



# Fairfields School

## Measuring What You Value: Social, Emotional Development pilot

### Case Study

School: Whitefriars Primary, Rushden

SENCO: Liz Bird

**Reason for joining the pilot:** Please provide details about why you decided to participate in this pilot; what you were hoping to achieve.

To explore different ways to measure progress of children with SEMH in our school. We are getting increasing numbers of SEMH pupils into our school with more complex needs. We currently have the Boxall Profile in school, but we wanted something that showed smaller steps of progress for children and was clear for staff to use.

**What have you done?** Please outline how you have used the pilot materials

Initially I started my case study with one child in Year 1 who has complex needs and has a diagnosis of ASD and ADHD. The materials were easy to use and we could quickly pinpoint where we needed to target the work with him. However, as the project progressed, it became clear that his progress would be difficult to measure. This is because his behaviour can vary so much from day to day and it was not easy to get an accurate measure of his progress.

I decided to change the focus for the project for the Summer Term. We have a Nurture Breakfast Group in school which is targeted as mainly PP children who are identified as needing something additional to ensure that they are ready for learning in the classroom. This is run by our school counsellor.

With the class teacher, we looked at the rainbow materials and identified a target for each child. The school counsellor is tracking the targets daily in her group and at the end of the term we will combine her views with the child and teacher's views. A format has been devised for this and will show a holistic view of the child's progress over the term that they have been in Nurture Breakfast Club.

**What has been the impact?** Please include pupil outcomes as well as have you accomplished what you had hoped to achieve

The tool has allowed for precise targeting of small stepped skills. It allows for one area to be specifically focused upon which is really helpful for staff when setting targets.

The Nurture Breakfast Club now has more robust targeting of specific skills which can be easily measured – before we were just collecting the views of the teacher and the counsellor about the general impact of the club, rather than being able to show particular progress.

I have shared the format I devised to show progress with other members of staff and a governor who feel that it is very informative and easy to see the 'child on a page'

I am unable to provide information about pupil outcomes until we review the targets at the end of term (this is due to the change of focus for the summer term).

**Successes and lessons learnt:** Please provide a brief outline of what worked well and if you were to do this again what might you do differently. What are the even better ifs?

It has helped having a simple tool with the three different areas. Often SEMH can seem so 'big' that it can be difficult to know where to start and this enables staff to see progression and identify where the child is working. When working with teachers it has helped with setting short term targets rather than trying to work to long term goals which are often unachievable in a short space of time.

Next time I would gather parental views to see if there has been any impact at home

**Further developments:** What are you going to do next? Are you going to continue to develop this practice; if yes outline how, if no outline why not.

I am hoping to cascade this to all members of staff as a tool to use with other children who have SEMH needs.

This will be especially useful as one of our focuses for next year as a staff will be SEMH and Attachment needs.

Date: 26.6.19