

Step 2 Pupil Support Summary

Name: Aisha K		Year: 9		School: North Academy	
Young person's strengths		Skilled digital artist, insightful, strong peer relationships, likes creative learning.			
What are we worried about?		Persistent refusal to attend core lessons (Maths/Science). Escalation to shouting/swearing when challenged. Walking out of class and leaving site without permission. Multiple internal exclusions this term. Behaviour increasingly unpredictable.			
What could be the short-term impact?		Severe learning loss, strained relationships, safety risks.			
What could be the long-term impact?		High risk of permanent exclusion, poor GCSE outcomes, family stress.			
Working Hypothesis (at time of referral):		We hypothesise that Aisha's lesson refusal, verbal aggression and leaving-site behaviours occur in response to intense feelings of shame, anxiety and perceived judgement when attempting to access core academic lessons—particularly Maths—where she feels significantly behind her peers, and are maintained by the sense of relief and safety she experiences when avoiding environments that trigger these emotions, along with increased adult attention and reduced expectations following dysregulation. This may be linked to underlying learning needs, fragile self-esteem, heightened emotional reactivity and the impact of ongoing home stress, and is best understood in the context of peer comparison, unpredictable classroom environments, previous experiences of punitive responses, and APDR evidence showing only minimal to moderate improvements despite significant adjustments.			
Ordinarily Available Provision supporting young person's inclusion:		Pastoral mentoring. Key adult check-ins. Modified seating plan. Adapted tasks. Time-out card.			
Training accessed by school staff that supports young person's inclusion:		De-escalation. Emotionally Based School Avoidance training. SEND/SEMH CPD.			
Current Provision/Support		<input 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 checked="" type="checkbox"/> Enhanced provision

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	<input type="checkbox"/> Adult support during unstructured times	<input checked="" type="checkbox"/> Alternative provision during unstructured times	<input checked="" type="checkbox"/> Reduced timetable	<input type="checkbox"/> Alternative curriculum
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Summary of Assess, Plan, Do, Review Cycles

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

Working Hypothesis	We hypothesise that Aisha's refusal to attend lessons, verbal aggression and leaving behaviour occur in response to feelings of shame and fear of embarrassment when she cannot access academic content, and are maintained by the immediate relief she experiences when avoiding challenging environments and potential judgement. This may be linked to possible underlying learning needs, fragile self-esteem and emotional stress at home, and is best understood in the context of peer comparison, inconsistent adult expectations and escalating anxiety linked to core subjects.			
Action/Strategy implemented	Impact			
Reduced timetable with supported re-entry into core subjects	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"/>
Pastoral mentoring, including key adult meet-and-greet	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"/>
Differentiated tasks in core subjects	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"/>

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CYP Feedback	“I can’t go in there. I don’t get any of it.” Said she felt “panicky” and “on edge” during Maths. Reported that leaving helped her “calm down quicker” than staying in class.		
Parent Feedback	Described significant morning anxiety. Noted arguments about school attendance. Parents did not feel the reduced timetable was helping: “She’s still dreading those lessons.”		
School Feedback	Staff saw little change in attendance or behaviour; refusals remained daily. Reported increased incidents of verbal aggression when asked to comply. Staff expressed concern about safety due to her leaving the site.		
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 Aisha’s escalated refusal behaviours and aggression occur in response to heightened emotional overload triggered by unpredictable lesson environments and fear of peer scrutiny, and are maintained by reduced academic demands and increased adult attention following dysregulation. This may be linked to difficulties with emotional regulation, negative previous experiences in Maths, and sensitivity to perceived criticism, and is best understood in the context of curriculum mis-match, inconsistent staffing patterns and parallel stressors within the home environment.			
Action/Strategy implemented	Impact			
1:1 maths intervention	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project-based Science curriculum	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>
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Consistent adult response plan with quiet space for regulation prior to transitions and pre-lesson briefing to reduce anxiety	The support has had no observable effect. The child's risk of permanent exclusion remains unchanged.	The support has had a minimal effect. There are slight improvements, but the child remains at significant risk of exclusion.	some positive changes in behaviour, engagement, or support systems.	significantly decreased, with sustained improvements and protective factors now in place.
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CYP Feedback	“It’s better when it’s just me and one teacher.” Still reported she “can’t walk in” to Maths because “everyone will know I don’t get it.” Reported that having a consistent adult “helps a bit,” but not enough to change behaviour.			
Parent Feedback	Said Aisha “liked the projects” but still experienced panic before Maths days. Family struggling with emotional fallout; increased emotional outbursts at home. Parents worried she is “giving up completely.”			
School Feedback	Science improvements noted but limited and not sustained. Maths attendance at its lowest point; two escalated incidents requiring SLT intervention. Staff reported they have “exhausted in-school strategies” and risk of permanent exclusion remains very high.			
Risk Assessment reviewed? Yes		Individual Handling Plan reviewed? Yes		Hypothesis adjusted? Yes