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## Evie's story

Evie arrived at Chilworth **House Lower School** with a diagnosis of Autism and ADHD.

Her attainment levels were significantly lower than her peers and reports from a number of previous unsuccessful placements at local schools, including a local behaviour support service, suggested that she had great difficulty in engaging with learning.

Her impulsivity coupled with her lack of attention and challenging behaviours were detrimental to herself and her peers.

## Support

With her experience of education being so negative, it was no surprise that Evie was reluctant to join the school. Even on her first visit, she needed to be enticed into school with an impromptu treasure hunt leading to the head teacher's office. It was clear that Evie needed a planned gradual transition and an individualised curriculum to enable her to access a class group successfully.

## Achievements

Initially she was integrated into school with a one to one focused pastoral support which enabled her to build a strong relationship with a member of staff. She was then introduced to peers from her class for low level activities which helped Evie to start making friends and develop her confidence when moving around the school. Gradually Evie was able to enter the class at a point where she had developed relationships and enjoyed engaging with learning. With the support of our mental health practitioner, occupational therapist, speech and language therapist and educational psychologists, a planned programme was put into place to support a tailored curriculum, which led to Evie starting to make good academic progress against age expected achievement.

The Evie that joined us has been transformed into a confident pupil who engages in education and thrives in the classroom setting where she is relaxed and enjoys working with her friends. Her behaviour in the paperwork presented to the school now doesn't exist and the future certainly looks bright for this very capable girl.



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