

Case Study 1 | Ollie's Story



Ollie
Male
Year 10

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Overview and Background

Ollie has a learning disability and lives with foster carers, whom he regards as his parents. He moved to the Lincolnshire just 8 months prior to his transition to a new school. Because of concerns regarding his behaviour, he began attending a special school in Lincolnshire. However it soon became apparent that Ollie was in the wrong setting and that both his academic and social needs would be better met by a mainstream school. This was also something that Ollie desperately wanted. Despite professionals stressing the benefits of a gradual move, Ollie was adamant that he wanted to start his new school as quickly as possible on a full timetable and with minimal support and so everyone supported him to do this. This case study was written two months after Ollie moved to his new mainstream school.

Outcomes

- ✓ **Enthusiasm and commitment:** Ollie has 96% attendance at his new school and some teachers have commented on how his enthusiasm has had a positive influence on class groups
- ✓ **Achievement:** Ollie is doing well academically and in his first term has over 200 achievement points
- ✓ **Social Integration:** Ollie made friends quickly, something that he had found difficult at his special school
- ✓ **Improved Self-Esteem -** Ollie is very proud to be in mainstream school (the only one of his siblings)

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What worked well?	What could have been improved?
Open communication and partnership working with Ollie's foster carer	More face to face meetings
Finding the right school to meet Ollie's needs and shared commitment to regular review meetings throughout	Ollie had no experience of GCSEs, so moving earlier, in year none would have made his experience even better
Pastoral support throughout the process	The mainstream school could have spent time developing school ethos, routines, expectations around homework/uniform prior to the move
Partnership working between the two schools; virtual meetings during the pandemic resulted in more regular contact	The mainstream school would have found a visit to the special school useful prior to the transition
Mainstream school meeting Ollie before he transitioned helped them to get to know him and built their confidence that the transition would be a success	Ollie didn't want to be regarded as 'different' which made the SENDco hesitant to stress the difficulties he might face to other teachers, but with hindsight she would have done this
The lead practitioner in the case kept the process moving and was focussed on outcomes	

The co-production of the process and true joint working has been brilliant so this is something we would love to get involved in again". (Mainstream School)

"It's all been really really positive. The mainstream school has been a joy to work with". (Pupil Reintegration Lead)

"Ollie was so desperate not to be seen as different, it was hard to get him to accept support." (Mainstream school)

Case Study 2 | Matt's Story



Matt
Male
Year 7

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Overview and Background

Matt has ASD and hyper-mobility. Over the years he has had numerous changes of school and experienced some gaps in his education. He joined his special school at the end of yr. 5. Mum felt strongly that she wanted Matt to attend a mainstream school and the special school focused work on preparing Matt for a move. The plan to transition Matt began early in 2021. A bespoke plan was put in place and Matt initially began with a school visit and built his time in the mainstream school over 8 weeks. Both schools worked closely together to ensure an understanding of each others systems and put pastoral support in place for Matt, ensuring a focus on preparation for the new environment and practical issues such as school uniform, spare pens and equipment in case he forgot things. This focus has helped Matt to quickly feel that he is part of his new school. At the time of writing this case study Matt was just coming to the end of his first half term of full time attendance.

Outcomes

- ✓ **Academic achievement:** Matt is doing well academically and outperforming his peers in some subjects such as maths and science. He recently came 2nd in his class in a maths test.
- ✓ **School enjoyment:** This is reflected in Matt's high school attendance.
- ✓ **Adaptability:** Matt has quickly adapted to new routines and as a result is managing his new environment well.
- ✓ **Increased Confidence:** Matt reports feeling good about his achievements and enjoying his experience

Case Study 2 | Matt's Story

What worked well?	What could have been improved?
Taking time to ensure a gradual transition, with a bespoke plan. This was further supported by the special school continuing to keep in touch with Matt after he left them.	A meeting to examine the EHCP in detail would have meant that everyone had a shared understanding of Matt's needs. An annual review has been scheduled but not yet taken place
Finding the right school to meet Ollie's needs; it has been described as a perfect fit for Matt	The mainstream school would have liked to visit Matt in his special school but due to the pandemic this wasn't possible
Pastoral support throughout the process	Funding for this place has not yet been finalised
Recognising Matt's achievements – For example the special school including his move in its newsletter	Matt's mum was unable to attend all the meetings
A taxi rather than school transport helped Matt to start the school day without anxiety	
The special school had a real understanding of the mainstream environment and expectations and so were able to help Matt to prepare.	

"Thanks to the special school for their work, the team accompanying Matt on visits and for their flexibility. It all really helped – They were fantastic" (Mainstream School)

"We are incredibly proud of him". (Special School)

"He loves the school – It's boosted his confidence" (Mum)