

# BOLTON CASE STUDY OF A CHILD/YOUNG PERSON WITH SEND

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| <b>Name of child/young person</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Adam                                                      |
| <b>School/setting attended</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | unknown                                                   |
| <b>Service completing case study</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Bolton Together – IThrive 2 – 11 years delivery programme |
| <b>SEN Support/EHCP/PEP/Care Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                           |
| <b>SEND Inspection criteria evidenced</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                           |
| <b>Child/young person's aspirations</b><br>To learn to regulate emotions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                           |
| <b>Purpose of service involvement</b><br>To support access to youth activities and support development of friendships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                           |
| <b>Pen Portrait including area(s) of strength and need</b> (key findings from assessments)<br>Adam is 8 years old. He was referred by school for anxiety and emotional dysregulation. Adam has been assessed by SALT and has been seen by an Educational Psychologist. He is supported in school by the Class Teacher, Pastoral Lead and a Teaching Assistant, this has been to discuss his emotions and avoid bottling things up. His Mum shared in the Decider Skills sessions that issues arise when Adam returns home from school. He will offload all the negative emotions he has experienced throughout the day. Adam attended all of the Decider Skills sessions, a 6-week programme, with his Mum and older brother. Both brothers have medical needs, and his brother has an EHCP due to special educational needs. A's referral states: 'Lockdown and being at home had a negative impact on his worries and separation from mum. The family have had several close family members pass away in the past year and this has impacted on Adam wanting to be with mum and keep her safe - he is aware that she has health issues. Mum is aware that her anxieties are exasperated by worrying about her children and they are then worried about her...creating a vicious cycle.' |                                                           |
| <b>Other agencies who have been involved in supporting the child/young person and their family and how agencies have worked together</b><br>SALT, School Support, Educational Psychologist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                           |
| <b>SUMMARY OF WORK UNDERTAKEN AND OUTCOMES ACHIEVED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                           |
| <b>Summary of previous involvement/intervention and outcomes (over the last 2 years)</b><br>(consider improvements in school attendance, reduction in fixed term exclusions/numbers of behavioural incidents, communication skills, independence, confidence, social skills, relationships, community inclusion etc)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                           |
| Adam and his Mum took part in the 6 week Decider Skills Course. The techniques and skills taught focus on core strategies such as understanding and naming emotions, distress tolerance, mindfulness, emotional regulation and interpersonal effectiveness.. Adam settled quickly into the group and contributed to every session. He engaged with activities and discussions; often, he was the first one to raise his hand to answer questions. The first skill taught to Adam was 'STOPP'. Its use was demonstrated and the group participated with all of the steps including taking a big breath at the end which Adam actively engaged in. Throughout the sessions Adam was keen to share his ideas and experiences and demonstrated his ability to answer some complex questions. Adam completed the set task labelling how his emotions made him feel physically and was able to link his physical                                                                                                                                                                                                                                                                                                                                                                                |                                                           |

symptoms to emotions he has. Adam articulated that he experiences butterflies in his tummy when he worries. Decider skills support both parents and their children to communicate thoughts and feelings with an improved outcomes understanding triggers, thoughts, feelings and behaviour. Practice and repetition are crucial so everyone becomes familiarised and skills become engrained into daily life. It has been emphasised that mum needs to model using the skills so that both children are comfortable and familiar using them.. In week 5, Adam created his own soothe bag as homework, containing photos of his Grandad, who passed away, and a bear 'Bobby' which Adam was given when he received his Stoma bag. the Emotional Health and Well Being 2 – 11 IThrive Programme Report 1st January 2022– 31st March 2022

#### **Summary of current involvement/intervention and outcomes**

(consider improvements in school attendance, reduction in fixed term exclusions/numbers of behavioural incidents, communication skills, independence, confidence, social skills, relationships, community inclusion etc)

Adam confidently shared with the group that he has a stoma bag and demonstrated what a stoma bag is on the bear. Adam was relaxed and calm when sharing items in his soothe bag. By week 6 Adam could recall his favourite skill and rated himself as doing better than average than in the first week on the CORS. Adam's Mum reported that she felt the 6 week programme was beneficial for both children and herself.

#### **Summary of future/further planned involvement/intervention and anticipated outcomes**

(consider improvements in school attendance, reduction in fixed term exclusions/numbers of behavioural incidents, communication skills, independence, confidence, social skills, relationships, community inclusion etc)

Ability to adopt techniques to manage emotions and an increased understanding of emotions experienced, leading to improved relationships at home and school.

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| <b>Learning from this case that has informed practice</b> | How simple interactive exercises can support involvement of the child and improve outcomes<br>Importance of parents learning alongside their child leading to longer lasting improvements beyond intervention. |
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