



Report to Local Advisory Board (LAB)

Monday June 29th 2015

Report to the LAB on Behaviour and Safety

	Meeting	
	Date	29/06/15
	Item Number	TBAP(15)
Title:	Head of School Report to the LAB – Behaviour and Safety	
Responsible TBAP Leadership team member:	Andre Bailey	
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1. Introduction

Headlines for this academic year

As we approach the end of the academic year I am pleased to present the following report on Behaviour and Safety at The Bridge AP Academy. Over the course of the year we continue to offer a range of support to our young learners that is designed to help them make better choices than those that led to their referral. Notably this year we have delivered 'waved intervention' where learners are targeted with pastoral support based on their level of need and risk taking behaviour. Those with greater need receive extra support for fixed periods from Learner Support Professionals (LSPs) who have been trained to deliver anger management support, mentoring and careers/ transitions advice alongside the more academic interventions. We are grateful to Adrian Harmer who has established routine delivery of Team Teach (safe touch / restraint) training for all staff members and to Everol Halliburton who continues to identify and delivery a range of pastoral support interventions to help learners deal with some of the issues that young people face every day. These include:

1. Continuation of the work with Leap Confronting conflict developing resources and interventions around girls and gangs
2. Substance Misuse training for LSPs
3. The engagement of Epic: Youth Projects International to deliver sessions on Sex and Relationship Education
4. The engagement of Red Thread: Youth response team of St Mary's Hospital to deliver a bespoke session on the effects of Knife Crime
5. A visit by the Air Ambulance trauma team

In addition to these activities we have extended enrichment activities to include Tai Chi and British Army representatives have delivered the Challenger Troop programme to learners in years 9 and 10. Our relationship with the Jack Petchey Foundation continues to flourish and following a successful review we have continued to deliver bespoke activities to learners who are nominated by the monthly votes.

Last January a Challenge Partners review team confirmed the 'waved intervention' process as an area of excellent practice and commended the level of evidence collected by the school in relation to the social and emotional wellbeing of our learners and the impact of behaviour and attendance interventions.

Finally, we are delighted to have re-established a strong therapeutic offer following a number of maternity related absences. We are now delivering a range of therapies on a daily basis, which is providing critical support to learners who are dealing with the emotional trauma associated with parental bereavement and other life changing experiences.

2. Admissions

Learners are referred to the school in a number of ways including managed moves, permanent exclusion and SEN placement. Our numbers have remained relatively constant over the last three to four years as demonstrated by the data below (2.2). We have noticed that a greater number of learners in years 7 have been referred in the last two terms than we might have expected but the overall picture is largely unmoved.

2.1 Admissions (pupil numbers)

Year	Total roll	
7	9	
8	7	
9	7	KS 3 Total
10	16	23
11	4	KS4 Total
		15
		BAPA on roll Total
		91

2.2 Numbers over the last 5 years

Academic Year	BAPA	LBHF (CSS)On Roll Total
2014/2015	88	136
2013/2014	90	134
2012/2013	85	132
2011/2012	97	
2010/2011	104	

3. Attendance

Attendance year to date - Sept. 2014 - 22/05/15

%	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	75.16	82.59	85.15	89.99	79.6	87.1
Authorised Absence	11.18	9.25	6.04	3.90	6.98	4.93
Unauthorised Absences	13.66	8.16	8.82	6.09	13.39	7.91

3.1 Attendance data over the last 5 years - see 5 yr summary in appendices for trends over time

Term	BAPA %
2014/2015 May	87
2013/2014	85
2012/2013	87
2011/2012	79
2010/2011	70

3.2 Attendance interventions

The school routinely intervenes to support learners and parents with sporadic attendance in advance of any local authority involvement. Daily truancy calls, home visits, letters, attendance meetings and mentoring all number in our armoury and enable us target persistent non-attendance before any significantly negative impact on learning can take hold. Where internal strategies prove ineffective we refer to the localities team who provide further intervention in advance of any legal proceedings. To date 10 Referrals have been made to the localities team to support learners with attendance issues and the parents of one learner (BR) were subject to court intervention. The local

authority lost the case and we continue to try and engage the family through school-based interventions.

