with speech intelligibility and expresses himself very well verbally, but he find listening and processing other people's views difficult. He does not follow group instructions well in situations where there is less structure and external control, for example in Physical Education or other activities out of the classroom. He may lash out when things do not go as he expects rather than try to explain or resolve an issue.</p> <p>It is felt that X's behaviour is linked to his relationships and interactions with the other children. He has significant difficulties in social situations with peers due to his problems interpreting social cues and maintaining relationships. Unstructured times of the day are particularly difficult for him and he can be possessive of friends. He wants to have friends but there are frequent problems and disagreements which are not always apparent at the time and X does not always tell teachers, but he will talk about things that have happened from his perspective when at home. He does not realise that he actions of rough play and inappropriate comments are upsetting an annoying to other children. X finds it difficult to leave negative events which have happened out of school or at home out of the classroom. He feels the need to share the incident with a number of people (adults and children). He expresses a great deal of concern about these events and gets himself very agitated. This however, is not the case for positive events; he will only briefly mention these.</p>		

Case Study: X

X finds changes to his daily routine difficult. He takes a long time to adjust to new routines and needs preparation for new experiences. He has little confidence in himself both academically and socially. He thinks others do not like him and he knows he is different and gets frustrated.

X's fine motor skills require further development. He struggles with buttons and cannot fasten laces. He also struggles with cutlery and prefers to use his fingers. X's written work continues to be a significant problem for him in terms of his handwriting formation and quality and quantity he produces does not reflect his knowledge.

X's Motor Tic Disorder involves the arms and face in addition to him clicking his fingers and jumping. The tics seem to be more prominent when C is stressed or anxious. He has also been noted to be displaying some vocal tics ie. Whistling and grunting. It was reported that prior to him going onto medication he was expressing a lot of negative views of the future, making comments involving the fact he wanted to die, but since commencing medication his outlook on life has been more positive.

EHCP/Statement Outcomes	<p>Educational</p> <ul style="list-style-type: none">• continue to develop his literacy and numeracy skills;• develop his independent working skills; <p>Communication</p> <ul style="list-style-type: none">• improve his social understanding and communication skills; <p>Behaviour, Social and Emotional Development</p> <ul style="list-style-type: none">• decrease and manage inappropriate behaviours;• develop coping and resilience strategies;• improve his confidence and self-esteem;• develop his social interaction skills; <p>Physical, Sensory and Medical Needs</p> <ul style="list-style-type: none">• improve his fine motor skills.					
Background Information	X joined the school in October 2011 as a Y5 student. Reports at his time of induction stated: “Focuses on negatives. Presents as ‘sad’ and has talked about dying. Has little confidence in himself and thinks that others don’t like him. This has improved with medication. Has self-harmed.”					
Academic Year: 2012/13						
Attendance	-	Positive	-	Challenging	-	
PI/SI	-	F/T Exclusions	0	C4C	-	
Academic Data	Maths: 4a English: 3a		TSP Data	-		
EHCP Outcomes	(i) Educational a. To improve handwriting skills i. X continues to improve with the support of his class teacher					

	<p>b. To maintain his focus on and commitment to learning</p> <p>i. There has been a noticeable improvement</p> <p>(ii) Social/Behavioural</p> <p>a. To continue to improve his relationships with peers</p> <p>i. There have been some improvements but this is still a major area for development</p> <p>b. To continue to reduce the amount of inappropriate comments</p> <p>i. There are a lot fewer sexualised comments</p> <p>ii. Has increased the number of times he ‘tell tales’</p> <p>c. To increase to full time boarding</p> <p>i. This has been achieved</p> <p>d. To help him talk to staff about his own problems</p> <p>i. He increasingly does this and has formed a good relationship with his mentor.</p> <p>(iii) Physical</p> <p>a. To further reduce his ticks</p> <p>i. There continues to be improvements, but this obviously varies with disposition.</p>				
Further Information	X became an established member of Breckenbrough school during this period and successfully completed the primary phase. X was a member of the Y6 cohort who were the first group to successfully complete the SATs in May 2013, thus demonstrating the huge amount of progress he made within his first 18 months in school. It is also important to note that X established himself as a part-time residential student during this year, which again was a huge achievement.				
Academic Year: 2013/14					
Attendance	-	Positive	-	Challenging	-
PI/SI	-	F/T Exclusions	0	C4C	-
Academic Data	Maths: 5c English: 4c		TSP Data	-	
EHCP Outcomes	No data available.				

