



STUDENT CASE STUDY

A case study of a potentially vulnerable child to assess the effectiveness of the care, guidance and support / curriculum adjustments for individual students.

Student or group details								
Student:	B			Gender:	Male			
Pen Portrait including area(s) of need / barriers to learning:								
<p>B found mainstream education difficult to cope with. There are concerns that when B is under stress and anxious he will self-harm. B has erratic attendance. It was of paramount importance that education staff were mindful of this when preparing him for his GCSE examinations.</p>								
External agencies who have been involved:								
<p>Studio 3 – Dave Walker (Therapeutic care) Youth Offending Service (YOS) Child and Adolescent Mental Health Services (CAMHS) Torfaen Sports Development</p>								
Background								
Provision over time / arrangements over time:								
<p>B followed an individual timetable delivered by subject specialists within Greenfields School. Overtime B developed excellent working relationships with some staff and was able to communicate times where he felt vulnerable; during these times of 'crisis' B has received Outreach at the home and/or worked with Amanda Boot (Deputy Headteacher) to complete work independently at the back of the class. This was at the request of B.</p> <p>B has been withdrawn from lessons and worked 1:1 with the SENCo to complete intervention work to assist B prior to his examinations. B was provided with a number of GCSE Past Papers to complete at home – these were marked, and discussed with B upon return. In addition B was provided with study guides for four modules in Religious Studies due to his poor attendance. B completed his examinations in isolation due to his anxiety and to ensure that he could focus on the day. B was eligible to access arrangements and received extra time to complete his GCSE examinations.</p> <p>It was arranged for B to attend Boulders Climbing Centre in order to achieve his NICAS Level 1-3 Award(s). Unfortunately he was reluctant to attend due to a fear of heights. B was set additional ASDAN CoPE Challenges which he completed at home and returned to the school.</p> <p>B has received additional Careers sessions to help B to write a CV, and fill out his College Application(s).</p>								
How the skills of staff have been developed to address needs:								
<p>All staff have been made aware of B's difficulties relating to anxiety (during INSET and Bore da/Morning briefing), looking out for signs that B needed extra support. All staff have completed Care Shield Training.</p> <p>All staff consistently reviewed their planning to cater for his needs and ensure that he was provided with a curriculum which both motivated and challenged B to meet his full potential.</p> <p>Senior Leadership met with B each morning (when in attendance) to discuss any barriers to learning or concerns that B might have. It was important that B felt that his views were being listened to.</p>								
Quantitative Outcomes for student								
Qualification	GCSE's			Functional Skills Level 2		Functional Skills Level 1		
Attainment	English	Maths	RS	Numeracy	English	Numeracy	English	
	D	C	B	Pass	Pass	Pass	Pass	

Progress Summary:

B completed his CV & application forms for a part time job with the school careers coordinator during the summer holidays whilst waiting to enrol in College in September. B started College but has preferred the work environment compared to studying. He has been struggling with his anxiety when attending College and although additional support has been put in place B has made the decision that his College course is making him anxious and stressed. He took on more hours in work and has now been offered the opportunity to complete work based Team Leader qualification with KFC.

B has not made a final decision but we will fully support him and we are pleased to see him being able to express his emotions without the use of self-harm and we are proud of him holding down a full-time job.

Qualitative Outcomes for student / school**Independence / confidence / attitude to learning:**

B has made significant improvements in all 3 areas; he has taken ownership for his future and wants to make positive changes.

Social skills / relationships: B established good relationships with all staff, had his main key staff to be able to discuss his emotions which allowed us to put additional supportive measures in place.

Behaviour / ability to make well informed choices: B's behaviour has been impeccable around the school but he needs to regulate his impulse of self-harm he has made strides forward but still an ongoing area for development.

Other: Bs attendance linked to his emotional health state, when secure his attendance was good however when in crisis his attendance significantly dropped. This ranged from 86% at highest - 28% at lowest.

Impact on wider school practice and provision: B successfully secured a College placement and paid employment.