Learner referred to Localities Service

Learner Referred	Year group	Term referred
KMc	7	T2
DB	9	T3
AM	10	T4
JW	10	T1
TW	10	T4
JJ	11	T2
JO'C	11	T1
ZH	11	T1
MO'L	11	T1
DW	11	T4

Earlier this term we employed an internal Post 16 Learning Support Professional to provide Careers Information Advice and Guidance to our learners. Maisie Coombes will work across the TBAP family of schools to reduce the possibility of learners becoming NEET (Not in Education, Employment or Training) post 16.

3.3 1 case study from the year JB Yr 9 See full report in Appendix

3.4 Attendance of different groups – SEN , PP etc

Term	Cohort %			
	LAC	PP	SEN	FSM
2014/2015 May (H&F CSS roll 94.12)	86.6	86.11	87.61	62.18
2013/2014	67.55	85.57	85.83	74.42
2012/2013	67.33	84.65	84.85	83.45
2011/2012	91.2	76.66	82.73	83.78
2010/2011	68.9		78.56	75.63

4. Exclusions

4.1 Exclusion data over the last 5 years

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2009-10	75	101.5	1.4
2010-11	23	39.5	1.7
2011-12	77	94	1.2
2012-13	17	22.5	1.3
2013-14	12	20.5	1.7

4.2 Exclusions this year

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2014-015	29	41.5	1.4

5. Reintegration

5.1 Reintegration data over the last 5 years

Term	Number of Learners					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2014/2015			1	2		3
2013/2014		1	2	4		7
2012/2013			4	3	1	8
2011/2012		2	2	4		8
2010/2011		1	2	1		4
2009/2010						

5.2 Reintegration this year

The following learners have been highlighted for reintegration in readiness for September 2015, or before. They are currently engaging in cognitive behaviour therapy with our linked education psychologist as part of our routine reintegration process: GB Yr 8; RF Yr 9; IF Yr 9; JB Yr 9

The following learners have self-referred and will be considered in the future if their behaviour data supports an intervention: KMcd Yr 7; BA - Yr 8; DF - Yr 8;

AA - Yr 9 is due to return to FCBS at the end of the month if his data suggests that he is ready for the transition.

6. Behaviour and Achievement

Behaviours are recorded by all staff and analysed by the senior leadership team on a daily basis. This system of reviewing behaviour and attendance allows us to respond quickly to incidents and provides data which Year team Leaders and Subject Leaders can use to identify patterns that might otherwise lead to underperformance in their areas of responsibility.

We use the School Information Management System (SIMS) to record positive behaviour and allocate points to the VIVO Miles database. This system is well embedded and enables us to reward learners and reinforce desired behaviours over time. There is a fascinating choice of rewards and one learner surprised us with his selection of a charitable donation ahead of a personal treat! Our team of learning guides (tutor group leads) report recorded behaviour to parents on a regular basis.

As members of the Jack Petchey Award Foundation we vote as a school community to identify and reward learners who have made a genuinely positive contribution to school life. To date, staff and young learners have selected six winners who have used the funds to provide enrichment opportunities for friends and staff.

Our data tells us that learner behaviour improves the longer they are with us. That said we expect to see a range of negative behaviour from learners as they establish themselves here and learn to conduct themselves more effectively and more appropriately. Where relationships are damaged a trained member of the learning support team delivers restorative justice protocols to repair relationships and enable those involved to 'move on'. At present we have 3 members of the support team trained to deliver mediation and the numbers are scheduled to rise as they cascade the necessary skills to their teams.

Anger management training has also been delivered to all Learning Support Professionals (LSP) and we now expect to see a rise in the number of interventions this term in light of the timetabled opportunities we have put in place for key learners.

6.1 Interventions

- The cycle of Team Teach/Safe Touch refresher training has continued with staff attending training programmes delivered over two days.
- Anger management training has been delivered to Learning Support Professionals
- Whole school Mentoring training is timetabled for delivery this term as part of the LSP development programme.
- The Localities Service (Now Early Help) are delivering workshops covering antisocial behaviour, crime and gang culture.
- MOPAC Projects: Inter-school football programmes linked to presentations by motivational speakers.
- Red Thread: delivering anti knife crime messages.
- Back To Business (B2B2) Epic CIC - formerly known as RBKC Youth Support and Development Services have delivered accredited programmes in yr 10 and 11 on Preparing a Careers Action Plan They have also delivered Personal and Social Development; Your Story and First Aid accreditation with a team from St John's Ambulance.

