



STUDENT CASE STUDY – Academic Year 2020

Student or group details		
Student : C	Gender:	Male
Academic Year: 2020		
Pen Portrait including area(s) of need / barriers to learning:		
<u>Speech, Language and Communication:</u> C has no formal diagnosis of any issues relating to speech, language or communication. He has good communication and language skills – using humour and understanding nuances. Occasionally when emotionally unregulated C can shut down and stops verbalising his emotions. C is articulate and will talk to process emotions		
<u>Emotional, Behavioural and Social skills:</u> C was diagnosed with Severe Attachment Disorder in November 2014. C experienced some difficult circumstances in his early years which the Educational Psychologist believes has contributed to him experiencing attachment difficulties. This may have led to C becoming highly insecure and vulnerable. Historically C often externalised his destructive impulses (which can manifest themselves) through aggressive behaviours and attacks against others. This may be an attempt by C to gain a sense of power to compensate for his feelings of insecurity.		
<u>Cognition & Learning:</u> C struggles with his writing and spelling: his reading ability is significantly stronger. However, C does have a good understanding of concepts and can produce some good ideas. The Educational Psychologist reported that he demonstrates an interest in mathematical concepts and has recently begun to play chess. C has a Dyslexia diagnosis. C can have poor attendance when emotionally unregulated and often needs incentivising to attend school		
External agencies who have been involved: <ul style="list-style-type: none">• Studio 3 – Dave Walker (Therapeutic care)• Youth Offending Service (YOS)		
Background		
Provision over time / arrangements over time		
C was engaging well with all subjects including English, Maths, Science and BTEC Construction during his time on school. Unfortunately this was disrupted during the COVID pandemic. C shut down very quickly during the COVID 19 pandemic. He refused to attend school site. SLT met with staff to discuss ways of re-engaging C and ensuring that any accredited outcomes were minimally affected.		
C had completed the practical elements of his BTEC in construction but then the onset of the COVID 19 Pandemic and National lockdown meant that much of his bookwork was unfinished. At the time it was unsure if BTECs would be allowed the same dispensation as GCSE.		
C was provided with off-site tuition to finish part of his BTEC and allow the work to be marked and verified correctly. At first C engaged well with the teacher visiting his home. The main objectives of the unit were completed.		
Teaching staff attended C's residential home to provide education as this was where C felt safe and his anxieties regarding COVID 19 were alleviated.		
As we had a sleep pattern that was not conducive to organised lessons at the school time and it was proving difficult to engage C but pre-recorded lessons were used allowing him to access his learning outside of school hours.		
A key support worker that C had a positive relationship with was used to support C as he had become more and more unresponsive. They were provided with training and guidance about how best to support C through the work and was able to ensure that the work was completed each time they were on shift.		
At the start of the new school year C started to attend school site again. The school managed to establish a safe environment in which C felt less anxious. This enabled C to start to socialise with other learners and members of staff. His sleep pattern improved and his attendance is now excellent		



How the skills of staff have been developed to address needs:

All staff have been made aware of C's difficulties relating to sleep patterns and engagement (during INSET and Bore da/Morning briefing), looking out for signs that C needed extra support.

Staff attended a training and networking event in BTEC Level 1 structure.

RSA training in delivering final elements of the BTEC unit. Off-site learning training.

All staff were provided with Google G-suite training to deliver lessons remotely.

The inclusion and training of other responsible adults was key to C attaining accredited outcomes.

All staff consistently reviewed their planning to cater for his needs and ensure that he was provided with a curriculum that both motivated and challenged C to meet his full potential despite the adversities faced.

Quantative Outcomes for student

YEAR	2020/2021				
<u>Attainment</u>	ESW Entry Level 1	ESW Entry Level 2	ESW Entry Level 3	BTEC Construction(Carpentry)	
FS/NC/P levels or GCSE/ other	Pass	Pass	Pass	Merit	

Progress Summary:

C has progressed well this year. Due to the school establishing a safe environment and working hard to alleviate anxieties, C has felt safe re-engaging with education. C has completed a BTEC Level 1 Award in IT Users with an off-site vocation provision arranged by the school.

C has achieved Essential Skills Wales in Communication entry levels 1, 2 and 3 awards and is currently working on ESW Level 1 with progression to Level 2 once that is completed.

C is currently completing a BTEC Level 1 Award in Construction (Costing), Media, Art, and Design.

During the last academic year, C achieved a Merit in BTEC Level 1 Award in Construction (Carpentry) and is working to expand on this, this year.

Next academic year C will be looking to develop his accredited outcome and progress the BTEC qualifications into Level 1 Certificates.

Qualitative Outcomes for student / school

Independence / confidence / attitude to learning: C has developed confidence and has engaged positively with learning. His self-esteem in achieving outcomes has also grown.

Social skills / relationships: C has 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. C is forming a good friendship with another learner.

Behaviour / ability to make well-informed choices: C's behaviour has been impeccable around the school site. He engages with lessons well. C behaves well when on offsite provision often acting as a role model for others now.

Other: C's attendance linked to his Covid 19 Pandemic and his emotional health state, when secure his attendance was good however when in crisis his attendance significantly dropped.

Impact on wider school practice and provision: C is progressing well academically again and is hoping to achieve even more accredited outcomes over the duration of his continued school placement.