



Fairfields School

Measuring What You Value: Social, Emotional Development pilot

Case Study

School: Hazel Leys Academy

SENCO: Ms E French

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

As a school, we are increasingly more aware of the importance in gaining a greater understanding of SEMH and the affect that social and emotional difficulties have on a number of children in each class. Through a greater understanding, the support given to these children would increasingly be more effective. Therefore, this pilot was of interest as it looked to provide reliable information on progress for pupils with SEMH difficulties.

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

Initially, two year five pupils were chosen; neither have an EHCP but both have behaviour challenges. One pupil (1) started at HLA as a year 3: he was on the ASD pathway and received a diagnosis of ASD in July 2017. His main challenge was arriving late and having to enter the classroom after all the other pupils and this resulted in numerous refusals. School involved SSS and FIP. An initial baseline assessment using the rainbow relationships skills, social skills and awareness was carried out and this identified that his abilities fell in the red area (except for co-operates on a 1:1 basis and shows interest in the activities of others).

The other pupil (2) who historically has demonstrated extreme behaviours that have resulted in exclusions was on the community paediatrics' waiting list. Again using the rainbow an initial assessment was carried out to establish a baseline and he was identified as emerging for the orange band.

A strengths, difficulties and need to be able to... chart was completed for both boys. A behaviour plan was written for both boys. Advice from SSS was followed.

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

Despite not using the tool as fully as intended, the rainbow clearly provides a tool to write clear outcomes and measure progress. Pupil 2 is now working within the yellow band. It has been noted that his behaviour management skills appear to fluctuate over the year and so we intend to assess him again in September to ascertain if his behaviour skills have slipped back into the red band. For Pupil 1, due to the

ongoing support needed with his home environment his development appears to be moving through the rainbow.

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?

I have chosen a pupil who I am working with as this removes the complications of staff absences. I feel more able to then cascade down to others.

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 will look at priority of need and take time as a school to roll out rather than try a whole school initiative as implementation has proved to be challenging.

Date: 23/06/19

Please attach anonymised documents to support your case study