6.2 Pastoral Interventions

For a full list of pastoral interventions see Appendix 2

7. Therapeutic Services

7.1 Interventions

In the academic year 2014/2015, staffing was depleted seriously, with the Lead Therapist on long-term sick leave (who has since resigned) and the Acting Lead Therapist, Rebecca Bonham-Carter (RB-C), on maternity leave from September 2014 until May 2015. The Healthy Touch Therapist resigned her post in December 2014 to work abroad.

Despite being on Maternity Leave, RB-C utilized some of her 'Return-to-Work days in order to assist in the recruitment of temporary therapists.

Three new therapists were appointed in November, 2014: a School Counsellor on two days per week and two Music Therapists, each on one day per week. In April 2015, a Healthy Touch Therapist was appointed who began work in term 6. BB-C also returned to work at the end of term 5.

From September 2014 to November 2014, the only therapy on offer was Healthy Touch for one day per week and from November, 2014- May 2015, we were able to offer Music Therapy and 1:1 counselling over four days. The department is now fully operational with the appointment of our healthy touch therapist for one day per week and the return of RB-C for three days per week.

You will note that these gaps in service are reflected in the Therapeutic Interventions Table below.

September 2014 – to date

Time Period	Intervention	Students engaged	Total number of sessions attended
September-December 2014	Music Therapy	2	3
	Counselling	3	4
	Healthy Touch	23	76
January-March 2015	Music Therapy	8	43

	Counselling	8	26
	Healthy Touch	0	0
April – to date	Music Therapy	10	22
	Counselling	9	13
	Healthy Touch	1	1

September 2013 – July 2014

Time Period	Intervention	Students engaged	Total number of sessions attended
September-December 2013	Music Therapy	26	184
	Therapeutic Inductions	6	6
	Counselling	0	0
	Healthy Touch	31	76
January-March 2014	Music Therapy	33	170
	Therapeutic Inductions	5	5
	Counselling	0	0
	Healthy Touch	28	66
April – July 2014	Music Therapy	25	128
	Therapy Inductions	6	6
	Counselling	0	0
	Healthy Touch	27	61

8. Safeguarding

8.1 CSE

The Bridge AP Academy has continued to support and enhance the work of the local authority around issues of Sexual Exploitation. This has involved the mapping and identification of victims and perpetrators. Those identified are listed in the tables below. In support of this work we have engaged the Young People Services Project Coordinator from Youth Projects International to deliver SRE lessons to our yr 10 and yr 9 learners and deliver targeted work to some identified females.

We also have developed a programme with the local authority's localities service who are currently attending twice per week to deliver to our Yr 9 and 10 cohorts.

BAPA H & F– Sexual Exploitation Mapping – Perpetrators (9)

	Name	DOB	Yr Group	Current provision
1.	RF	05/10/1999	10	BAPA
2.	SA	19/01/1999	11	Secure Estate
3	JO	06/10/1998	11	Secure Estate
4	CB	26/12/1998	11	Secure Estate
5	NS	07/11/1998	11	OAPA
6	AM	13/10/1999	10	BAPA
7	KRL	04/02/1999	11	BAPA

8	JB	01/05/2000	10	BAPA
9	AI	16/05/2000	10	BAPA

BAPA H&F– Sexual Exploitation Mapping – Victims (6)

	Name	DOB	Yr Group	Current provision
1.	AM	20/10/2001	8	BAPA to BCAPA
2.	SB	27/11/2000	9	BAPA
3	SA	24/02/2001	9	BAPA
4	JAT	16/02/2001	9	BAPA
5	JG	21/03/1999	11	BAPA- LAC
6	JG	23/09/1998	11	BAPA

BAPA H&F Learners incl. on DETER Matrix and Ending Gang and Youth Violence panel (EGYV) (7)

	Name	DOB	Yr Group	Current provision
1.	BBC	13/12/1999	10	BAPA
2.	EMW	12/07/2000	10	BAPA
3	MB	09/08/1999	11	BAPA to Secure Estate
4	RF	05/10/1999	10	BAPA
5	JO	06/10/1998	11	BAPA to Secure estate
6	DP	19/04/2000	10	BAPA
7	AM	13/10/1999	10	BAPA

BAPA H&F – @ risk of gang activity

	Name	DOB	Yr Group	Current provision
1.	RF	05/10/1999	10	BAPA
2.	AM	13/10/1999	10	BAPA
3	GL	29/06/2000	10	BAPA
4	KRL	04/02/1999	11	BAPA
5	MB	09/08/1999		BAPA to Secure Estate
6	SS	18/07/1999	11	BAPA
7	NS	07/11/1998	11	BAPA to OAPA
8	WM	05/12/1998	11	BAPA

9	JLJ	08/11/1999	10	BAPA
10	DP	19/04/2000	10	BAPA
11	HE	16/05/2000	10	BAPA to Secure Estate

8.2 Radicalisation

Currently we have one learner who may be exposed to radicalisation through associations to an older sibling. She is already being mentored through a range of welfare services.

