

Pupil Case Study- Child E SEMH and Wellbeing Support

1. Background

Child E joined the school in Reception as a happy, bright and able pupil. They settled well into school and made steady progress throughout Key Stage 1.

2. Barriers to Learning

During Lower Key Stage 2, Child E experienced significant challenges within their wider family circumstances. These had an increasing impact on their emotional wellbeing, attendance, engagement and progress.

3. Attendance

Child E's attendance became a significant concern and fell to around 70%. This reduced their opportunities to access learning consistently and maintain progress.

4. Safeguarding and Family Support

The school worked closely with Child E, their family and relevant external agencies to ensure that appropriate support was in place. The school recognised the impact that the wider circumstances could have on Child E's wellbeing and education and maintained a consistent and supportive approach.

A significant element of the school's wraparound support was provided by school leaders. Each day, leaders collected Child E and their sibling from home and brought them into school. On arrival, the school ensured that Child E had access to food and was settled and ready to begin the school day. This practical support helped to remove barriers to attendance and ensured that Child E's basic needs were met so that they could focus on learning.

5. Individualised Support and Engagement

By Year 6, school staff recognised the importance of providing a highly individualised approach to learning. Child E's interests were used to engage and motivate them, helping to rebuild their confidence and positive relationship with learning.

The school also provided opportunities for Child E to develop their skills beyond the classroom. Once a week, Child E attended another local primary school to undertake a form of work experience within an Early Years environment. This provided a meaningful opportunity to develop confidence, responsibility and interpersonal skills while working with younger children.

6. Transition Support

An extensive transition programme was put in place to support Child E's move to secondary school. This went beyond the usual transition arrangements and provided regular opportunities for Child E to visit the secondary setting and develop positive relationships with secondary school staff.

Following Child E's move to secondary school, primary and secondary staff have maintained an ongoing dialogue to ensure continuity of support and to share information that will help Child E to continue to thrive. It is clear from this ongoing communication that Child E has made a very settled and positive start to secondary school.

7. Engagement and SATs

At the beginning of Year 6, it appeared uncertain whether Child E would be in a position to participate in the Key Stage 2 SATs, given the challenges they had experienced and the impact these had had on their engagement with learning.

Through the consistent support provided by school, Child E reached a much calmer and more settled point during Year 6. They engaged thoroughly with the SATs and were able to demonstrate their capabilities.

Child E achieved the expected standard in reading and was working towards the expected standard in maths and writing. Their participation and achievement represented a significant step forward given their starting point and the barriers they had experienced.

8. Impact of School Support

Child E's attendance improved significantly during Years 5 and 6 from as low as 70% in year 4 to % in year 6. The combination of strong relationships, personalised learning, practical support, enrichment opportunities and careful transition planning enabled Child E to re-engage with school meaningfully and make the most of their final year.

9. Parent Comment

"Thank you so much for your support -I don't know what I would've done without you!"

10. Overall Impact

Child E's journey demonstrates the importance of a flexible, individualised and nurturing approach when supporting a pupil experiencing significant barriers to education. Through sustained support, Child E was able to rebuild their engagement, develop positive relationships with adults and successfully access opportunities both within and beyond the classroom.

By the end of Year 6, Child E had made important progress not only academically, but also in their confidence, engagement, independence and readiness for secondary school. Their successful participation in SATs, achievement of the expected standard in reading and involvement in work experience demonstrate the progress they were able to make when the right support and opportunities were put in place.

The continued communication between the primary and secondary schools has supported a smooth and successful transition. Child E has made a very settled start to secondary school, demonstrating the value of careful transition planning, strong relationships and continuity of support beyond primary education.