

SEND IASS Case Study

|  |
| --- |
| What was the CYP/family situation when they came to the IAS Service? |
| When parents contacted the service their daughter had started school the previous September, going into the Reception Class with a Statement of SEN and full-time support. She has a diagnosis of global developmental delay. Very soon concerns were being expressed by the Head Teacher as to whether she was correctly placed. He felt C should be accessing a more specialist placement. Parents did not agree and wanted her to remain in the mainstream school.  Their little girl’s development had always been slower than most children, due to the traumatic pregnancy suffered by her Mum, but she has achieved targets she was not expected to achieve by the many professionals involved. She continues to develop more slowly than other children of her age, however she has made phenomenal progress. Her main difficulties are around speech, language, communication, moderate learning difficulties and her fine/gross motor skills are delayed. Mum feels ever since her daughter was born, she has fought to prove her daughter ‘can do’ instead of constantly being told by professionals that ‘she won’t be able to’.  There continues to be a huge discrepancy between what C is capable of at home to what she demonstrates at school and this causes frustration for Mum. It is also apparent at some of the meetings attended that the Head Teacher continues to feel that C is not appropriately placed. Thankfully this is not echoed by the teaching staff and Mum has built very good relationships with the Class Teacher’s and home/school communication is very positive. |
| What support did the IAS Service provide? |
| IASS :   * provided factual information about SEN processes, parental rights and statutory duties of the school and local authority * accompanied Mum to review meetings in school and facilitated her participation in those meetings * took detailed notes at the meetings for Mums information   I first attended a review meeting at the school with Mum, to support her in enabling her to get her views across at the meeting. She felt that 6 months into C’s school placement it was not appropriate to be making a judgement that the placement was not working, considering the hurdles C had overcome to get there. I explained the review process of the Statement and the legal protection that the Statement brings.  Detailed notes are made at the meetings by IASS which Mum has accessed at times when discrepancies have arisen and I continue to support Mum at the termly multi-agency meetings held in school and the annual review meeting.  I have also provided information /support to Mum when she wrote a formal complaint to the school following their complaints policy.  Mum knows we are always at the end of the telephone and will ring us when she needs some advice/support. There have been occasions when Mum has just needed to vent her frustration regarding an incident that has occurred in school. |
| What was the impact of IAS support on the CYP/family? |
| C is currently in Year 2 and remains in the mainstream school. She has made amazing progress and continues to do so. Termly review meetings are held in school to keep the communication between home and school around her progress, and to share ideas/strategies to support C consistently. Mum has said she values the support received from the IASS to enable her to get her points of view across in what can be sometimes quite challenging and negative meetings. Mum contacts the service by telephone if issues arise in school; again she says she values this support.  March 2016 |