Case Study: X

Further Information	X progressed into the secondary phase and experienced difficulties in the challenges presented by the transitions between subjects, staff and classrooms across the school day. X struggled with the peer-to-peer dynamics within his class with two other students, which had an impact upon his academic progress. Many of the issues were as a result of his Tourette's and the comments being made spontaneously both in lessons and outside of the classroom. Changes were made to the make-up of the two Y7 groups in an effort to shift the dynamic and support X and his peers moving into Y8.				
Academic Year: 2014/15					
Attendance	98%	Positive	100	Challenging	21
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	Maths: 6b English: 4b		TSP Data	-	
EHCP Outcomes	<div>(i) Educational<div>a. To achieve his estimated end of term grades</div><div>b. To continue to make improvements in handwriting</div></div> <div>(ii) Social/Behavioural<div>a. To improve his personal hygiene</div></div> <div>(iii) Physical<div>a. To continue to engage X in regular physical activity</div></div>				
Further Information	X experienced a greater degree of stability in Y8. The new group dynamics appeared to be more supportive of him and his peers and we observed a reduction in challenging behaviour (as evidenced by the decrease in his challenging behaviour reports). X engagement in his learning continued to fluctuate from day-to-day and subject to subject. Remaining on task was the key, as he would be easily distracted or could disengage others with comments and digressions (some of which were Tourette's and others which we simply X).				
Academic Year: 2015/16					
Attendance	98%	Positive	45	Challenging	50
PI/SI	0	F/T Exclusions	0	C4C	-

Academic Data	Estimated Grade Maths: 4/C English: C	TSP Data	<p>1. For X to cook a meal from scratch</p> <p>X has participated in several cooking activities up on middle floor including making a curry from scratch and making burgers. X likes to take the lead and work independently, asking for assistance when needed as opposed to waiting to be prompted. This is very pleasing to see, and each time I have cooked with X he has shown excellent awareness of food hygiene, even encouraging his peers to be more observant of cleanliness in the kitchen. He has shown himself to have a good capacity for supporting other students, whether it is helping them to choose the right equipment for the task or to check if their food is cooked. X feels that he has achieved this target and would like to replace it with something new. I have agreed that this can happen for the coming year, however, X is aware that he will still be expected to develop his independent living skills in year 10 and take on more challenging meal preparations. I have every confidence that X will excel in this in this area if he keeps up his good work!</p> <p>2. For X to stay on task during lesson time and not cause distractions to other members of the class</p> <p>X continues to make good progress in this area, and has worked hard this term. There have been positive reports regarding his focus in maths, and the number of reports for disruptive behaviours in the classroom involving X have decreased significantly. X says he is particularly enjoying his DT lessons, and recently took part in the STEM Project trip to Elvington in which the class won first prize for their entry. When we spoke about this target, X and I both agree that he can build on these achievements and further develop his self-awareness and understanding of his behaviours and how these impact other class members.</p>
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			<p>3. To further X's understanding of the consequences of his behaviours and actions, in relation to upsetting or annoying other children in social time or class time</p> <p>X has received some positive feedback regarding his conduct towards other students and managing his behaviour in school and out in public. For example, on a recent shopping trip X and another student asked me if they could gather their items independently. I agreed to watch from a distance, and was delighted to see that X behaved impeccably. There have been many occasions on the unit (see schoolpod entries) where X has been excellent company and has not made any inappropriate remarks or comments. When in the right frame of mind, X is a pleasure to be around and gives good conversation with staff and his peers. Unfortunately, there have also been several incidents where X has struggled to manage his behaviour. As a child with Tourette's, we recognise that this is an on-going target for X and so far, our support of him has been based on the understanding that reinforcing links between his actions and consequences is the best way to foster his development in this area. In this respect, X has shown that when a consequence is given and clearly explained to him, he is discuss the matter maturely and modify his behaviour. This indicates that whilst incidents of negative behaviour still occur, X is experiencing positive growth in this area. X and I have spoken about this target, and have agreed to keep an open dialogue between us about alternative suggestions and ideas for supporting him with this.</p> <p>Emerging areas of support</p> <p>X's weight and diet have been highlighted as area for concern. He has stopped eating lunch at school, and has attributed this to a medication change that initiates nausea after eating.</p> <p>In conversations with Emma, it has come to light that X believes he can combat this calorie deficit by eating larger portions at breakfast and tea time. We recognise that this style of eating is not appropriate for a growing child, and are in the process of</p>
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Case Study: X

