

Arlo's view

I need to feel safe at school

I want to be able to talk and to be listened to

Arlo rated school as a 2 out of 10



About Arlo

Arlo is in year 10, Arlo has always struggled to go to school but with mums help he has done, up until after September 2020. Arlo could not get past reception, when he was in school, he hid in the toilets at break and lunch time. He had physical symptoms of his anxiety and feared going to school.

Mum wanted help for her and Arlo. Mum wanted to help Arlo manage his anxiety.



Challenges

Arlo's anxiety had gone under the radar for so long he had no coping techniques.

Mum needed support to have her voice heard too.

Arlo needed to rebuild his positive friendship group.

What happened next?

Arlo's attendance dropped, this resulted in the Education Welfare Officer (EWO) providing support.

Mum contacted the deputy head to voice her concerns and a Multi-Agency Assessment Panel (MAAP) referral was made by the school.

At the pre assessment in February 2021, it was identified that Arlo had communication difficulties, Speech and Language started working with Arlo straight away to help him have his voice heard.

Arlo was also referred to the Paediatrician for an autism assessment, following a recent diagnosis of a complex physical condition.

At the MAAP panel in April 2021:

- Early Help Family Support Practitioner (FSP) agreed to support the family in having their voice heard with all services.
- Early Help FSP will work with the EWO and School to assist Arlo's reintegration to school
- Commissioned Occupational Therapist for a sensory assessment.
- Provided school with information on Arlo's condition Tubular Sclerosis so they can support him.
- CAF Referral to continue multi agency support

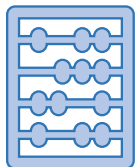
Joined up working with Arlo

- Family
- School
- EWO
- CISS
- Early Help
- Speech & Language
- Occupational Therapist
- MAAP
- ADYSS Team (Assessment for Autism)
- Paediatrician

LEARNING POINT

Earlier Intervention would have reduced the level of anxiety escalating for Arlo

Co-ordinated Multi-Disciplinary approach was needed



How is Arlo now?

Arlo is near the top of the waiting list for his ASD assessment

Mum has been supported to apply for an EHCP

Arlo has been referred to CISS for support

Arlo has a phased return for his reintegration to school, FSP ensured that Arlo was supported to have his voice heard in the planning of this

Arlo has key staff in School that he can talk to

Arlo has access to a quieter space when needed

Arlo has access to support for his mental health at school

Mum has been referred to Suffolk Family Carers for ongoing support

Arlo's view now

Now I have my voice heard

Now I can start to feel safe at school

Now I can start to learn

Now I have support for me

School is now a 8 out of 10

Arlo case study re visit Sep-22

What are we worried about?

Arlo

- continues on a part time timetable
- is not taking all his GCSE's
- continues to suffer with anxiety

Arlo's mum:

- is unhappy with support
- feels nothing changes
- feels let down by the system
- wants communication with her first, to support Arlo



September-21 Update

Arlo

- is now in year 11,
- is only taking 4 GCSE's,
- continues on a part time timetable.
- was turned down for an EHC Needs Assessment but through mediation is now being assessed.
- Arlo has recently been diagnosed with ASD

What is happening?

- SES Supporting mum and school
- Support from SENCO is now in place
- Arlo is on SEND Register
- School are supporting with minor adjustments
- School staff are aware of support needed
- EHC Needs Assessment is in process

What next?

- Action plan is in place with School, SES, Mum and Family Services all agreed with Arlo
- Health are linked in with Family Services to understand Arlo's needs
- SES Contacting Primary Mental Health Worker

Arlo Update May-22

- Communication between school and mum has not improved
- Arlo has been withdrawn from GCSE's due to concerns that as he has minimal education for the past 2 years, sitting GCSE's may be further detrimental to his wellbeing
- Adolescent CAF was not made and has created delay in support
- Arlo and mum feel happy and relieved not to have the pressure of GCSE's
- Arlo has applied independently for a Pathway Course
- Arlo is now being supported by a Young Person's Worker

! Whole School Inclusion are working with the whole school now

? What mechanisms do we have for how actions are followed up ie request for CAF

? How do we recognise the urgency of support needed at earlier stage to avoid the escalation and Arlo not being ready for GCSE's

SEND Programme Board feedback

- EHC Needs Assessment refused could have made a difference
- SES Element of Assess Plan Do Review – Assessment prior to need by school could have helped, if school had been doing assess plan do review would have had more evidence.
- Look at where we are heading for a fully equipped adult and transition – Why has the school not referred.
- Why school did not refer for adult CAF?
- How are we really monitoring on the support and challenge to schools
- Continuous that schools are not making referrals – Needs to be a way that schools are being monitored on Early Intervention
- V SEND – Could help, enhancement and development of SENCO
- What is behind each case study but we learn for each child family and school, what does this tell us about schools. What is the issue and then look at what are the solutions.
- White paper set of statutory standards, and look at how we use CEO to hold accountability
- How can mental health teams work, around inclusivity – Within a ICS patch work in non ISMT schools to join up
- ACTION – Whole School Improvement to link in with school
- ACTION – Identify key leads for each area on Education