### Essex SEND IASS Case Study

**What was the CYP/family situation when they came to the IAS Service?**

- Phone call received on the helpline by the mother who was very upset and not sure what to do with the current situation.
- Child in Year 1, been attending new school for two weeks after a move away from previous school.
- The child is currently awaiting ADOS and possibly has ASD or ADHD.
- Before child started school, Mum went in to new school to talk to them about child and current needs – described nobody was available or willing to listen.
- At previous school they were never consistent with information on the child, some said that he was showing difficulties with his behaviour and school work, others were saying that he was getting on fine and no support was needed.
- In the first week of his new school, the family got called on a regular basis to inform of unacceptable behaviour such as calling out, refusing to work and hiding under tables.
- In the second week, the school informed the parents that they had received letters from other parents complaining about the child’s behaviour and language that was used.
- Family felt that they were getting a bad name due to the behaviours that the child was showing.
- Mum upset as mixed messages from previous school and felt that new school were not giving him a chance.
- Child was becoming more and more anxious about going to school and it was becoming difficult to get him to attend.
- Parents felt threatened by the school and also the other parents at the school. Other parents were making accusations about the family, refusing to let their child talk to them and showing ‘aggressive’ behaviours when outside the school gates.

**What support did the IAS Service provide?**

- SEND IASS gave advice about One Planning and asked whether this had been mentioned with the school. SEND IASS also spoke about EHCP requests if further support was needed after One Planning was in place.
- SEND IASS gave information on Essex Local Offer regarding support within schools and also support around them as they had just moved to the area.
- SEND IASS offered support within a meeting at the school to discuss getting One Planning started and to look at the current difficulties.
• SEND IASS met with the family and the child involved in order to gain their views before the meeting. Child happy to talk about what he was finding difficult and what could be done to help him.
• SEND IASS attended meeting at the school with SENCO and Head Teacher. Both seemed very supportive and agreed that the child would need additional support.
• Parent found it difficult separating arranging support for her son, and the current situation with how threatened the family were feeling from other parents.
• When discussing how the family were being treated, SEND IASS suggested a break as parent was getting very upset and did not want to continue.
• Whilst taking a break from the meeting, and after hearing the views of the other parents, the parent decided to remove the child from the school and off role for their safety and the wellbeing of the child.
• SEND IASS talked through the options and the process, Mum had made her decision. SEND IASS advised her to talk it through over next couple of days with family, and they would keep meeting arranged for One Planning booked in case Mum changed her mind.
• SEND IASS received phone call from Mum saying that the child was no longer on role and that she was home educating.
• SEND IASS recommended Mum attend Practical Workshop that service organised. Mum attended two workshops that she felt would suit the family currently.
• Family wanted to make a request for an EHCP. SEND IASS explained the process for making a request. Explored what evidence the school may have shared with Mum around support in place/strategies suggested as this would assist with the application.
• Mum wanted to put in a complaint to the school regarding how they were treated as a family and to clear her son’s name. SEND IASS spoke through the process and correct procedure in order to complain.
• SEND IASS attended meeting with Chair of Governors to support Mum. Met with Mum beforehand to prepare for the meeting.
• After 3 months of being home educated, Mum believed that he had felt settled in himself now and thought it was time for him to attend another school.
• SEND IASS contacted admissions to find out what schools in the area had spaces for him and also for his brother in Year 4.
• SEND IASS informed Mum of available schools and advised that Mum look into them to make sure she feels that they are able to support her child.
• After discussions with admissions, Mum contacted SEND IASS and explained that they have viewed a school and would like her
children to attend. Mum had informed school over phone and emails about the current situation and the support the child may need.

- SEND IASS worked with Mum and the child over the phone and via emails and created a child led document for the child to take in to school before he started so that they would know his difficulties and what could help him.
- SEND IASS recommended that they have a meeting at the school not long after he starts so that they can assess how things are going.
- With Mums permission, SEND IASS contacted the school to arrange meeting.
- SEND IASS attended meeting with Mum at the school, to find out that the child had settled very well on a gradual time table whilst he builds up his confidence and trust with school. With SEND IASS help, a part time timetable documented with dates agreed for when he would be full time.
- The school informed Mum that they will be making a request for a SEMH specialist teacher to come in to offer advice to the school on best ways to support.
- The school have informed that he is behind considerably with his academic levels so One Planning will take place. It was agreed that this would take place after ST involvement.
- SEND IASS offered to support with One Planning and gaining child’s views in order to help the family and school.

What was the impact of IAS support on the CYP/family?

- Mum said that after initially talking on the phone to IASS she already felt supported.
- Family gained knowledge on what type of support their child could receive within a setting.
- Mum was supported within meetings at a school where she felt threatened.
- The child felt listened to when SEND IASS went in to gain views.
- During a difficult time when the family decided to home educate, Mum sent SEND IASS an email stating - ‘Firstly may I thank you for the time you have given me these last couple of weeks, it’s been in-valuable. I understand my case has been a trying time for you and each time I have called you, you have met me with your time and you have listened. I am truly grateful and wished to express my thanks to you.’
- The family were able to have support and know the different processes with stages such as removing a child from role, making complaints and also applying for new schools.
- The family were able to build up their trust with another school setting with the support from SEND IASS, who had conversations with the school and supported the family when the child started.
• The relationship with the school has grown, with the school SENCO coming back to Mum and SEND IASS after their first meeting and thanking for the involvement and support from both to ensure the child settles and receives the correct support within school.

• It has been a difficult time for all of the family, however they are beginning to feel more empowered with their positive move to the school and although the family still regularly contact SEND IASS for support and advice, the relationship with the school is building and Mum is happy to have conversations with the school on her own.