			devising support strategies to ensure that X is eating properly. We will be building this need into X's Keyworker targets for next term.		
EHCP Outcomes	<ul style="list-style-type: none">- Achieve estimated end of term grades- X has met and exceeded these through hard work and a system of effective classroom study support.- Continue to make improvements in handwriting- Improvements have been made, it is expected that during X's access arrangements further support can be sought.- Personal hygiene- Huge improvements – achieved.- To continue to improve X's fitness X engages well with a weekly Outdoor Education sessions and additional climbing sessions.				
Further Information	X made progress throughout Y9 but also struggled on a social level, specifically with his peer-to-peer interactions and the management of his Tourette's. There is a perspective that a key aspect of this was the developmental stage that X was experiencing, including the impact of puberty and a huge growth spurt. However, it is also important to note that it was a unsettled year for the rest of X's Y9 cohort.				
Academic Year: 2016/17					
Attendance	93%	Positive	49	Challenging	33
PI/SI	0	F/T Exclusions	0	C4C	-
Academic Data	Estimated grade Maths: 5 (C/B) English: C		TSP Data	1. To accept the support of staff in managing inappropriate verbalisations X has had an excellent summer term. His teachers report that he is hard working and focused in his lessons, even turning up early for maths. In maths and on outdoor education he has shown a greatly improved capacity to manage his behaviours, including inappropriate verbalisations, even when other boys around him are not doing the same. X has previously said that it can be difficult for him to make the right choices and contain his verbalisations when other boys are behaving negatively. Two of his teachers have praised him for his abilities to filter out what is happening around him and focus on his work. In maths, he has shown that he can keep focused on his classwork even when multiple conversations are going on around him. In Outdoor he	

Case Study: X

		<p>has proved that he can adapt to the unexpected, and not get involved in This is great progress, and X has worked hard to meet this target.</p> <p>X's conduct on trips has been impeccable this term. He has received many compliments for being pleasant company and demonstrating good conversation skills whilst out in the community. There have been no reported incidents of inappropriate remarks this term, and X has been an excellent ambassador for the school on each outing.</p> <p>2. For X to better understand the impact his behaviours have on his relationships with others</p> <p>As with target 1, X continues his development in this area. He accepts support offered to him to resolve situations and approaches this with maturity. He is showing a developing capacity for self-reflection and insight into his emotions, as evidenced by his willingness to approach staff when something is on his mind. He has started drawing connections between how he is feeling, for example feeling bored or worried about something outside of school, and his behaviour.</p>
EHCP Outcomes	<p>In the next 12 months X will have laid a firm foundation for gaining success in his chosen GCSE subjects based against his current educational performance. X has laid a good foundation for gaining success, but still finds difficulty in dealing with distractive behaviour from other students. In general X receives encouraging school reports.</p> <p>X will have in partnership with parents and careers advisor, X will begin to think about post 16 pathways. X has been working with Sally Leck, Careers Advisor, and is considering a number of pathways that would lead to him working in the aircraft industry. His main ambition is to be a pilot.</p> <p>X will show continued progress in his independence and social skills as measured by tracking social progress programme. X has shown good progress in developing his independence skills. He is cooking for himself two nights a week, and is improving this aspect of his life.</p>	
Further Information	<p>Following an incident in the autumn term where X was involved in some highly inappropriate behaviour (including racist comments) while on an off-site visit in the evening, the difficult decision had to made for X to be exempt from further visits for a brief period of time. This decision was reached in order to safeguard X due to his high levels of vulnerability. As is</p>	

	evidenced in the TSP report listed above, some excellent work took place with X in collaboration with home and he was once again successfully accessing evening activities off-site by the summer term. Crucially, as minuted during his annual review, “There has been a noticeable improvement in X accepting responsibility for his actions and understanding the impact on others. X is more willing to have conversations about this.” This proved to be a real turning point for X and essential to his development in preparation for adulthood. Critical to this was the partnership between home and school in supporting X to learn to accept and acknowledge responsibility for his actions.				
Academic Year: 2017/18					
Attendance	95%	Positive	29	Challenging	29
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	GCSE Results English: C Maths: 5 Science: 55 History: 6 Computer Science: 4 DT: C Economics: D		TSP Data	Target 1 To begin the ASDAN programme Expand his variety of diet. X has been cooking convenience food, as he tends not cook from scratch anymore. I have not made a point of this, as I think it is due to the pressure of the exams. He will wash up and clean surfaces down after cooking and will keep the kitchen area tidy. X’s bedroom is untidy as he will leave his clothes on the floor in front of the door. I’m sure this will improve once the exams are over. X is well liked by his peers and staff on the unit. If there is any jobs that need doing X will do it. After a recent unit trip to Ikea, X assembled all the furniture without being asked. X has started his work experience at Network Rail. He tells me he is really enjoying this, particularly the welding, as he is already quite proficient at this. He will set his alarm in the morning, and will ready himself in time to be taken to the station. Target 2 To accept the support of staff in managing inappropriate verbalisations. X’s use of inappropriate verbalisations has reduced significantly. Consequently, I do not have to often remind him of this and he will apologise when it does happen.	

