

Child Y Case Study

Child Y was with us from reception class but was below ELG end of EYFS

In Year 2 he achieved 2c in Reading, writing and maths.

In 2013 Child Y parents separated. To begin with we placed all of the support around a child going through this situation and were ready to listen and react accordingly.

We noticed a deterioration in behaviour in 2014 and he became violent, aggressive and was excluded for assaulting an adult.

From this point we worked with the family through the TAC process and Behaviour Support Service (BSS). The HT supported with giving Child Y support for his anxiety as, through conversations we realised that he was highly anxious. The class teacher was instrumental in her positive and structured approach to give everything a go with specific goals to measure progress against.

We decided, through the voice of the child, that play based therapy would be best suited to meet need and also a structured "my plan" to support both the child and any staff who came into contact with him in order to ensure that we all were able to use the same deescalation strategies.

He was placed in reception class in December 2015 for a month and completed some class work in core subjects here along with supporting the EYFS team. All of this was to lessen anxiety around attending school and reduce the crisis situations which were stressful for the child and, at times, the staff and other children.

Behaviour support service (BSS) gave us a 1:1 mentor in January 2016 and we employed a 1:1 mentor of our own to learn alongside the BSS mentor.

We ran a positive mentoring programme for all support staff through the BSS training team at this point and this continues half termly to this date.

After gathering evidence our SENCO along with other professionals successfully got an EHCP in place for the child.

Through the use of a structured "My Plan", strategic support at the whole school level and through continued focus on learning and progress child Y was phased back into class over a 1 term period and was full time in class from June 2016. There was a consistent approach to him through the whole school. He remained with his class teacher from year 5 for continuity and is thriving.

He is now exceeding in maths and secure in reading and writing, has lots of friends and is much more happy overall.

He has had a transition visit to a local secondary already in order to support his anxiety.

Yes - he occasionally has a crisis still but he deescalates independently and is able to see the impact his actions have on others and apologise for this.

In July 2016 he was appointed as a Restorative House Captain. He has done very well in the role. He is proud of how far he has come. He was chosen because he can do the role and because other children with similar difficulties will be able to see that anyone can change for the better through hard work and acceptance of support.

We believe that without our support, and in a different setting, this child could have been permanently excluded from school.