

Caiden



Underley Garden

Caiden's first experience of education was a mainstream primary school with a dedicated SEN provision for children with autism. Talking to other parents at a local meeting of the National Autistic Society made his Mum determined to secure him a place at Underley Garden. She had to fight for her son's place through a tribunal, but says the battle was "worth every second of the stress and worry" she endured.

Caiden is now in a class with three other boys, one teacher and three teaching assistants.

LIFE BEFORE UNDERLEY

"Before Underley Garden life was awful. Caiden was very aggressive and it was a daily battle to get him to school. He would tell me every morning how much he hated school and would put his uniform in the bin.

My biggest concern was what would happen to Caiden when he was ready for secondary school. I knew that within a couple of years I would have to choose a school that he wouldn't survive in.

I also knew his primary school was failing him. We were having TAC* meetings (Team Around the Child) every four to six weeks and the school didn't seem to be bothered or proactive. For six months, every single day Caiden was sat down at a desk and told to write his name.

I was being called in on a daily basis and that was having a massive knock-on effect at home.

Caiden's brother, who is two years older, spent the last four or five years in his bedroom because he couldn't bear to be around Caiden when life was so

awful with him at home. Life was just awful for all of us. Awful."

MOVING TO UNDERLEY

"Walking into Underley is like walking into another world. It's calm, it's peaceful, and so nice to see the children in their lessons with their teachers.

The feel of the place is wonderful. It's hard to describe. It was lovely to see that it was so structured and so child orientated. All the children are happy and the whole environment is special."

TRANSITION

"I expected that there would have to be quite a lengthy transition period, because his poor behaviour was happening on a daily basis at his old school. I was so worried for Caiden's first week, I took him to school and stayed.

Spending the first week in his classroom watching April teach them and deal with him and the other children was a massive stress reliever. It really put my mind at ease. She is so experienced and knowledgeable and it's wonderful to watch her with

them. All the staff at Underley are well trained and they treat all the children exactly the same.

By the Thursday afternoon I was able to leave him in the classroom, and on Friday I had a meeting with the educational psychologist and then came home, leaving Caiden in school. I was worried to death but he had a great day and didn't even ask where I was!

I can't believe he has settled in so quickly. Now he gets up, gets dressed and goes off happily to school in the taxi with his escort. He travels with another pupil so he has company."

TRANSFORMATION

"It's been an absolutely amazing transformation. Since he has been at Underley we have a completely different child at home.

He's happy, he's content and he's so much calmer. His speech has improved and so have his social skills. Friends and relatives have noticed a big change in him.

We are a family again. His brother no longer has to sit up in his bedroom and it means we have some time together before Caiden comes home. Caiden can be quite excitable when he first gets home but he soon settles down.

We all watch television together as a family. That never happened before. His brother has started interacting with him more whereas he used to have very little to do with him.

I was worried that sending him somewhere with small class sizes would mean he had fewer friends but he has more friends now than ever. He comes bouncing home telling me everything they've done during the day, and I've never had that before. Long

may it continue!" **Caiden's Mum**

APRIL BOYD, CAIDEN'S TEACHER

"Most importantly I want these children to have fun whilst they're learning.

Very often we don't see a child's previous poor behaviour because our school environment works for them straightaway. We have a routine which is consistent and we have firm boundaries.

Caiden is doing extremely well. Before coming here, he didn't like school: it had been a very negative experience for him.

Here, he happily attends all lessons throughout the day. We have English and Maths lessons every day and he is progressing well with his work in those classes. His social skills have improved and so has his speech.

Caiden's personality is coming through now. I often watch him whilst he is playing in a little group with the other boys and he is developing a good sense of humour. It's lovely to see him doing so well.

Caiden's able to socialise now and he has friends. Often children like Caiden haven't had that opportunity before because he's been educated on a one-to-one basis and haven't had the chance for social interaction with children of their own age.

He has completely come out of his shell. Everything has fallen into place very well for Caiden."

HEAD OF SCHOOL

"Caiden's progress has been huge. On his first day with us, he was an incredibly timid boy who completely lacked confidence. His Mum came with him and Caiden clung to her the whole time.

In the beginning he would work only on his own, and would throw his iPad if he was upset.

Now I see Caiden taking part in all his lessons as part of the class. He has friends, and he enjoys the activities in school.