			X is moving to the 6 th form unit (Heads House) in September. Although he is looking forward to this transition, he has expressed certain concerns. This is to be expected as this is a significant step up in regards to the expectations of independence.
EHCP Outcomes	<p>Outcome 1: To gain Grade Cs and above (target Bs and above) in each of his GCSE subjects at the end of key Stage 4. (On target for these grade)</p> <p>Outcome 2: To make a successful transition to study A levels and then move on to University.</p> <p>Outcome 1: In the longer term, X would like to reduce his dependence on medication. Following medical advice, X stopped taking his medication in the summer holidays. On the fourth morning, X himself acknowledged the impact this was having and resorted to taking the medication again. It was observed by Emma and acknowledged by X that his tics quickly became uncontrollable. Despite this experience, X has expressed a desire to reduce and eventually cease taking any medication.</p> <p>Outcome 2: To make further improvements in his self-esteem. (X continues to make progress towards this outcome through accessing residential provision and structured social activities. X has very little social interaction with similar age peers in his local area).</p>		
Further Information EP Report: March 2018	<p>Discussion with Simon Bannister (Head Teacher)</p> <p>X has been attending Breckenbrough School since he was 9 years old. Originally he had wanted to move onto college for post 16 as part of his ambition to attend Newcastle University to study aviation. Recently school, home and X feel that although he has made considerable progress over the last years, he is still a very vulnerable young man and that he may not be ready for a move into a mainstream college. He is still drawn into negative behaviours by others around him and follow other negative examples. This has been evident when he has been at football matches, joining in with inappropriate chants. X will apologise after he has done something inappropriate. School reported that he</p>		

did not take his medication one day and this had a dramatic impact on his behaviour as he regressed to a much younger child.

X's views

X was very positive about Breckenbrough School, saying that it has been the best place to learn as it has been very nurturing. He feels that staff consider all boys' points of view and give you their time and effort to help. They will always go out of their way for you. He said that in his primary school, he was viewed as a naughty boy and that staff would only see one part of the picture. He said that Breckenbrough has changed him. He feels that he is becoming more independent, at the residence he has learnt to cook and clean and budget around his shopping every week.

X talked about the different options for post 16. He would prefer staying at Breckenbrough and for them to deliver the course (Level 3 diploma in Engineering). He feels that this will be the best option for him as he will continue to get the nurture he feels he needs but knows school won't necessarily have all of the equipment that a college would have. If it is not possible for school to deliver the course, he said he would like to go to York College but continue to be supported by Breckenbrough (continue as a resident and have someone from Breckenbrough support him at college). He worried that any other option e.g. going to York College or Scarborough College without support, he wouldn't be able to access the course.

X is currently completing 8 GCSEs. He feels that he might get C's on these but was hoping for Bs and As. He has a couple of friends he identified that are likely to stay on at Breckenbrough for post 16.

Conclusions:

X appears to have made really good progress during his time at Breckenbrough and has learnt many skills. He is very chatty, reflective and at first glance appears to have some good social and conversational skills. He is very ambitious and has the drive and interest to achieve his aims. The resiliency scale data also highlights how X feels he has developed emotionally and this is another positive indication for the future.

