

Pupil 1

History:

Pupil 1 engaged well with her mainstream primary setting, with attainment levels within age expectations. The transition to a mainstream secondary school was more challenging however, and she struggled to form meaningful friendships and engage with the curriculum as demands increased. Attendance continued to decline post-Covid, with under 25% recorded at the end of year 9. The mainstream school supported with alternative provision off site that is 1:1 / small class size and therapeutic based, with mixed results. When she returns to school she frequently 'gets into trouble', and she received 5 days of suspensions within this academic year. The pupil has a difficult home life, attachment issues, and adverse childhood experiences that she has become more aware of as she has become older. This has resulted in underlying mental health needs such as depression, self-harm, and suicidal ideations. CAMHS are currently involved. The mainstream setting indicated they could no longer meet Pupil 1's needs and following an annual review the LA agreed a specialist setting would be more suitable.

Strengths:

Pupil 1 demonstrates strengths in engaging in activities that interest her. Whilst she finds it challenging, she shows a desire to establish and maintain positive relationships.

When engaged in an activity of interest, Pupil 1 shows strengths in asking questions, and contributing appropriately to discussions when in a calm state and in small groups supported by a trusted adult. She particularly enjoys practical tasks, art, and crafts in a small group setting. Hands-on learning and an outdoor skills-based curriculum are especially engaging for her.

She expresses a positive attitude towards Equine Therapy, sharing photos and speaking highly of her experiences. Engaging in activities such as crafts, photography, make-up, dancing, and choreography brings her joy. The pupil is academically capable and bright, although significant gaps in her learning due to missed schooling affect her confidence and engagement. She demonstrates better attention and focus in individual sessions and has acquired basic reading and writing skills.

Areas of need:

However, she faces challenges in forming reciprocal relationships with her peers, new teachers / staff members, and has difficult relation with siblings and parents. She

often exhibits an egocentric view of situations and can be manipulative and threatening, using inappropriate and sexually explicit language. Communication difficulties make it hard for her to express her needs, and she struggles to understand how her behaviour affects others. Additionally, she lacks awareness of potentially dangerous situations.

Pupil 1 displays an aversion to written work and word avoidance. Due to low attendance and a lack of engagement during the time she does attend, she is currently working significantly below age-related expectations, with static progress. Short-term memory difficulties and struggles with complex instructions are evident, likely influenced by ADHD and ACES.

Pupil 1 displays challenging and disruptive behaviours, including verbal aggression when presented with an activity or task that she is not in agreement with. Clinical anxiety and depression impact her ability to engage positively and understand healthy relationships. Emotion regulation, accepting compliments, and resilience are areas where she struggles.

Pupil 1 requires a more bespoke holistic curriculum so that she can make progress with their social and emotional development. The setting is required to help her to learn to feel safe, use her curiosity, improve self-esteem and develop her confidence through close and trusting relationships with adults.

Pupil 2

History:

Pupil 2 was diagnosed with ADHD whilst in year 6 attending a mainstream primary school. His transition to a mainstream secondary school was challenging, and after several suspensions throughout year 7 and year 8 he was permanently excluded due to persistent breaches of the school's behaviour policy. Pupil 2 has been educated at the Pupil Referral Unit, an EHC needs assessment was completed and the local authority issued an EHC Plan, determining that specialist provision would be appropriate to meet his needs.

Strengths:

Pupil 2 excels in reading, demonstrating above-average skills and a genuine love for books. His comprehension abilities are also commendable, and he has a keen eye for detail. When provided with a subject of interest, Pupil 2 can showcase his creativity and produce work that meets his age-related expectations.

He is naturally inquisitive and shows great potential when the learning environment is tailored to his needs.

In terms of communication and interaction, Pupil 2 has an extensive vocabulary and clear articulation. He is increasingly able to describe his feelings and engage in appropriate peer interactions. Pupil 2 gives eye contact during conversations, and maintains conversations about his areas of interest.

Socially, emotionally, and mentally, Pupil 2 possesses strengths such as being charming, funny, loving, and affectionate.

He finds solace in animals, particularly through stroking his cat and cuddling with his dog.

Areas of need:

However, his complex range of extreme demand avoidance, extreme anxiety, separation anxiety, and severe emotional dysregulation, present significant barriers to his education. He has become increasingly withdrawn, and displays challenging and disruptive behaviours when presented with an 'ask' or activity that he determines is not in his interest to engage with.

In a formal education setting, Pupil 2 struggles to engage and participate due to his high levels of anxiety, hyper vigilance, and difficulty focusing. Writing is particularly challenging for him, as he is reluctant to put pencil to paper, although he is starting to see a purpose in writing and is becoming more willing to engage. Pupil 2 finds it hard to work independently, often losing focus and attention without support. His rigidity of thought makes cumulative learning difficult, but he has shown progress in bringing ideas from other areas of learning and demonstrating flexibility when his anxiety is reduced.

However, his expressive language is more advanced than his receptive language, and social anxiety can negatively affect his functional expressive language.. Pupil 2 experiences higher-order language difficulties and tends to interpret language literally, affecting his self-esteem and social interactions.

He has made progress in verbalizing his emotions, recognising when he feels overwhelmed, and identifying the causes. Pupil 2's self-esteem is fragile and easily impacted by setbacks. While he has shown improvements in independence, expressing opinions, and accepting losses, Pupil 2 still faces significant attachment needs, demand avoidance driven by anxiety, and difficulties forming relationships and coping with change. His self-confidence is low, and he worries about making mistakes. Pupil 2 reports that he feels unsafe and threatened in a school environment.

Pupil 2 requires safe, stable, and consistent care from trusted adults within a structured, small class environment. He requires support to promote his resilience and build his self-esteem, and help him to understand and manage his emotions and take ownership of his behaviour.