



Fairfields School

Measuring What You Value: Social, Emotional Development pilot

Case Study

School: Kettering Park Junior Academy SENCO: Angie James

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

A new SENCO with limited experience of supporting SEN children throughout the whole school.

2 ADHD pupils – boys one in year 3 (Child A) and one in year 4 (Child B), September 2017 and Easter 2018 with complex needs and challenging behaviours joined Park – we as a school did not have the knowledge, expertise and skills to facilitate their needs, I am one of the longest serving teaching staff members in the school (13 years) and we had never before experienced the challenging behaviours that the two boys presented. Their social and emotional difficulties dominated teaching teams, the Learning Mentor and SLT and contributed to a lack of academic progress. To support the boys we brought in the Educational Psychologist, SSS, Maplefields Outreach and the Inclusion team (as both boys were on a pathway of exclusions for aggressive behaviour towards staff and pupils). We also had four members of staff complete a Team Teach course with a view to using de-escalation strategies and pastoral support plans were devised and implemented. We had completed a Boxall assessment for both boys but we weren't sure how to utilise the results and if we could put anything in place as soon as we needed to.

As we were unable to show academic progress within the school tracking system of steps we wanted some way of measuring and showing that the boys were progressing.

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

In July 2018 I met with each of their class teachers (year 3 teacher and their year 4 teacher) to discuss, evaluate and consider monitoring and targets for the year ahead. We started with identifying their strengths and barriers using the 'Measuring What We Value' recording sheet and then discussed what the teacher hoped for the child within the next academic year (Needs to be able to...). We then used observations to identify where each child was on the rainbow. Careful consideration was given to all of the statements within each section, and whilst comments were made that each individual had, or partly had achieved a statement within the amber or yellow section we felt it was best to look at the section as a whole and decide if the child had or hadn't met the majority of the statements within each colour band. Both boys were placed within the red section. The teacher then made a suggestion of the most appropriate target from the next section as a target for September 2018. I looked for materials, resources to support the teaching of the suggested targets.

In September 2018 I met with the children's new teacher to devise a long-term target and short-term target. Short-term target in place: To recognise how their body is feeling, the Zones of Regulation programme was put into place to support their understanding of their emotions and how this made their body feel.

In December, March and June I met with their class teachers to monitor, evaluate, review and devise new targets. If they felt the child had progressed quicker than our scheduled meeting dates we could bring it forward or they could use the rainbow to change the target if the current one had been met.

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

Initially, because we didn't use the over the rainbow statements we felt impact and therefore progress was slow – we were a bit disheartened in December and could only tweak the same target. However, we realised that this was the time when all the hard work was being done and where the children were gaining an understanding of how their bodies were feeling and they were learning about a range of emotions and strategies to enable self-regulation (through the Zones programme).

The following progress was made by each child:

Child A – September to December (after back tracking using the over the rainbow statements) had progressed from the emerging to the developing section.

When we set new targets in January 2019 we felt there was a crossover with a statement in the amber section so we added this to his previous target – 'able to say how their body is feeling'. We also recognised that there were other red statements that he had achieved or almost achieved. The evaluation showed that he was now working within the amber section.

Child A – Progress is slower (medication complications), he has remained within the amber band but was progressing over the rainbow within his target areas.

Child B – SEMH Targets were met at each review along with other statements in the colour band. JG has moved colour bands and at the review meeting in March most of the amber statements were met and new targets were devised within the yellow band.

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?

Successes:

We have enjoyed the whole process and the teachers and teaching assistants felt that the targets on the rainbow were much more specific and focused – you can pick it up and use it straight away.

There had been no progress within our whole school academic tracker with both boys however this tool enabled us to show that we were making progress with their emotional difficulties.

Everyone liked the fact we had a specific programme to meet the targets – most of the self-regulation and self-awareness targets could be achieved through the Zones programme.

Success/do differently:

Record keeping system

Initial record keeping – how we logged the successes – verbal to AJ, I'd forget, child would forget day to day. Strict monitoring put in place Child B – every half hour Child A by lesson. Resources were essential to maintain consistency and enable the child to reflect on their own successes.

Setting more than one target.

We would use the other two categories available on the rainbow (we got fixated on self-regulation).

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.

Use the Rainbow to devise IEP targets for all children who need support and scaffolding of targets involving self-regulation and motivation and attention skills as they will although us to really target the difficulties the child is experiencing.

This year the Wellbeing team are going to use the relationship targets to set a specific focus for their social skills group work term by term.

Date: 27th June 2019