



Jon has complex needs including an undiagnosed neurological condition, and spent the first eleven months of his life in hospital. Since birth, he has been fed through a gastric tube.

At the age of 11, after dozens of behavioural incidents at his previous special school, Jon was suspended. When his parents found out what had been going on, they refused to let him go back.

They were given a shortlist of schools to choose from and Underley Garden was their first choice.

Jon is now in a class with two other boys, and is making excellent progress with his behaviour and his learning. At school, he has Occupational Therapy, Speech and Language Therapy and access to the onsite nurses.

Jon likes his new teachers and is making friends.

### PREVIOUS SCHOOL

“At his previous special school, we weren’t told anything until Jon was suspended for his behaviour. When we found out what had been going on – 57 incidents in that school year – we didn’t want him to go back there.

Underley was one of three schools we were given to look at by his social worker. We looked online at the website and as a family we sat down together and we watched the video clips that other parents had done, talking about the school which was very helpful to us.

When we went to visit, our first impression was that the school was well set up, and all the staff were nice and friendly.

We’ve noticed a big difference in six months since he started. It is massive progress for Jon.

I don’t know how to explain it, but he wants to go to school; he wants to do his work at school, and if he comes home with a little bit of homework he is getting that done too. They got the measure of him very well and very quickly.

I’ve seen the work he has done at school, and the teachers are getting him to do his work in a way that didn’t happen before.

We’re very pleased with the progress he is making and there is loads of communication between school and home.

For the first few months he was there, we received a phone call every day to tell us how he had done that day: whether it was good or bad. For us, that was absolutely brilliant and so different to what we’d had before.

He liked his previous school, but he liked it because he could get away with bad behaviour and thought he could rule the roost. When he did something wrong at school, they’d take him out of class and go out shopping with him which he loved.

At Underley Garden, they don’t reward bad behaviour: they only reward the good, which is how we want it to be. He’s learning that his bad behaviour won’t be rewarded any more.

He's been getting away with his behaviour for so many years, but now he's receiving the right attention and teaching.

He didn't really have any friends before but now, at home, he's mentioning other children by name. One of his classmates boards at Underley, and Jon has started to come home and ask if he can sleep at school too. He sometimes goes for respite care but now he says he wants to stay at Underley.

The staff at Underley Garden are excellent: all of them, from the Headteacher right through to the rest of the team. It's important for me that Jon gets on with all of them very well. They are brilliant with him.

As a family, we went to an event at school called Light up the Night, a laser show and it was lovely for Jon's brothers and sisters to see where he is at school. The staff were so friendly and welcoming to my other children too. It was lovely.

I would highly recommend Underley Garden. It's just brilliant. I struggle to put into words how lucky we feel to have found this school and have a place for our son there.

We know he's happy there and as parents that's important for us to know."

### Jon's Mum

### JON'S PROGRESS

"Jon has really benefitted from the structure we have here. The visual timetable works very well for him because he can see what he is going to be doing for the rest of the day.

He responds very well to the nurturing environment and loves achieving reward stars. He understands that by collecting rewards he can earn a prize and that works well for Jon.

When he first arrived with us, he found it very difficult to listen to instructions, but he has made enormous progress and will now often be the first in the class ready to sit at his desk ready to learn.

He's also made progress with socialising and will participate in group activities, overcoming his earlier fear of being wrong.

Every child here has an individualised learning programme and it's meeting Jon's needs well.

We've also evidenced Jon's self harming issues with a tracker filled in on a daily basis which we've shared with his parents, and we can see that his anxieties have improved hugely.

His first parents' evening was a turning point for Jon, and helped us gain his trust when he realised what his parents were shown and told.

Progress for Jon is in small steps, but those small steps are huge for him. Role play is very important for him. Putting maths into context helps Jon, so rather than let him struggle with a work sheet, we introduce role-play with our sweet shop in the classroom and he can cope with counting.

In English, we use visual aids to help him understand and he's making good progress as well as being much calmer in the classroom environment."

### Class Teacher, Louise Kennon

"Jon benefits from the high staffing levels we have here. His behaviour presented real problems at his last school, and we looked very carefully at how we could ensure Jon would be able to access our activities, how we could ensure he could socialise and make friends and be able to enjoy his learning experience here. It takes time during each school day to be able to

look after his health needs, but we make sure it doesn't impinge on his education or the numerous activities we have on offer.

Our highly trained staff team drew up plans of how to manage his behaviour in micro detail which we review and re-evaluate constantly, and it has enabled Jon to experience a full school life.

It is easy to see how much Jon is enjoying school now. It's the most positive school experience he has ever had.

It's very important to track incidents minute by minute, because recording times and other factors

can often analyse and evaluate what's causing the problems. By doing that we can put in place strategies to ensure he can function at school. Once a child is feeling calmer and more confident they can be successful and happy and incidents of the problem behaviour will diminish."

Attendance, Behavioural and Educational data is constantly recorded for each pupil.

The school's judgment on Progress for Jon is: **OUTSTANDING**

**Head of School**

## JON'S PROGRESS

