

Step 2 Pupil Support Summary

Name: Liam M		Year: 4		School: Riverbank Primary School	
Young person's strengths	Enjoys practical learning and outdoor activities. Strong rapport with TA. Creative and artistic. Empathetic with younger peers. Responds well to predictable routines.				
What are we worried about?	Frequent sudden classroom exits. Shouting, crying, becoming overwhelmed when challenged. Unsafe behaviour in transitions (running, pushing through doors). Increasing dysregulation affecting peers.				
What could be the short-term impact?	High learning loss. Frequent disruption. Safety risks during exits.				
What could be the long-term impact?	High risk of fixed-term and permanent exclusion. Widening attainment gap. Risk of school avoidance. Social withdrawal.				
Working Hypothesis (at time of referral):	We hypothesise that Liam's classroom exits, emotional outbursts and unsafe transition behaviours occur in response to feelings of overwhelm and perceived failure during literacy tasks and any activity involving extended writing or correction, and are maintained by the immediate reduction in pressure he experiences when demands are removed or when he leaves the classroom during dysregulation. This may be linked to working memory difficulties, low academic self-esteem and limited emotional regulation skills, and is best understood in the context of increasing academic expectations in Year 4, previous negative experiences around literacy, highly triggering transitions, and a pattern across APDR cycles showing that in-school strategies reduced impact only temporarily before deterioration.				
Ordinarily Available Provision supporting young person's inclusion:	Differentiated tasks, scaffolded writing frames. Visual timetable. Calm corner. Sensory breaks. Daily check-ins. Social/emotional skills groups.				
Training accessed by school staff that supports young person's inclusion:	Emotion coaching, trauma-informed practice, de-escalation, ADHD training.				
Current Provision/Support	<input checked="" type="checkbox"/> Small group support in class	<input type="checkbox"/> 1:1 support in class	<input type="checkbox"/> Full-time 1:1 support away from classroom	<input type="checkbox"/> Enhanced provision	

Step 2 Pupil Support Summary

	<input checked="" type="checkbox"/> Adult support during unstructured times	<input type="checkbox"/> Alternative provision during unstructured times	<input type="checkbox"/> Reduced timetable	<input type="checkbox"/> Alternative curriculum
--	--	---	---	--

Summary of Assess, Plan, Do, Review Cycles

Assess, Plan, Do, Review Cycle 1 – 4-6 weeks

Working Hypothesis	We hypothesise that Liam's avoidance behaviours (including classroom exits and shouting) occur in response to feelings of overwhelm when faced with tasks he perceives as too difficult, and are maintained by the immediate emotional relief and reduced pressure he experiences when leaving the classroom. This may be linked to working memory difficulties, low confidence in literacy and under-developed emotional regulation, and is best understood in the context of previous negative experiences with learning tasks and inconsistent success in managing challenge.			
Action/Strategy implemented	Impact			
Chunking tasks with 'first-then' verbal prompts and short, timed work intervals	No Impact <i>The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.</i>	Low Impact <i>The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.</i>	Moderate Impact <i>The support has had a noticeable effect. The child's risk of exclusion has reduced, with some positive changes in behaviour, engagement, or support systems.</i>	High Impact <i>The support has had a substantial effect. The child's risk of permanent exclusion has significantly decreased, with sustained improvements and protective factors now in place.</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reassurance – planned check-ins, reward charts	No Impact <i>The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.</i>	Low Impact <i>The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.</i>	Moderate Impact <i>The support has had a noticeable effect. The child's risk of exclusion has reduced, with some positive changes in behaviour, engagement, or support systems.</i>	High Impact <i>The support has had a substantial effect. The child's risk of permanent exclusion has significantly decreased, with sustained improvements and protective factors now in place.</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of calm space permitted	No Impact <i>The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.</i>	Low Impact <i>The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.</i>	Moderate Impact <i>The support has had a noticeable effect. The child's risk of exclusion has reduced, with some positive changes in behaviour, engagement, or support systems.</i>	High Impact <i>The support has had a substantial effect. The child's risk of permanent exclusion has significantly decreased, with sustained improvements and protective factors now in place.</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 2 Pupil Support Summary

CYP Feedback	“It gets too hard all of a sudden. I need to get out when my head feels busy.” Said that he liked shorter tasks but still felt “worried” when asked to correct mistakes.		
Parent Feedback	Reported Liam becoming “tearful and angry” after school on writing days. Parents noticed he was “more tired and frustrated” but liked knowing he could use a calm space.		
School Feedback	Staff observed slightly fewer exits in the first two weeks, but frequency increased again. Reassurance helped briefly, but Liam remained highly sensitive to challenge. Staff reported that strategies were “too reliant on adult proximity” and not generalising.		
Risk Assessment reviewed? Yes	Individual Handling Plan reviewed? Yes	Hypothesis adjusted? Yes	

Assess, Plan, Do, Review Cycle 2 - 4-6 weeks

Working Hypothesis	We hypothesise that Liam’s emotional overload and subsequent exiting behaviours occur in response to extended writing demands and task-correction requests that trigger feelings of failure, and are maintained by adults removing demands or offering breaks once dysregulation begins. This may be linked to a heightened sensitivity to perceived criticism and difficulty processing multi-step literacy tasks, and is best understood in the context of increasing academic pressure, growing frustration with learning, and continued challenges during transitions.			
Action/Strategy implemented	Impact			
Laptop use for extended writing tasks	No Impact <i>The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.</i>	Low Impact <i>The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.</i>	Moderate Impact <i>The support has had a noticeable effect. The child's risk of exclusion has reduced, with some positive changes in behaviour, engagement, or support systems.</i>	High Impact <i>The support has had a substantial effect. The child's risk of permanent exclusion has significantly decreased, with sustained improvements and protective factors now in place.</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reduced writing expectations/use of writing frames	No Impact <i>The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.</i>	Low Impact <i>The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.</i>	Moderate Impact <i>The support has had a noticeable effect. The child's risk of exclusion has reduced, with some positive changes in behaviour, engagement, or support systems.</i>	High Impact <i>The support has had a substantial effect. The child's risk of permanent exclusion has significantly decreased, with sustained improvements and protective factors now in place.</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movement breaks built into lesson cycle	No Impact	Low Impact	Moderate Impact <i>The support has had a noticeable effect. The child's risk of exclusion has reduced, with</i>	High Impact <i>The support has had a substantial effect. The child's risk of permanent exclusion has</i>

Step 2 Pupil Support Summary

	<i>The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.</i>	<i>The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.</i>	<i>some positive changes in behaviour, engagement, or support systems.</i>	<i>significantly decreased, with sustained improvements and protective factors now in place.</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CYP Feedback	"I like typing better. It's easier." Still reported he "needed to leave" when tasks changed suddenly. Said transitions made him "jumpy".			
Parent Feedback	Noted some improvement in mood on days when he used the laptop. Still expressed concern about "meltdowns before school" when literacy was scheduled.			
School Feedback	Staff noted improved engagement at the start of tasks but no sustained reduction in exits. Transitions remained the highest-risk point. School concluded that graduated response has not reduced risk and specialist intervention is now required.			
Risk Assessment reviewed? Yes	Individual Handling Plan reviewed? Yes		Hypothesis adjusted? Yes	