As a school we have facilitated a range of events supported by the local Prevent team including:

1. Faith on the Frontline: A question and answer session with Imam Asim from the Ministry of Defence who explored the role of faith and religion in the British armed forces.
2. A series of table top sessions with Yr 10 & 11 learners focusing on the conflict in Syria facilitated by Prevent
3. An audience with Humza Arshad a Streatham-born actor, comedian, director, producer and writer of Pakistani descent who is currently fronting an anti-extremism school campaign. His take on what life is like for a young British Pakistani Muslim has made him the most viewed comedian in the UK, with more than 60 million Youtube hits!
4. We are booked to attend the Prevent Strategy Conference: A Good Practice Showcase Led by Schools For Schools on Monday 13th July 2015, Kensington Town Hall.
5. We have booked **Workshop to Raise Awareness of Prevent (WRAP)** refresher training at the start of the academic year September 2015-16.
6. We are currently establishing links with Inspector Matt Cray, Metropolitan Police Service, Local Operations | SO15 to explore how we can further collaborate to raise awareness of radicalization issues.

8.3 Gangs Interventions

Everol Halliburton, TBAP Student Services Management lead sits on the DETER and Ending gang and Youth Violence partnership boards.

The Street Outreach Services attending school on a weekly basis to work with identified learners and the LBHF Localities Service is at present delivering a bespoke programme to Bridge AP Academy learners which covers anti social behaviour, crime & gang culture.

We have maintained our working relationship with the LEAP Confronting Conflict organisation with whom we have developed and delivered resources and workshops targeting young women at risk of crime and gang associated behaviour.

We have taken part in two Mayors Office for Prevention Against Crime (MOPAC) PRU football tournaments at the Lindford Christie Sports Stadium. The first enabled senior officers from the local Metropolitan Police to present to the children on knife crime and joint enterprise; the second by a reformed gang member gave an insight into the life changing nature of gangs. We have also had sessions facilitated by our own police liaison officer Natalie Wright, who has brought in guest speakers to work with the entire learner body.

8.4 Child Protection

Currently on roll at the BAPA we have 12 learners on the Child Protection (CP) register, 17 on the Child in need register and 11 are Looked After Children (LAC). We continue to support our learners through attendance at CP conferences and reviews, Core Group meetings and Personal Education Planning meetings for those who are LAC.

9. Partnerships

The Bridge AP Academy works with a broad range of agencies to support learners and members of our learning community. These included both statutory and voluntary services.

- Fulham Football Club provide enrichment activities (match day visits and coaching) and support the Physical Education curriculum.
- Chelsea Football Club sponsor our breakfast club
- The Localities Service (Now Early Help)– Deliver workshops covering topics such as sexual exploitation, family and relationships, antisocial behaviour, crime & gang culture, media associations and hidden harm.
- EPIC Youth Projects International deliver on sexual health and relationship education.
- LEAP Confronting Conflict – deliver for girls on the potential harm of engagement in gangs
- Street Outreach Service (SOS- attached to H&F Youth Offending Team(YOT)) work with targeted young men to change their offending behaviour.
- YOT- Working with targeted individuals on Intensive Supervision and Support (ISS) programmes and with others to manage their substance misuse and other risk taking behaviour
- Red Thread (St Mary's University Hospital) Delivering workshops about the effects of knife crime – we are currently negotiating to get this delivered across TBAP.
- Prevent- delivering workshops around radicalisation.
- Let Me Play – positive activities for young people delivered daily at break times.
- Challenger Troop delivering enrichment activities for Yr 9.
- Chess In Schools and Communities – delivering Chess enrichment activities.
- LIFE Fire training/awareness programme
- MET Sponsored after school boxing club
- MET Police/MOPAC- anti-gang initiatives through sport.
- MOPAC Project – due to start in September/November 2015 - places a gangs worker in schools to target those on the Ending Gang and Youth Violence (EGYV) Matrix.
- We current provide representation on the **EGYV** partnership board
- Air Ambulance Service – Deterrent presentation/ information on trauma related injuries from knife related violence.
- Integrated Gangs Unit (IGU) is a K& C / Westminster Service working with learners from the tri-borough area attending The Bridge AP Academy
- Early Help (K&C)
- Lucy Faithful Foundation – targeted support working with young men known to display sexually deviant behaviour
- Multi-Systemic Therapy (MST)
- Child Adult Mental Health Services (CAMHS)
- FSCP Children's Services
- Virtual Schools

