

SENDIASS Case Study

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| What was the CYP/family situation when they came to the IAS Service? |
| Family moved into the authority. The youngest son, Billy, was in Year 5 and had a diagnosis of Autism Spectrum Disorder (ASD). Parent explained he had always required support, which he had received at his previous schools through Special Educational Needs (SEN) support. Parent needed to secure a place in a mainstream school for Billy but was having difficulties finding a school which she felt could meet his needs.  Information from his previous school showed Billy’s academic levels to be 4 years behind that of his peers, and parent felt he required an Education Health and Care Plan (EHCP) for him to be able to access the support she felt he required. Parent said he had always accessed additional support but this had varied from school to school. She wanted him to have an EHCP to secure the correct level of support and to help him make progress academically. Parent was also worried about the impact his ASD was having on him and wanted him to receive specialist teaching to enable him to understand his Autism. |
| What support did the IAS Service provide? |
| Initially we helped Parent navigate the area and schools, then supported on visits to 4 mainstream schools. Parent was very worried about the support implications for Billy, especially through the conversations she had with the Special Educational Needs Co-ordinators (SENCO) at the schools visited. She felt that the level of support available in the mainstream schools would not be enough. She had tried through his previous school to secure Billy an EHCP but she said the school had always seemed reluctant to refer.  We spoke to Parent about putting in her own request for an EHC needs assessment and gave her information about the process. We guided her through the process and supported her in gathering information to enable her to submit her request.  Support was also given in a meeting with the SENCO at the school Parent was considering sending Billy to, and we were able to establish how Billy would be supported in their setting. Parent submitted a parental request for an EHC needs assessment. |
| What was the impact of IAS support on the CYP/family? |
| Billy has started his new school and has been seen by the Educational Psychologist. The EHC needs assessment has begun. Parent tells us she feels as though the Local Authority are listening to her and Billy’s new school have acknowledged the extent of his difficulties. She has been able to put her views forward through the EHC needs assessment process and now all parties are aware she feels Billy requires specialist provision to meet his academic and social needs.  (We are able to report that Billy now has an Education Health and Care Plan in place and is attending our local maintained special school.)  March 2017 |