



Fairfields School

Measuring What You Value: Social, Emotional Development pilot

Case Study

School: Studfall Junior Academy

SENDSCO: Ann Ing

Reason for joining the pilot:

As a school, we decided to take part in the pilot as we felt it would allow us to show development and progress of children with Social and Emotional difficulties. We felt there was a significant gap in the assessment of this area; we hoped the pilot would fill this gap. Initially, the programme was 'rolled out' to three children with varying social and emotional needs; one child is working with the Designated Special Provision and the other two were working with the Learning Mentors.

What have you done?

Child 1: The set teacher worked with a child, who had presented regular emotional outburst that were causing her to be defiant and sometimes become aggressive. This was particularly when she wasn't allowed to do what she wanted to, play with what she wanted or within certain role-play situations. During these outbursts, the child found it difficult to follow instruction and to understand her emotions. Using the Rainbow we were able to establish a starting point upon which we could develop the child's social and emotional skills. Once baselined against the Rainbow, target were set and strategies put in place to aid development. The targets were shared with the child and staff within the DSP sets. The strategies 'drip fed' skills that the child could pick up and use over a period of a few months; they were built into the daily routines to gently model appropriate required behaviour.

Child 2: This child has had nurture sessions, with a small group of children on a weekly basis, with the Learning Mentor. Within the group her targets was worked upon. She has made steady progress however, this should continue next year to ensure further progress is made.

Child 3: The pilot discontinued with this child as he was struggling to attend school at the time of the trial starting and therefore priorities changed. Other strategies were put in place.

What has been the impact? Child 1: For this child there was a gradual change in behaviour over the time of the trial. Working with the Rainbow's small steps, the teaching staff were able to understand where the child was emotionally and socially, this allowed us to decide upon appropriate support and

gradually move forward progressing the child's social and emotional development and wellbeing. The impact upon this child is that she is now able to self-regulate more appropriately, it allowed staff to find the trigger of some of the emotions more definitively and also for the child to become more confident in work and play (both individually and with peers too).

Child 2: She is more comfortable within the nurture group and more confident to interact with her peer group and the adults. She used to cry at every situation that she found emotionally difficult; whereas now she is able to discuss some of her feeling without crying.

Successes and lessons learnt:

From the trial, we have learnt that the materials do not suit all children's needs/situations; however, a personal journey of development can be tracked using the 'Rainbow' and can be reflected upon when required to support social and emotional development.

The information gained within this case study provides a foundation on which a child/teacher can build to show continual progress even when academic progress may be struggling.

The Rainbow allows the SENCO/Teacher etc to understand more precisely what the child maybe struggling with and where they can progress to over time.

The descriptors and rating scales weren't as effective in demonstrating progress against individual learning outcomes.

Further developments:

Targets from 'Measuring What We Value' could be added on to a child's IEP to allow consistency across school where the pilot was used.

Whole School training to allow staff to show progress for those children that struggle with emotions/social within their class.

The 'Rainbow' could be reflected in 'One Page Pupil Profile's; this would allow parent/child involvement.

The documentation collated from the use of the Rainbow can be used to evidence support given for Pupil Premium.

The use of the 'Rainbow' could run alongside 'Zones of Regulation' work to measure their emotional and social progress.

Date: 27th June 2019