9.1 Police

We currently have an excellent relationship with the Police and have our own Police Liaison Officer, Natalie Wright, based in the school 4 days per week. At present she supports with managing behaviour and responding to issue or concerns raised by the public or partner schools. They have supported our engagement with the MOPAC football initiatives.

9.2 YOT

We continue to support the work of the YOT in the efforts to reduce the rates of recidivism and safeguard learners. We regularly attend the DETER panel meetings that take place and Risk of Serious Harm (ROSH) meetings. We also attend the Team Around the Family (TAF) meetings that they facilitate.

The latest data received from the YOT identifies 13 learners currently engaged with this service

	Leaner	Yr Group
1	WM	11
2	DRC	11
3	LC	11
4	JJM	11
5	RF	10
6	DP	10
7	SA	10
8	AM	10
9	SM	10
10	BR	10
11	TMH	8
12	TMW	8
13	DG	7

9.3 Others

Other agencies that we have or are currently developing links:

- ONE EBP: (Tri Borough Education Business Partnership) Sources work opportunity placements for our learners.
- The Inclusion Trust, a charity that exist to develop models of learning for “pushed out” learners to grow and achieve. We have been working closely with them to develop these resources.
- ViVO Miles: an organisation that is used to support our points based behaviour management systems by offering the opportunity for learners to “spend” points earned.
- Jack Petchey Foundation: Supporting the rewarding of positive engagement in education by our learners.

9.4 Links with Parent /Carers

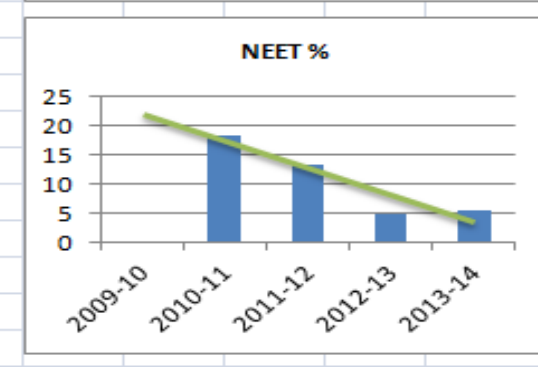
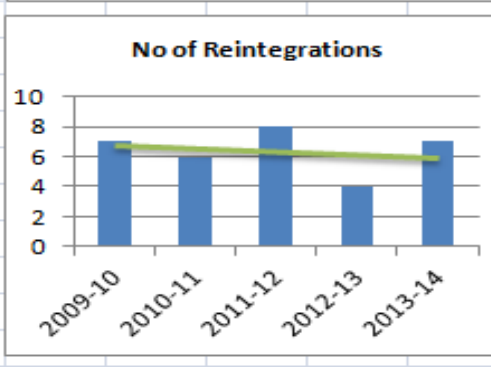
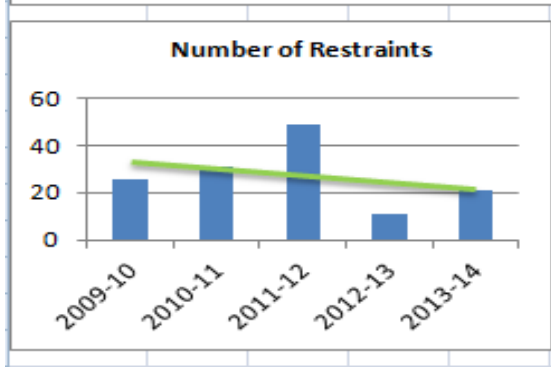
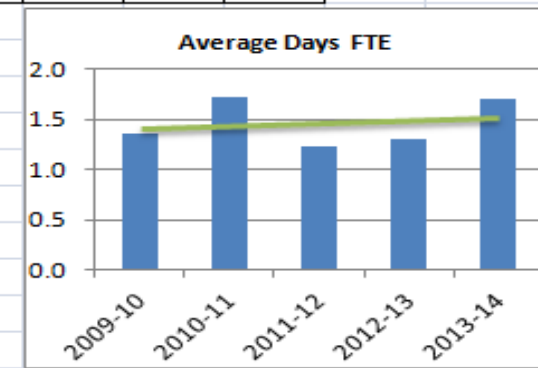
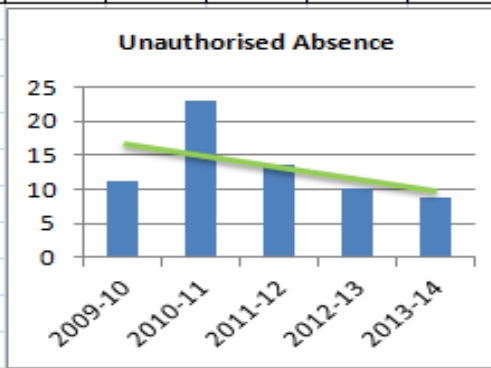
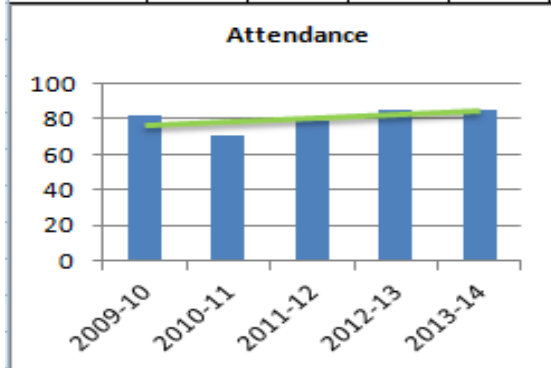
Links with parents and carers continues to be positive with. We continually use the Truancy Call/SIMS IN-Touch System to inform parents and carers of learner absence and important events on the school calendar. We recently welcomed year 11 parents to the leavers’ prom night on 21st May at which we presented awards to every learner in advance of their final exam series. The evening was a complete success and we are grateful to Dionne Foreman and the year 11 team for their efforts.