Though X has made good progress, he is still very vulnerable to negative influences and though he appears to have some good social skills, I do not believe that he has generalised these skills to a level that means he would be able to

<p>cope with a mainstream environment at this stage. He would certainly require a high level of consistent support, but I believe that with time and focused support he could develop and generalise his skills further to achieve his aims. He also continues to need support around managing his own medication as others around him have seen a clear difference in his behaviour when he has not taken his medication and he has demonstrated that he cannot consistently manage his own medication.</p> <p>Upon receiving his GCSE results and being informed that he had achieved over 5 GCSE's graded A*-C including Maths and English, Mum shared that X's Headteacher in his primary school prior to joining Breckenbrough had commented that X would 'probably be in prison by the time he is 16'. Whilst it is both mind-blowing and incredibly inappropriate to make such a judgement of a 9 year old student, it is clear vindication that with the right provision, the right environment, ethos and approach, a student can be successful regardless of the complexity of the barriers they are presented with on a daily basis. X fully deserved these grades for his hard work, application and resilience in working to overcome his barriers.</p>					
Academic Year: 2018/19					
Attendance	94%	Positive	27	Challenging	13
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	<p>BTEC Results: Working at Distinction level in all modules</p>		TSP Data	<p>Target 1: To be more involved in the Student Council and lead it in the Annex X is still a member of the Student Council but has had limited opportunities to meet with the post-16 boys this term to discuss issues in school, due to the exam disruption in the Annex. X has also had to manage his workload from his studies so has had less time to participate in the Student Council this term. Hopefully X will be more involved in the Student Council more next year when it starts again and he can advocate for Post-16 and new ideas the boys may have for the Annex and the school.</p> <p>Target 2: To socialise with peers in the Annex during unstructured times in a mature way X has spent less time in the Annex this term due to spending more time in DT and the Heads House. This started when the exams were taking place in the Annex and has just continued. X has been more focused on his studies by choosing to spend the majority of</p>	

Case Study: X

		<p>his time working in DT which is great to see and has been supporting the younger students in DT lessons. On the few occasions X has been in the Annex at break and lunch times, he has been polite and mature. X is well liked in the Annex and his peers are always pleased to see him.</p> <p>Target 3: To engage with an extra circular activity in or out of school</p> <p>X has started a work experience placement this term for North Yorkshire Railway in Pickering, working in the workshops, helping to clean the carriages and trains and welding. X has worked in two different workshops, and although he preferred the first one he worked in, he has persevered with the second knowing there is less people there and opportunities to do independent work. X enjoyed the social aspect of the first placement which was a good opportunity for him to socialise with adults with similar interests to him. X has received good feedback from the staff at the placements and has worked hard.</p> <p>The placement has given X a good insight into the engineering work that goes into the railways and if it's the pathway he would like to go down in the future.</p>
EHCP Outcomes	<p>New Outcomes:</p> <p>To make a successful transition to study A levels and then move on to University.</p> <p>To complete BTEC Engineering through developing time management and study skills.</p> <p>X is still on medication; he is looking to reduce this over time. He previously tried to come off his medication but the impact on his Tourette's was too great so the medication was restarted.</p> <p>X cannot eat lunch during day – he eats a large breakfast and evening meal.</p> <p>Long-term X would like to come off medication.</p> <p>ER – would like X to be able to administer his own medication in preparation for going to university.</p> <p>Current dose: Fluoxetine 40 mg, Lisdexamphetamine 70 mg.</p>	

Further Information	X had a positive first year in Post-16. He transitioned well to the Annex and Heads House and flourished socially and matured. X became a role model to the younger students he supported in DT and a polite and conscientious student in school and offsite.				
Academic Year: 2019/20					
Attendance	99%	Positive	21	Challenging	2
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	BTEC Results: Distinctions in all modules		TSP Data	No Data	
EHCP Outcomes	<p>To make a successful transition to study A levels and then move onto University.</p> <p>X is studying a BTEC Level 3 in Engineering, which is a national diploma equivalent to 2 A levels. He is currently working at a Distinction level and is approximately 30% through the qualification. X’s primary goal remains attending Newcastle Aviation College to study aviation engineering, for which he will require a Distinction/Merit.</p> <p>Short Term: Complete 3 year programme: BTEC Diploma in Engineering at Breckenbrough School and achieve a Distinction/Distinction.</p> <p>Long Term: To work within</p> <ul style="list-style-type: none">• Aircraft Engineering• Engineering in the Army• Officer in the Army/Air force <p>It is significant that X has now introduced additional plans alongside his clear Plan A of Newcastle, as he has been previously resistant to this.</p> <p>To complete BTEC Engineering through developing time management and study skills.</p> <p>X is making progress towards this outcome. His study tasks are broken down and highly structured by his teacher. He has access to the Post-16 learning hub where experienced members of the staff team can prompt and support X in overcoming his executive functioning difficulties and developing his time management skills.</p> <p>Health Outcome 1:</p> <p>In the long term, X would like to reduce his dependence on medication.</p>				

