

Early Prognosis

Date:

Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

- B will refuse to start work or tasks in the classroom when asked by an adult. He shouts out that it is 'boring'. He leaves the classroom without permission and will go into the cloakroom, KS2 library, or outside onto the playground. He climbs bookshelves, over the tops of cupboards and around doorframes. These behaviours occur on an almost daily basis.
- Twice in the past 10 days he has climbed the boundary fence at the far end of the playground and shouted at staff that he is going to "escape" (the boundary fence is next to the railway embankment).

Pupil voice

- B states that school and the work he is asked to do are boring.
- When asked what he enjoys he has said being at home, being with mum, 'watching stuff on the iPad' although he has not specified what in particular he likes to watch, and 'climbing on things'.
- B says that at home 'when I'm naughty I'm sent to my room.'
- B says that he likes his teacher and likes it when she 'tells me I'm good'.

Do we still need more information? ↓

Function

Sensory

-

Escape / Avoidance

- Seeks to avoid tasks that he perceives as difficult or that he thinks he won't be able to complete successfully.

Attention

- Likes and wants attention from adults, but doesn't believe he will get their engagement and focus with the work he is asked to do. Whilst adult support with work is a form of attention, this reinforces his belief that he is 'stupid' so he needs help.

Tangible

-

Do we still need more information? ↓

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

- No known diagnosis and currently no diagnoses being explored.
- B often complains of headaches to both mum and staff when coming into school in the morning. These usually seem to fade once he is engaged in a job, activity or conversation.

Do we still need more information? ↓

Context

Home

- Lives at home with his mum and his younger sister.
- Has been a witness of domestic violence from a young age.
- He has no contact with his dad and a court order is in place to prevent contact.

School

- B has been at this school for about a term and a half (joined at beginning of March).
- This is his third school since the start of Reception. He was permanently excluded from the two previous schools.
- His younger sister has just started in Reception at the same school.
- Finds reading and writing difficult. If a task involves reading or writing he says that it is 'boring'.
- Has the basis of mental maths skills - knows number bonds and can add and subtract numbers below 100 in his head but struggles with larger numbers or any written maths.
- Enjoys sport and loves playing football with his classmates; however he tries to dominate these games which means his classmates do not always want to play with him.

Community

- The family does not really have a support network in the area as Mum's parents and other close relatives live elsewhere in the country.

Do we still need more information? ↓

Cultural relevance

- B's mum has told staff that she is 'strict at home'.
- B's mum values education for both her children. She has requested that when B doesn't complete work in school that the tasks from lessons are sent home and she will do them with him. Work sent home with B does get returned to school. B's mum usually scribes written work completed at home. B's mum has also told staff that sometimes she will give B ideas of what to write and then she will write it down for him.

Early Prognosis

- B is increasingly aware of the difference in academic ability between him and his classmates.
- He tries to 'save face' in front of classmates by finding ways of not attempting the work or saying that it's too easy or boring and therefore he's not going to do it.
- He often believes he won't be able to do a task, so it's less risky for him to not attempt it in the first place.
- This sometimes means he will automatically refuse before knowing or understanding a task.
- B wants to engage with adults in school but believes that running away and climbing will be more effective in gaining that engagement rather than through academic work or valued behaviours.
- This has also been a successful strategy in gaining attention from mum at home

Assess – professional opinion based on all the information (Hypothesis)

- Engage B in an activity or conversation as soon as he arrives at school every day to distract him from his headaches.
- Tasks to be linked as far as possible to topics and activities that B already enjoys to increase the likelihood that he will want to engage in it.
- Ensure that tasks are planned that are entirely achievable so that B experiences success before attempting anything that he would find more challenging. Independent work always starts with something completely achievable/enjoyable.
- Disempowerment - planned and scripted responses for staff for running and climbing behaviours and agree responses to small valued behaviours to 'catch him getting it right'.
- Planned 'attention time' - timetabled with key adults to play a game, share a story, share a success, so that there is guaranteed attention as part of his provision.

Plan – what changes do we need to make to create success? (Adaptations)

Plan has been in place for 4 weeks

Continue:

- Coming in early - B has come into the classroom on average 2/3 times out of 5 days before the bell. This has supported B to talk to and inform his class teacher or other classroom adults of any successes or difficult he may have had the night before or in the morning. On days when B has successfully come into class before the bell, he has engaged in further independently learning throughout the morning.
- Drawing whilst the other children are coming in - B enjoys this and he appears less agitated by the noise and disruption of others coming in when he is focussing on something he enjoys.
- New or additional challenge to continue to be planned to follow successes.
- Scripts for disempowering running and climbing behaviours. Using the disempowering scripts has meant that B is not getting the attention that he requires at that time. He has over time returned to the adult quicker than he usually would. Some days these works, and other days B will sit/climb for longer period of time.
- Planned responses to valued behaviours. Consider other opportunities to 'catch him getting it right'.

Reduce:

- B is now able to complete activities independently where we have planned guaranteed success. He has voiced 'these tasks are easy', 'I have done this before'. This shows that B has been able to independently complete these learning tasks and now would be a good time to review these in line with his academic abilities/ change of interests. Suggest next step is to introduce small challenge into independent activities on topics where he shows more confidence i.e. number work and calculating in maths, cloze procedures, activities that involve drawing.
- Check-ins with SLT - B has enjoyed having time with SLT to show his learning. On days where he doesn't do any learning this strategy should continue to remain in place so that SLT can discuss another 'pro social' activity that B completed that day i.e. sharpening the pencils. Consider reducing to 4 days per week and remove Friday check-in. Class adult to instead explore with B a success or something he's proud of which he can share with Mum.

Change or Remove:

- Assigned classroom jobs in the morning. B still enjoys these tasks but the perceived demand of a 'job' in the morning seemed to be overwhelming on top of the struggle of coming in to school. Assigned classroom jobs may still be successful at other transition points throughout the day or as breaks / distractions.

Review – what has the impact been?

Do – what does it look like in practice? (Actions)

- On arrival every morning - B comes into the classroom 5 minutes before the bell so he can informally check in and chat with his class teacher or other adult in the classroom without the other children around.
- Then he can choose to do one of his specially assigned classroom jobs - sharpening the colouring pencils, cleaning the mini-whiteboards, sorting the lunchtime wristbands. If there are resources that need putting out for the first lesson, B could also help with this.
- B may also choose to draw while the other children are coming in.
- Every independent activity must be something that B can either complete successfully with no support, even if it is repeating something he has achieved before, or something he enjoys doing, even if it is not directly or obviously linked to the academic learning objective. The objective at this stage is that B is engaged in any independent task in the classroom.
- Additional challenge and building on prior learning needs adult support and must only take place following a success.
- Scripts used for disempowering running and climbing behaviours: "Come back when you're ready", "Climb down when you're ready" and "I'll be here when you're ready".
- Responses to valued behaviours (including returning and climbing down, as well as valued behaviours stated in behaviour policy) are centred on the adult re-engaging with B and giving him their attention e.g. "Let's go and check what we're doing next", "I'll come with you and we'll...", "Would you like me to help you with...", "I really liked how you..."
- Daily check-in and chat with a member of SLT for 10 minutes at 3:00pm. B may choose to share some work he has done or is proud of but this isn't a pre-requisite.