

**Anonymised Case Study – Pupil B**

**Pupil Details**

**Gender: M**  
**Age: 12**  
**Year Group: 7**  
**Ethnicity: Black- African**  
**SEND Need:**  
**PPG Eligibility: Yes**

**Details of the pupil's outcomes before intervention and support**

- Pupil B was not developing as quickly in his SEMH targets and building friendships. Pupil B had raised how he wanted to be included in the Grey Court mainstream school and be involved in inclusive activities. The aim, therefore, was for us to make it possible for him to have positive experiences alongside mainstream peers when appropriate to support his social and emotional learning needs.
- I started creating opportunities for gardening inclusion, with Grey Court school years 7- year 9 to work on the allotment and when Pupil B saw older learners from the 14-19 aged class going to the inclusive gardening club with the co-located peers, Pupil B made it known that he would like to be involved and his class teacher agreed that to support his SEMH, it would be useful for me to include him in our regular inclusion opportunity.
- During the first gardening inclusion with supporting staff, he worked very well and seemed to work very well with myself and his supporting TA.
- We went through the rules and safety for being around the Grey Court allotment and Pupil B listened to the clear instructions and key words on what to do when he was gardening. This developed more than just his SEMH skills.

**Details of the intervention and support**

- I worked closely with the supporting TA, and the information that I received from his Teacher and HLTA.
- This gave me guidance and the level of support I needed to give to B for when we were on the community trip to Grey Court allotment.
- For Summer term he was added to the gardening inclusion at another school site due to the success of this trip. I asked his teacher which EHCP target should be focused on, and with his teacher and we both agreed on his SEMH target.
- This evidence will be assessed Summer 2 and added to Earwig with what B has accomplished (achieved his target!).

**Assessment of termly Outcomes**

<ul style="list-style-type: none"> <li>• Work with SRR with HLTA and helping their PPG students, in their class.</li> <li>• Helped with cross planning and learning zone to Help their PPG students.</li> </ul>	<ul style="list-style-type: none"> <li>• Gave training information with 'fun with food' for Pegasus class to TA.</li> <li>• Gave resource that 14-19 had grown in class for their learning zone.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil B working collaboratively with other learners for gardening inclusion.</li> <li>• Helped with his SEMH target out in the Community.</li> <li>• He can be added to Gardening inclusion</li> </ul>
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<ul style="list-style-type: none"> <li>• Gave ideas to their class for cooking and baking lessons.</li> <li>• Supported their learners with a Teams meeting with later in Autumn term to see how they were getting on and made some progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Created planning for Subject for Gardening and Inclusion</li> <li>• Created planning learner of all abilities and PPG learners. (This is on TEAMS Preparing for adulthood).</li> <li>• Café Vanilla at Grey court and being customer for learners.</li> <li>• Worked on all SEMH and well-being for being customers</li> </ul>	<p>at Grey Court allotment for 23-24</p> <ul style="list-style-type: none"> <li>• Will ask if he can have some work experience for Café Vanilla at St Peter form Autumn 23-24.</li> </ul>
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### Assessment of Outcomes

1. Pupil B had an opportunity to be involved in an activity that he was interested in with pupils from Strathmore and Grey Court School, which developed his voice and choice making which increased his confidence.
2. Pupil B had additional opportunities to work in the community and generalise his skills. Helped him be out in the Community for his EHCP Summer term.
3. Pupil B made expected progress in his SEMH target as well as further developing his Receptive Communication skills as a result of this co-curricular opportunity.
4. Pupil B was a customer for Café Vanila with other peers and different campuses and this gave him an additional opportunity in the area of work experience.
5. Pupil B enhanced his gardening skills developed.

**Overall, the impact of the HLTA including Pupil B into the additional community opportunities has increased his SEMH, communication and interaction and independence skills. Pupil B would not have had this opportunity if he was not given the support from the HLTA.**