	X would like to come off his medication, he has an appointment with Dr Youakin, Clinical Psychiatrist in October 2019. There is no change in medication at present. Health Outcome 2: To make further improvements in his self-esteem. X is making progress towards this outcome, though continues to experience high levels of anxiety and an intense fear of failure, which continually impacts upon his self-esteem. X feels that work experience and the gliding scholarship has helped with his self-esteem, as he has experienced success outside of the school environment. The school and Mum will support X in building upon this success over the coming year				
Further Information	Despite the challenge of lockdown in March 2020 and the timing of this with his 18 th birthday on the 31 st of that month, X made outstanding progress both academically and socially in Y13. With his academic studies, X finally began to become more independent with his learning and less reliant on 1:1 input from members of staff. This was demonstrating in how he continued to progress between the end of March through to June when he accessed his learning remotely. The manner in which X managed his withdrawal from Fluroxitine was astounding. He was adamant in that he wished to do this as independently as possible and there was no noticeable impact on his behaviour or his learning within school.				
Academic Year: 2020/21					
Attendance	%	Positive	0	Challenging	0
PI/SI	0	F/T Exclusions	0	C4C	0
Academic Data	BTEC Results: Distinctions in all modules		TSP Data		
EHCP Outcomes	Educational Outcomes: Outcome 1: Complete his BTEC qualification and then move on to University. X is making good progress on his BTEC. He achieved Distinctions across the board in summer 2020. Outcome 2: To make further improvements in his self-esteem.				

	<p>X is making progress towards this outcome, though still lacks confidence in certain areas and can struggle in communicating his needs or concerns with others. X still communicates any issues through Emma who acts as a bridge with school. X acknowledges this but does feel he is improving in raising any issues he has.</p> <p>Outcome 3: To explore each of the transition routes identified in the Careers Action Plan with the goal of making the successful transition from Breckenbrough School in summer 2021.</p> <p>X is making good progress towards this outcome and will continue to have timetabled weekly sessions with the school's careers advisor throughout the academic year and additional drop-in sessions as and when required.</p> <p>X's first choice remains Newcastle College but will be putting in applications for South Wales and Kingston:</p> <p>Aircraft Engineering and Maintenance Systems 3FT BSc (Hons) University of South Wales Aircraft Maintenance Engineering 3FT BSc (Hons) Newcastle College BEng Aircraft Engineering 3FT BEng (Hon) Kingston University</p> <p>Health Outcome:</p> <p>Outcome 1: In the long term, X would like to reduce his dependence on medication.</p> <p>One of X's key aims on last year's review was to withdraw and finish taking Fluoxetine and he achieved this prior to his 18th birthday in March 2020. This is a huge achievement for X who has managed this process admirably. X's goal is to withdraw and finish all his medication before next summer. However, after trialling this during the summer holiday, X struggled with his concentration and processing so has decided to continue in order for him to focus on his studies in his final year at Breckenbrough.</p>
Further Information	<p>Email from Mum: 18th June 2021</p> <p>Dear Simon & all the Breckenbrough staff,</p> <p>I can't believe its X's last day at Breckenbrough after 10 happy years.</p> <p>I don't know how I could ever put into words how grateful we are for what Breckenbrough has given our family. Although it's not always been an easy ride for X, especially in the early years, all the staff at Breckenbrough have shown such dedication, kindness, care and un-judgemental support, not only to X but the whole family.</p>

	<p>I'm so proud of the man X has grown into and all his amazing achievements whilst at Breckenbrough but I know that is mostly due to all the inspirational and dedicated teachers and care staff.</p> <p>I look forward to watching X continue to grow and achieve his long term career goals in Aviation Engineering and I thank you from the bottom of my heart for giving X a future.</p> <p>The family will always remember what you have all done for us, remaining keen supporters of the School.</p>
Graduation Interview	
<p>Feedback on the school:</p> <p>The staff here are a 110% devoted to working here. This school has changed my life. My primary school made statements that I would amount to nothing. I remember being 8 years old and my mum saying I needed to try my best for Breckenbrough to work for me. I can't imagine any other schools in the world where the staff would give you driving tips or flying lessons.</p> <p>I think sometimes the school could have a bit more trust in the students. For example, in having access to the units during the school day and trusting students to be in lessons and not in the lounge.</p> <p>I've learned so many extra skills and knowledge that I never expected to learn (such as how to service brakes on a car) and whilst these things may not serve a purpose right now, they could be useful in the future.</p> <p>Advice for current and future students:</p> <p>Accept the help. Do your best to engage and listen to the staff.</p>	