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| **PUPIL PROFILE EXEMPLAR** | | | | | | | | | | | | |
| **Name:**  X X | | **YG:**  4 | | | **Teacher:**  Mrs X  **TA:**  Mrs X | | **CAF/TAC:**  No | **PPG:**  Yes  Adoption completed Nov ‘14 | | | **Date:**  December 2014 | |
| **SEN Support:**  Yes | | **EHCP:**  No | | | **Primary Need:**  SEMH  **Secondary Need:** | | | **External Agencies:**   * Previously LAC- SS involvement * Clinical Psychologist from Attach working with the family * Assessment completed by CAMHS | | | | |
| **READING**  **Level:** 3C | | | **WRITING**  **Level:** 2B+ | | | **MATHS**  **Level:** 2A | | | **Reading Age:**  **Spelling Age:** | | | |
| **My views and aspirations:** I like that I join my handwriting now and think it will help me be better at Literacy. I would really really like to be an ambulance driver when I’m older. | | | | | | **Parent views and aspirations:** We hope that in the coming terms X will continue to build positive relationships with the adults in her classroom so that these relationships can support her academic and social progress. | | | | | | |
| **Strengths**  X is a very affectionate girl, who loves animals and shows great care towards others especially children who are younger than her. X enjoys being part of a supportive family and is very sociable, enjoying having guests to visit and hosting them.  She made a very positive contribution to the group with whom she went to the Art Room. This is an intervention which she engaged with particularly well and gained confidence from.  X is a very energetic and physical girl who enjoys tap and modern dance classes. In recent weeks she has shown increased confidence as she is willing to share some of her routines.  She has a very close bond with Dad, and is building an ever closer relationship with Mum.  X enjoys imaginative play and role play, preferring to take the lead and direct her peers. She has a good sense of humour and can show empathy towards others. She reads very well | | | | | | | | | | | | |
| **Analysis of need**  Xs’ behaviours and reactions to situations can appear unpredictable. She displays typical attachment disorder traits such as finding being given direction hard to deal with and being very hyper-vigilant. Her hyper vigilance can be a barrier in the classroom, as she cannot always ‘switch off’ and access her work without distractions. X needs to feel safe, valued and liked in order to relax sufficiently to engage successfully in tasks in the classroom.  X is more able than she gives herself credit for. She likes praise and enjoys the incentive of merit points. She loves adult attention and will seek both negative and positive attention to meet this need.  She often feels an overwhelming responsibility to protect Y and this is a situation in which her hyper vigilance is evident again.  Parents find that any negative issues that occur in school e.g. being sent to the Green Zone are ‘played out’ at home, causing a great deal of anxiety and upset. Clear communication is needed between home and school to minimise this disruption.  X’s reluctance to complete tasks to the best of her abilities is due to her lack of self-esteem and emotional resilience. Parents feel she is not willing to emotionally risk doing her best piece of work for fear of rejection of the work and herself. | | | | | | | | | | | | |
| **OUTCOMES** | **What?** | | | **How?** | | | | | | **Who?** | | **Progress** |
| **This term?** | Re-engage with her learning, demonstrating more positive learning behaviours at both home and School | | | * Continued support in guided group work. * The clear use of praise and ‘tickled pink’ being specific in her work. * Using merit points and other praise (e.g. verbal, certificates, badges) to engage her with her work in school * Using a transitional object (e.g. a special pencil alongside a timed work expectation). Wave 1 strategy. * Behaviour Support TA timetabled for support throughout the week with X | | | | | | Mrs X  Mrs X  Miss X | |  |
| **This year?** | Developing meaningful friendships with her peers. | | | * Lunchtime clubs, targeting support for X and TK. * Having a Forest School ‘buddy’ | | | | | | Mrs Y/Ms X  Mrs X | |  |
| **Further** | To have a greater feeling of self-worth and to value herself. | | | * Identifying possible positions of responsibility/authority on school, e.g. school council, buddy, mentor. * The opportunity for paired reading with a younger student or being a mentor for younger students and supporting them to do comprehension activities etc. | | | | | | All Staff | |  |
| **Strategies and interventions to support pupils:**  **School:**   * For supporting adults to use praise, merits and humour to engage with X or to help diffuse a situation * Developing teacher/pupil relationship built on trust and mutual respect with recognition that X’s emotional age does not match her chronological age. * To use a transitional object (e.g. special pencil) to support X with independent writing (TC and GE to lead. SR to give more guidance where necessary) * Modelling positive behaviours in and outside of the classroom. Using varying degrees of role play to demonstrate that others can come up against similar problems/barriers and how to deal with these. * Using the script of ‘I’m guessing you’re feeling…..’ ‘I would feel like this if…..’ This will support X in dealing with emotions which she is unable to regulate herself and offer support rather than directing solutions which X finds more difficult to receive. * Behaviour Support TA to regularly touch base with X in class * Any Green Zone consequences to be communicated swiftly and effectively * X can attend a lunchtime nurture club with a specified friend.   **Home:**   * Home school communication for both positive and negative reasons * Weekly drop in for Mum to hear about X’s achievements * Homework to be done ‘creatively’ if it becomes a trigger for angry behaviour. Parents will try to meet the homework objective through other means and communicate this to her class teacher. * Parents to meet with class teacher in the second week of Term 3 to see if improvements have been made with X’s learning. | | | | | | | | | | | | |