Appendix 1. 5 Year Behaviour data summary

Outcome Summary Sheet - 5 Year Summary

School The Bridge AP Acader Behaviour and Safety

Year	NOR end of year	K53	K54	Boys	Girls	No of State ments	Attendance	Unauthorised Absence	No of Restraints	FTE Individuals	FTE No of days	Ave no of days fte	Re inte grations	NEET %
2009-10	180	44	136	121	59	24	82.4	11.1	26	75	101.5	1.4	7	
2010-11	168	56	112	111	57	23	70.3	23.1	31	23	39.5	1.7	6	18.2
2011-12	165	50	115	119	46	16	79.1	13.6	49	77	94	1.2	8	13.2
2012-13	170	58	112	133	37	27	84.92	10.22	11	17	22.5	1.3	4	4.8
2013-14	109	54	55	84	25	26	85.4	8.7	21	12	20.5	1.7	7	5.6



Appendix 2 – Waved Intervention Data

SIMS Analysis (Wave x Event_type) Numbers represent: Count																					
term 1																					
	Child in Need	Coursework 1	Handwriting Home Visit	In Class Support	In Class Support	Lexia Reading	Looked After Child	Reading	Manga Maths	Meeting - Core	Meeting	Other	Parental Co	Personal	Teacher Led	Ir Team	Arou	Wordshar	{None}	Total	
Wave One	0	2	0	2	7	14	14	1	0	0	1	0	1	0	0	1	1	1	21	65	
Wave Three	2	0	13	0	64	4	65	1	15	3	1	40	0	1	0	1	7	12	12	229	
Wave Two	0	0	0	0	18	20	21	0	6	0	0	8	0	0	1	3	8	8	8	93	
{None}	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Total	2	2	13	2	89	38	100	2	21	3	2	48	1	1	1	5	16	42	388		

SIMS Analysis (Wave x Event_type) Numbers represent: Count																					
term 2																					
	Child Protection	Child in Need	Core Group	Coursework 1.1	Educational Psych	Handwriting	In Class Support	In Class Support: Whole	Lexia Reading	Manga Maths	Meeting	Meeting 1	Music Ther	Other	Personal Educa	Social Wor	Team Arou	Wordshar	Youth Offe	(missed)	Total
Wave One	2	0	0	2	0	0	0	14	7	0	5	0	0	0	1	0	3	1	0	22	35
Wave Three	1	1	1	2	2	4	72	9	19	5	1	1	0	2	0	1	2	3	1	36	163
Wave Two	0	1	0	0	0	0	10	31	16	4	0	0	1	2	0	0	3	6	0	8	102
{None}	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	3	2	1	4	2	4	82	54	42	9	6	1	1	4	1	1	8	10	1	41	236

