

Cambian Northampton School – Case Study

Student X attended 3 mainstream primary schools between September 2013 and 2020. Student X was permanently excluded from their school in 2020 due to frequent and extreme challenging behaviours. The displayed challenging behaviours included throwing objects, running away from adults and causing physical harm to others.

Student X witnessed abuse in the home at a young age and has diagnoses of ADHD and Attachment Disorder. Student X is prescribed medication for this.

Upon arrival at Cambian Northampton School, Student X was unable to engage in group activities without being disruptive or argumentative. Therefore, Student X generally worked alone with their 1-1 member of staff.

In September 2021, Student X displayed extreme disengagement from learning, specifically in English and PSHE which severely hindered their academic development in reading and writing. Student X had a maximum engagement time of 10-15 minutes and then would become easily distracted. Student X had a strong fear of failure and anxiety of not looking as good as he would like to appear. Student X wanted adults to like them and to think of them as smart; Student X does not like doing things which may make others perceive them as anything otherwise.

Student X originally attended Cambian Northampton School on a part-time timetable to support with the transition of attending a new educational setting. Student X was then supported in attending school on a full-time basis following a re-integration plan.

At the beginning of Student X's time at Cambian Northampton School, they produced no work and would not engage in discussion. Student X was hostile and often rude, swearing a lot.

There has been a great improvement with Student X. Student X was supported in building up to managing a larger classroom environment. Upon admission, Student X had to be alone in their class with their 1-1, this was adapted to have one other pupil in the class, and then changed further with 4 students in the class.

Student X is now able to engage in full 40-minute lessons, including completing written work which was previously refused. Generally, Student X can be amicable and can get along with some peers, which is also excellent progress.

Student X still dislikes writing due to becoming easily distracted and putting pressure on themselves when using a pen and potentially making mistakes in their school books. Although not liking writing, Student X is now able to complete written tasks with the appropriate support from staff.

Student X has been able to build good and trusting relationships with multiple members of staff. Student X can still try to push boundaries but generally manages well at school. Staff are trained in setting clear boundaries, engaging in conversation and encouraging students to keep them going with frequent praise and rewards.

Student X has now reached Year 11 and has begun to plan their chosen Post-16 pathway in preparation for next year. Student X has applied to their preferred college course and has attended an interview at the local college. Staff have been working alongside Student X in preparing for their GCSE examinations later on in the year, and good academic progress is being made. Student X has developed their emotional, social and behavioural regulation skills in order to have a successful post-16 and transition into adulthood.