



CHURCHWOOD COMMUNITY PRIMARY SCHOOL



The Impact of Study Support *(Section 3 Theme 12 Measuring the Difference)*

NOVEMBER 2011

Context

Churchwood School is a one form entry Primary school with 220 children on roll including 2 & 3 year old nursery pupils. The school is situated in a highly deprived area of Hollington and surrounded by the beautiful Churchwood woods. The school has 34.4% of pupils with SEN including statements compared to the national figure of 20% including statements. Churchwood sits well above the national average for the percentage of pupils with FSM, 54.3% compared with 18.5% nationally.

The Study Support at Churchwood started 5 years ago and has made significant progression throughout this time scale resulting in a wide variety of provision. We now have a breakfast club, multiple clubs running each day and a child care provision daily from 3.10 – 5.30 pm. Holiday fun days are also run.

Study Support began at the request of the Headteacher whose prime motivation was to develop the language of the children through a wide variety of first hand experiences. The majority of children enter Churchwood with limited language and life experiences. The Headteacher was determined that school would provide the opportunities that other children might be given outside school. Thereby giving our children the same life chances as other children.

The school now has KS2 SATs results which are above the national average and has narrowed the gap between free school and non free school meal children.

Churchwood has 7 Looked after children and this case study will show the journey and impact of Study Support of a Looked after brother and sister who have statements of educational needs. They came to Churchwood from Hackney in May 2010.

Local Authority	School /Centre
East Sussex County Council	Churchwood CP School

Background

Child A is a girl currently in year 1; she has been diagnosed with global delay and speech delay and is operating at the level of an eighteen month old child. She is currently being assessed for a diagnosis for Autism and is awaiting an appointment at the Child Development Clinic. Child B, her brother, is currently in year 3 and has been diagnosed with Charcot-Marie-Tooth disease, an inherited neurological disorder which has led to the weakening of muscles in his feet and lower legs. He often needs to use a wheelchair and is required to wear Pedro boots to support his mobility.

Child A and B are both statemented in band C and have an Individual Needs Assistant to support them throughout the school day. Child A and B suffered from severe neglect in their early years and are currently placed in foster care with a local family having moved from London in April 2011 and starting at Churchwood on 10th May.

Before coming to Churchwood, Child B would always speak for Child A, answering questions for her and explaining to adults what she needed. Prior to being in care no attempt had been made to toilet train Child A. Her foster carers encouraged her to wear ordinary knickers instead of pull-ups and although she continues to have accidents she is slowly beginning to understand using a toilet. Child A can be extremely uncooperative in school. Despite having 1:1 support she will not comply with adult requests e.g. sitting with a group of children for carpet time, taking part in adult led activities.

Child B is very independent and often gets very angry and frustrated if things don't go his way. He shouts, screams and swears at anyone trying to assist him. He has shown this behaviour during the school day especially during unstructured times e.g. lunch-time play.

What was planned and what happened?

Child A and B's foster carers asked to put the children in the Hub 3 times a week. It was agreed for the children to go to Hub Mondays, Tuesdays and Fridays every week. Child A to attend until 4.30pm (half session) and Child B until 5.30pm (full session).

At first when Child A and B attended Hub it was very confusing for them as they had an INA with them throughout the school day then came to Hub alone, it was challenging for them and for the staff. As Child A was not toilet trained it was very difficult for staff to prepare snack and supervise the children that were inside and outside if Child A needed to go to the toilet or need changing. Child A was also very upset as she was not used to the new surroundings. She also kept repeatedly putting things into her mouth. She generally was very disorientated by the whole afternoon.

Child B seemed to be enjoying the Hub however, a walk in the woods was planned and he needed his wheelchair and got very angry and frustrated by the suggestion of the activity and refused to participate.

After the first day at Hub these concerns was raised with the Study Support Coordinator and Manager. The Extended School Manager agreed to take the matter to the SMT meeting to see if a solution could be achieved for Child A and B to keep attending Hub and it be more manageable.

Fortunately, the SMT agreed that Child A could have an INA at Hub as well as during the day.

After agreeing that Child A could have an INA at Hub things started to improve. It was arranged for the usual INA to work with Child A she was already familiar with child A and strategies to use with her.

Over the next couple of weeks improvements started to show. Child A was no longer wetting herself and would independently take herself off to the toilet although other accidents were still happening. Child A slowly began to answer things for herself such as an answer to which drink she would like. Child A's INA also supported Child B in the Hub whereby she would remind him not to answer for

Child A and if walks or activities were planned to go outside she would help him with his wheelchair to avoid the anger and frustration Child B would get when such activities were suggested.

The Study Support co-ordinator developed a rigid routine to stick to with Child A in Hub, she would have set activities to at certain times and she knew what to do and when. Child B has settled into Hub very well and has made new friends.

After the 6 weeks holiday the foster carers of Child A and B decided to put Child A and B into Hub 3 times a week both full sessions and into one after school club each. They reported that throughout the holidays Child A was still having toilet accidents at home but wanted to give this a try. At first Child A found this very challenging and became very disruptive towards the end of the session. Taking all this into consideration a new routine was set up for Child A including quiet time 20 minutes before the foster carers came to collect her to settle her before she went home. This system worked well.

Impact

Both children have made progress with their NC levels are now

Child A – P 1-3 Writing, P1-3 Reading & P 1-3 Maths

Child B – 2B Writing, 2A Reading & 2A Maths

The social skills of both the children have shown a tremendous improvement due to having the opportunity to play with and talk to other children in a more informal, relaxed setting than school.

Their behaviour has improved and this has been supported by the continuity of the good behaviour policy throughout the school day and at Hub.

Child B is beginning to let Child A answer questions for herself. Child A is speaking more in class and at Hub. Child B has settled into his new class and his learning to manage his anger.

The Hub has played an important role in the overall development of the children's emotional literacy through its caring supportive ethos. They are now, happy, smiling children for the majority of the time.

See Appendix A Class teacher report for Child A and Appendix B Class Teacher report for Child B.

Next Steps

Child A is still in the process of being fully toilet trained and there is strong parent communications discussing new ways of tackling this and to see if it is a pattern etc. We plan to continue to have the same routine for Child A in Hub as to help her have continuity. This will be monitored and evaluated regularly, Child A will continue to have an INA at study support sessions.

Regular discussions will be held with Child A and Child B's class teachers to see impact on attainment. Discussions with foster parents will happen daily on collection to highlight any concerns or achievements made that day.

We will continue to reinforce school and Hub routines and strategies with both Child A and Child B within Study Support to emphasise continuity and routine.

Conclusion

Child A and B have posed many challenges both physical and behavioural. Indeed both children face many challenges themselves. The Hub team have risen to and overcome each of those challenges

- Child B's physical disability requiring wheelchair access
- Child A's lack of any spoken language
- Child A's lack of toilet training
- Both children's delicate emotional state having been placed with foster parents and in a new school

Time and effort has been made to remove all barriers and it is wonderful to watch 2 smiling children playing happily alongside their peers. See Appendix C Photographs.

Churchwood School is a place 'where children discover the champion within themselves'.

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