SIMS Analysis (Wave x Event_type) Numbers represent: Count																					
term 3																					
	Child Protection	Core Group	Coursework 1.1	Guided Reading 1	Handwriting 1.1	In Class Support	In Class Support	Lexia Reading 1:1	Inter Localities Tr	Manga Maths	Meeting	Meeting 1	Multi System	Music Th	Other	Social Wor	Structurec	Team Arou	Wordshar	{None}	Total
Wave One	0	1	7	6	3	6	31	15	1	0	1	0	0	0	9	1	0	0	5	10	86
Wave Three	0	2	9	8	1	125	70	32	0	13	1	3	0	2	1	1	2	3	0	126	273
Wave Two	1	1	0	0	0	13	37	15	0	2	0	1	1	0	4	0	0	3	8	29	86
{None}	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	1	4	16	14	4	144	138	62	1	15	2	4	1	2	14	2	2	6	13	166	446

SIMS Analysis (Wave x Event_type) Numbers represent: Count																					
term 4																					
	Child Protection	Child in Need	Core Group	Coursework 1.1	Educational Psych	Event not ta	External Spec	Guided Reading 1.1	Int Handwriting	Home Visit	In Class Su	In Class Su	Lexia Reading	Manga N	Meeting - Core	Meeting 1	Other	Speech & I	Wordshar	{None}	Total
Wave One	0	0	0	13	0	28	0	1	0	0	9	40	17	0	3	0	2	0	3	7	82
Wave Three	1	4	1	17	0	38	1	2	2	0	43	39	35	12	2	3	1	2	1	7	150
Wave Two	0	0	0	11	1	32	0	0	4	2	12	45	23	0	2	0	1	0	6	3	98
{None}	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	1	4	1	41	1	98	1	3	6	2	64	124	75	12	8	3	101	2	10	17	331

SIMS Analysis (Wave x Event_type) Numbers represent: Count																								
term 5																								
	Child Protection	Child in Need	Core Group	Coursework 1.1	Event not taken	Guided Reac	Handwriting	In Class Support 1.1	Int In Class Sup	Lexia Reading	Manga M	Medical	Meeting - Cc	Meeting Other	Personal E	Social Wor	Speech & I	Team Arou	Wordshar	Year Team	Youth Offe	{None}	Total	
Wave One	3	2	1	10	17	0	0	7	54	13	4	0	1	0	1	0	0	0	1	3	1	0	9	94
Wave Three	1	6	0	7	1	1	1	22	21	6	1	0	0	8	4	0	1	1	1	0	2	5	74	
Wave Two	1	0	0	6	16	0	0	6	28	15	1	1	4	2	3	1	0	0	0	5	0	0	3	69
{None}	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Total	5	8	1	23	2	1	1	35	103	34	6	1	5	10	41	1	1	1	2	8	1	2	18	238

Appendix 2.

Case Study Of An Individual Learner

NAME: X **YEAR GROUP:** 9 **SEN STAGE:** Statement

School History:

Primary Education

X attended Thomas Jones Primary school where he benefited from play therapy. He was described then as being verbally abusive to other children in his class. He had poor attention and concentration skills; his listening skills were very poor and he constantly fidgets, calling out and not focusing on the speaker. He then attended St Clements & St James where he was diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). Following this he was due to transfer to secondary school in September 2012, the professional view was that he will struggle in a mainstream school at this particular stage in his development and deemed it appropriate that he attend a specialist provision for pupils with emotional, social, behavioural difficulties. It would be hoped that after a period of intensive input he would be able to transfer successfully to mainstream school. A place was offered and accepted at The Bridge AP Academy.

The Bridge AP Academy

X started at The Bridge AP Academy in September 2012. His most recent annual review reports suggest that X has made a huge improvement in his interactions with staff and in his attitude towards staff. He is less defiant in his attitude and he is beginning to use more appropriate language. X has made progress in forming more positive relationships with staff, however he is still struggling at times with relationships with his peers. X can sometimes still demonstrate immature behaviours. He is beginning to manage being able to avoid conflict and is able to engage in reparation activities

X has progressed academically and is capable of good work. He is on target to achieve his predicted levels in English, Maths and ICT.