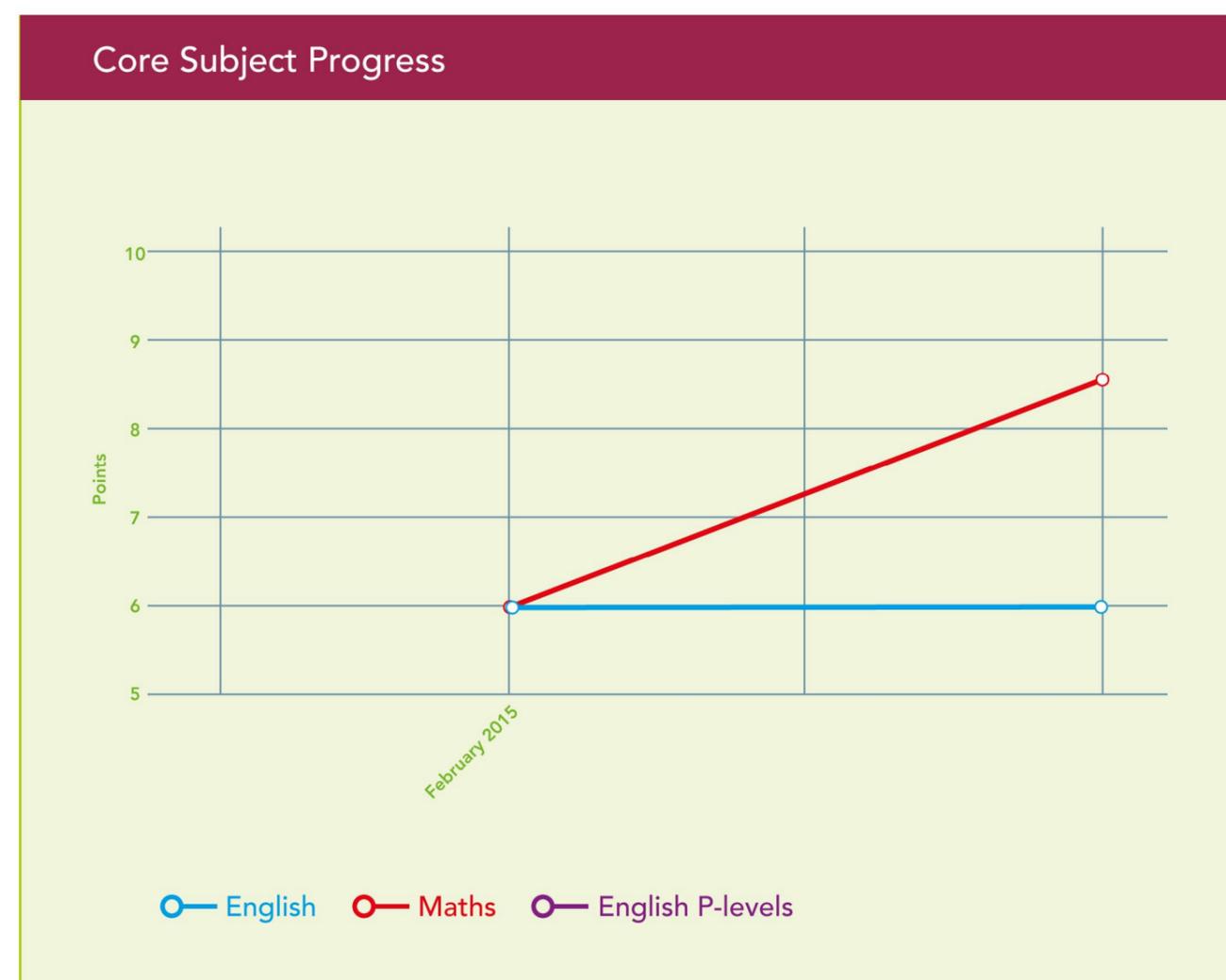
What has worked so well for Caiden is our integrated blend of educational and therapeutic aims and through that we can meet childrens' needs. Our staff are highly trained and extremely experienced: we can unpick a child's needs and ensure we match the best strategies that will work for each one of them. It means that a child's

progress - as in Caiden's case - can be rapid."

The school's judgment on Progress for Caiden is: GOOD

"Rates of progress appear to be outstanding in Maths although this is based on a relatively short time span. English has seen progress and a judgment on progress can be made at the end of term."

CAIDEN'S PROGRESS



CAIDEN'S PUPIL SURVEY MAY 2015

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|----------------|-------|----------|-------------------|------------|
| I really enjoy school | | ✓ | | | |
| The work in school is just right for me | | ✓ | | | |
| The school is a nice place to be | | ✓ | | | |
| I am happy in school | | ✓ | | | |
| Students are respectful to staff | | ✓ | | | |
| I have friends in school | | ✓ | | | |
| My teachers give me good feedback about my work and behaviour | | ✓ | | | |
| I feel there is someone I can talk to if I had a problem or was being bullied | | ✓ | | | |
| My lessons are interesting | | ✓ | | | |
| School staff treat students with respect | | ✓ | | | |
| If I ask for help I get it | | ✓ | | | |
| I feel good about myself | | ✓ | | | |
| I enjoy my school work | | ✓ | | | |
| I feel safe in school | | ✓ | | | |
| I feel I am making good progress | | ✓ | | | |
| I get the right amount of help with my work | | ✓ | | | |
| I feel bullying is managed in school | | ✓ | | | |
| I would recommend the school to a friend | | ✓ | | | |

CAIDEN'S SUPER STARS

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|-------------|------------|----------|
|  |  | Wednesday 1 | Thursday 1 | Friday 1 |
|  |  | Wednesday 2 | Thursday 2 | Friday 2 |
|  |  | Wednesday 3 | Thursday 3 | Friday 3 |