

Pupil A Case Study- LAC

1. Barrier

Pupil A joined Haslam Park in October 2024 following a two-year period without formal education, alongside significant disruption in their personal life. On entry to school, significant gaps in learning were evident, with Pupil A working well below age-related expectations across all subjects. These gaps presented a significant barrier to accessing the curriculum, with Pupil A experiencing difficulties with concentration, engaging with learning and maintaining pace with their peers. The prolonged period away from formal education and age-appropriate peers also contributed to gaps in Pupil A's social and emotional development. As a result, they experienced difficulties developing and maintaining positive friendships and establishing a sense of belonging within the school community.

2. Identification

Pupil A's barriers were identified through initial assessment, classroom observation and ongoing monitoring following their admission to Haslam Park. Baseline assessments highlighted significant gaps in reading, writing and mathematics (see Section 6: Academic Impact), confirming that Pupil A was working considerably below age-related expectations. Classroom observations also identified difficulties sustaining concentration, completing age-appropriate tasks, working independently and maintaining pace with peers. Pupil A could become reluctant to engage when tasks were perceived as challenging and required significant adult reassurance and support.

Socially, observations identified difficulties initiating and maintaining friendships and participating confidently in peer interactions.

As a child looked after, Pupil A's educational needs were also considered through the Personal Education Plan (PEP) process. The Designated Teacher worked with relevant staff and professionals to ensure that Pupil A's educational starting point, barriers, wellbeing and wider circumstances informed the planning and review of support. The PEP provided a framework for identifying priorities, agreeing actions and monitoring progress over time

3. Adaptation and Intervention

A range of adaptations were put in place to support Pupil A in accessing the curriculum and developing confidence within the school environment. Classroom provision was adapted according to need, including the use of scaffolding, chunking of tasks and flexible routines. This enabled learning to be presented in manageable steps and allowed staff to respond to Pupil A's individual level of understanding and engagement.

Pupil A also benefited from smaller-group teaching in English, mathematics and reading, with a staffing ratio of approximately 1 teacher to 10 pupils. This provided increased opportunities for teacher modelling, questioning, feedback and targeted support, while allowing Pupil A to work at an appropriate pace.

Alongside academic adaptations, pastoral support was provided through weekly ASPIRE behaviour and wellbeing sessions. This gave Pupil A a consistent opportunity to develop their emotional wellbeing, confidence and ability to engage positively within the school environment.

To support Pupil A's social development and sense of belonging, they were invited to all appropriate extracurricular clubs. Pupil A has engaged positively with this provision, attending several sports clubs, including multi sports and football. These opportunities provided structured opportunities to develop relationships with peers, experience success outside the classroom and build confidence through shared interests.

4. Multi-Agency Work

Pupil A has benefited from a coordinated approach involving the school's SEND team, Learning Mentors, the ASPIRE social and emotional intervention, and Social Care. This joined-up approach has supported Pupil A's academic progress alongside their social, emotional and wellbeing needs.

The SEND team has worked closely with leadership and teaching staff to identify Pupil A's individual barriers to learning and to ensure that appropriate adaptations and targeted support are in place. This has included monitoring progress, reviewing provision and advising staff on strategies to support Pupil A's access to learning.

Learning Mentors have provided additional pastoral support, helping Pupil A to develop positive relationships, build confidence and engage more successfully with school. The ASPIRE social and emotional intervention has provided targeted support to develop Pupil A's emotional wellbeing, self-regulation and ability to manage the challenges associated with returning to education.

Social Care involvement has provided an important wider context to Pupil A's circumstances and has enabled school to work collaboratively with external professionals to ensure that their wider needs are considered alongside their education. Communication between school and professionals has supported a consistent and coordinated approach to safeguarding, wellbeing and educational provision.

This collaborative approach has ensured that Pupil A was supported holistically, with academic, social, emotional and wider contextual needs considered when reviewing provision and planning next steps.

5. Academic Impact

Year and Term	Writing	Reading	Maths
5 Autumn	BELOW	BELOW	BELOW
5 Spring	BELOW	WTS	BELOW
5 Summer	WTS	WTS	WTS
6 Autumn	EXP	WTS	WTS

6 Spring	EXP	EXP	EXP
6 Summer (KS2 SATS)	EXP	GDS	EXP

6. Attendance and Wellbeing Impact

Pupil A maintained an excellent level of attendance throughout their time at Haslam Park Primary School, averaging 97% attendance in Year 5 and 100% attendance in Year 6. This demonstrates a strong and sustained commitment to school and represents significant progress following their previous period away from formal education.

During their time at Haslam Park, Pupil A developed meaningful and positive friendships. They established a consistent friendship group with whom they regularly spent social times, demonstrating an increased sense of belonging and confidence within the school community.

A particularly positive milestone was Pupil A's participation in the Year 6 residential trip. This provided valuable opportunities to develop relationships outside of the usual classroom environment, and Pupil A formed strong friendships during the residential which continued throughout Year 6. Their ability to establish and sustain these relationships represents positive progress in their social and emotional development.

7. Review and Overall Impact

Pupil A's progress was closely monitored through assessment, classroom observation and regular communication between teaching, pastoral, SEND and wider professional teams. Leaders, including the Designated Teacher, provided oversight of Pupil A's provision and ensured that identified needs and priorities were reflected in planning, intervention and the PEP. This enabled leaders to review the effectiveness of support, respond to emerging needs and ensure that provision remained appropriate as Pupil A's academic, social and emotional development progressed.

The impact of this leadership and coordinated approach can be seen across several areas:

- **Academic:** Pupil A progressed from working below age-related expectations across the curriculum to achieving EXP in writing and mathematics and GDS in reading at the end of Year 6.
- **Attendance:** Pupil A achieved 100% attendance in Year 6, demonstrating sustained engagement with education.
- **Engagement:** Pupil A developed greater confidence in accessing learning, working with increased independence and participating in wider school life.
- **Social development:** Pupil A progressed from experiencing difficulties forming and maintaining friendships to establishing and sustaining a positive friendship group.
- **Belonging:** Participation in clubs, sports and the Year 6 residential demonstrated increased engagement with the wider school community and a stronger sense of belonging.
- **Transition:** Pupil A left Haslam Park with increased confidence, positive relationships and the skills and readiness to successfully transition to secondary education.

The case demonstrates the impact of strong leadership oversight, high expectations and a coordinated approach to inclusion. Leaders ensured that Pupil A's academic, social, emotional and wider needs were understood, that

appropriate provision was put in place, and that its impact was monitored and reviewed over time. This was supported by responsive teaching, targeted intervention, pastoral provision and effective collaboration between school staff and external professionals.

9. Next Steps

Pupil A has since left Haslam Park Primary School and successfully transitioned to secondary school. They left Haslam Park with increased confidence, a strong sense of belonging and positive relationships with their peers and staff. Pupil A demonstrated that they were ready to take the next step in their education, evidenced by their excellent attendance, sustained engagement in learning, participation in wider school opportunities and ability to form and maintain meaningful friendships.

The focus moving forward is to ensure that the positive progress made at Haslam Park is maintained throughout the transition to secondary education. Continued awareness of Pupil A's individual learning needs, alongside appropriate academic, pastoral and social-emotional support, will help them to build on the progress they have made and continue to develop as a confident and independent learner.