

**Individual Pupil Case Study**

***Add photo***

A

|  |  |
| --- | --- |
| **Pupil Name** | @@@ @@@@ |
| **Year Group** | Yr 13 |
| **Date of arrival** | September 2013 |
| **SEN** | Attention Deficit Hyperactivity Disorder (ADHD) Statement (drug induced).  Oppositional Defiance Disorder (ODD)  Bipolar  Attachment problems (CAMHS letter)  Mixed disorder of conduct and emotions (CAMHS letter) |
| **Significant Characteristics** | @@@ has a fun and mischievous personality and if there’s trouble to be had @@@ will find it. He has s abundance of energy that if not channelled constructively will soon lead to impulsive and sometimes challenging behaviour.  @@@ has a very caring side and is very close to his family; he is able to help others and can be supportive of those he likes.  @@@ can be judgmental of others and if you become someone he does not trust, he can be very rude and dismissive or hurtful and go out of his way to demonstrate his disrespect.  @@@ can experience periods of very low mood where he will withdraw and become lethargic.  @@@ doesn’t often damage property but if he is angry, he may push or shove and has recently showed signs of becoming violent, both instances have been centred around playing football.  @@@ is having therapy to overcome these emotions and manage his anger in school.    Cyclical behaviour troughs and peaks, on a daily basis but also will show positive behaviours for 7-8 weeks and then 2 weeks of poor/oppositional behaviour.  Ongoing therapy has enabled @@ to focus and be able to be in class learning. He has found learning difficult however, with a high level of pastoral support he s making progress. |
| **Barriers to learning** | @@@’s behaviour follows a model of operant conditioning. Short term rewards and removal of rewards or privileges modify @@@’s behaviour. He shows no motivation towards school work unless this has a reward that @@@ is interested in, as outlined during his OT sessions. Exam results and achieving academically are of no interest for @@@. He struggles to see the link between doing well in school and achieving later in life. He struggles to understand that he may have to live and earn independently, presuming that his family will support him, indefinitely and that he doesn’t need to earn money, he will be given a job where he doesn’t have to work hard but will earn plenty of money assisted by family members. Rewards that are effective in modifying @@@’s behaviour tend to be physical/fun based activities or access to his mobile phone and consequences tend to be centred around the removal of these activities. @@@ will also behave when there are monetary or tangible rewards offered such as sports or electrical/gaming equipment. |
| **Background** | @@@ lives at home with his adoptive parents. The family have four birth children who are significantly older than @@@, and within the past 3 years they have fostered a baby with a similar background to @@@. @@@'s family are close and regularly do family based activities or take holidays together. @@@ is aware that he is adopted and of his biological mothers addiction issues although his level of understanding of this is unknown. Both his biological parents have schizophrenia and are medicated for this. His mother used this medication along with class a drugs including crack cocaine throughout her pregnancy and when @@@ was born, he went through withdrawal symptoms including fits. He had and still has a high tolerance to medication. He has two other biological siblings, both of which were adopted shortly after birth, as @@@ was. @@@ has been on exceptionally high levels of medication for Bi-polar disorder since the age of two and a half years. |

**Individual pupil case study**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Pupil Name** | **Date of entry** | **D.O.B** | **Attendance %** | **Exclusions** |
| 2014-2015 | @@@ @@@@ | October 2013 | 29/11/2001 | 90.91 | 0 |
| 2016-2017 |  |  |  | 98.62 | 0 |
| 2017-2018 |  |  |  | 96.20 | 1 |
| 2018-2019 |  |  |  | 93.54 | 0 |

**Strategies used by the school**

* @@@ has accessed Engage throughout his time here which has been positive for him. For example, referred himself for seven sessions with Brenda.
* @@@ attended a course of Horsemanship (equine) between having had 20 sessions which was also effective for @@@.
* @@@ attended a course of Canine therapy which he fully engaged in and seemed to enjoy and benefit from.
* @@@ is currently having OT sessions, these are also proving helpful for @@@ and key staff members working with him.
* @@@ has had anger management session to help him control his anger.
* @@@ has been given an individual behaviour plan.
* @@@ has been provided with a specific activities during care time
* @@@ has been Boxall profiled which is accessed regularly by his teachers and other key members of staff.
* Twenty four hour curriculum effectively implemented to suit his needs.
* @@@ has developed several relationships with key adults who are readily available for him to speak to or spend time with when @@@ is struggling to behave or is having a ‘low’ episode.
* Routines, rules and boundaries with rewards and sanction clearly defined in accordance with behaviour.

**Successful outcomes achieved:**

* @@@ has formed a longstanding friendship with an age appropriate peers.

Previously friendships have been short lived or been obsessive.

* @@@ has formed several positive relationships with adults which he accesses at times of need.
* @@@ enjoys history and when focussed, he shows signs being able to achieve a grade C or above in the subject.
* @@@’s attendance has improved to 98%.
* On occasion, he can show lucidity and signs of ability in accordance to national expected standards for average students of his age.
* Has been a mentor for primary students.
* @@@ attends a local Ice Hockey team and trains one evening each week
* @@@ is a member of the local gym and attends every week.
* @@@ is the Year 10 class rep for school council.
* Can converse reasonably well and can be pleasant to talk to when discussing things of interest to him.
* @@@ has only be excluded once in five years.
* @@@ now goes to college and can cope socially.
* @@@ attended an Ice Hockey club during his care time and still attends.
* @@@ has now left school and is working full time in construction.