Family

X lives at home with his Mother, and two siblings one older and an infant and his stepfather. His behaviour at home was deemed to be difficult as he awakens early and can be quite demanding. There is little contact or support from the extended family

Ms B is happy with X's progress and is happy with the provision for X. However, she did express concerns regarding other pupils who attend BAPA.

Ms B is happy for X to continue to attend BAPA but had slight concerns when Rita Rogerson (TBAP Director of Access and Inclusion) mentioned possible reintegration to enable X to attend a mainstream school. She thinks that X feels anxious about this move and that this anxiety is reflected in his deteriorating behaviour at home and at school whenever the subject of reintegration is brought up. RR assured Ms B that reintegration will not be forced upon X and it will be something that is planned carefully with both X and herself when the data supports such a move and they both feel that it is the right time.

At the time of his last annual review X stated that he was happy to remain at the Bridge AP Academy until year 11.

Attainment:

Reading age 13 yr (10 months below chronological age)

English-4c (4a)

Mathematics-5c (4b)

Science-4b (4b)

ICT 4b (4a)

EOKS3 predictions in brackets

Achievement & Behaviour at BAPA:

X has achieved 642 achievement points ranging from excellent work, positive contribution and progress. He has accrued 407 negatives ranging from not following instructions, refusal to learn and using inappropriate language.

Special Needs Assessment Profile (SNAP)-Learning

On entry in September 2012, X was perceived to have literacy difficulties, dyspraxia and ADHD and working memory difficulties.

Special Needs Assessment Profile (SNAP)-Behaviour

On entry in September 2012. X was perceived to display instrumental aggression, attention seeking from adult type behaviours, was hurtful towards adults and issues regarding relationships with self.

Pupil Attitude to Self and School (PASS) Data

At the time of his last PASS profile his feelings about attendance gave cause for concern with a score of 26.8 and his feelings about school at 41.2. His self work ethic, confident in learning and response to curriculum demands all show a score of above 90.

Individual Education Plan Targets (IEP):

- To remain in class for the duration of the lesson.
- To be polite and respectable to all staff including female members.
- To attend the reintegration workshop.

Attendance at TBA: 98.7% as at date of this case study

Individual Student's Attendance Summary by Subject - X

Periods attended during 08/09/2014 - 14/06/2015

Subject	Possible	Present	Percentage	Late
BAO	156	156	100.00%	0
Circle Time	32	32	100.00%	0
English	98	88	90.00%	2
Guided Learning	32	31	97.00%	1
ICT	32	26	81.00%	0
Maths	97	45	46.00%	6
Opening Minds	198	167	84.00%	6
Pe	64	55	86.00%	0
Pe Activity	128	128	100.00%	0
PSD	33	32	97.00%	0
Registrati	310	305	98.00%	8
Science	33	30	91.00%	0

Overall lesson attendance 90.27%

Session Attendance - X

Sessions (half-days) attended during 08/09/2014 - 14/06/2015

	Possible	Present	Percentage	Late
AM registration	157	156	99.00%	8
PM registration	157	154	98.00%	0

Overall session attendance 98.73%

Internal Support/Interventions:

X is a Wave 3 learner, which denotes high needs and ensures multiple interventions every week.

Some LSP in-class support during English, Maths and Science each week

Small group education so that X can develop skills in communication, concentration, independent learning, literacy, numeracy, social interactions and adhering to behavioural boundaries.

Lexia Sessions.

To engage in reading and fill in gaps in his skill based in order to access the curriculum fully.

Bridge Academy Online learning on a Monday and out of school hours.

Independent learning through a range of activities provided by JB's subject teachers

External Agency Support:

N/A

Medical History: No known medical conditions.

Other Information:

The Future: X could have been reintegrated some time ago but has always resisted. When reintegration is discussed he would often ramp up his behaviour in a negative fashion so the ultimate data collated would not support such a move. He has been placed on and removed from the reintegration pathway several times. Most recently we have revisited the issue and have had a successful “show-round” and “get a feel” for the Fulham College Studio School. Although still slightly nervous and hesitant he is aware that the offer will be made on a dual registration basis. We have discussed a part time phased intervention with him which he is discussing with his family. He has been reassured that he will always have a place at The Bridge AP Academy and this seems to have alleviated much of the tension and anxiety he was feeling at the time.

Everol Halliburton
TBAP Student Services Lead
May 2015