

Case studies examples of workers intervening without the background knowledge to support their suggestions

Child 1 - Child with autism in Year 4 - very challenging at home, but good support and relevant strategies in place at school.

A professional suggested to parents that an Education, Health and Care (EHC) needs assessment is required. This was not needed as school had sought support from relevant agencies and put strategies in place, and they do not need to spend more than £6k. When this was raised with the professional, he said that he thought that asking for one made sure that services were on board and something was happening.

Child 2 - Reception age, lots of anxiety from home. The child is also anxious and was not speaking or eating in school (she did at nursery).

School, Educational Psychologist (EP) and Speech and Language Therapist (SALT) have worked together with the family and there is a SEN support plan in place and the child is making some progress. The professional met the child once and suggested autism as a possible diagnosis and suggested to the parent that perhaps mainstream school was not the right place. This really ramped up the anxiety levels of the family again and caused conflict between the parent and school.

Child 3 - Child with medical needs and has school absences.

Team Around the Family (TAF) had been in place but it was closed because parent wouldn't engage fully. A professional suggested, as she closed the TAF, that an EHC assessment and possible change of provision was the answer. This does not address the issues and mainstream education is appropriate for this child. The issues are about attendance and parental resilience.