

BOLTON CASE STUDY OF A CHILD/YOUNG PERSON WITH SEND

Name of child/young person	Adam
School/setting attended	Not provided
Service completing case study	Bolton Together – IThrive 2 – 11 years delivery programme
SEN Support/EHCP/PEP/Care Plan	Yes
SEND Inspection criteria evidenced	
Child/young person's aspirations Reduce anxiety and worry, manage emotions.	
Purpose of service involvement	
Pen Portrait including area(s) of strength and need (key findings from assessments) Adam is a 7 year old boy who has a diagnosis of ASC and currently has an EHCP in place. He is experiencing anxiety and worry. School report meltdowns in the class when Adam becomes frustrated and would like support in helping him manage his emotions. Mum would like to access any support available that would help her support her son in times of distress and to help reduce his meltdowns.	
Other agencies who have been involved in supporting the child/young person and their family and how agencies have worked together Child Action Northwest School support	
SUMMARY OF WORK UNDERTAKEN AND OUTCOMES ACHIEVED	
<p>Summary of previous involvement/intervention and outcomes (over the last 2 years) (consider improvements in school attendance, reduction in fixed term exclusions/numbers of behavioural incidents, communication skills, independence, confidence, social skills, relationships, community inclusion etc)</p> <p>Support provided 7 x 1:1 therapeutic sessions in school alongside telephone support to mum. Used Mind Moose digital resource to build self-esteem, learn about our inner voice and the importance of self-compassion. Learnt about different feelings, how they feel in our bodies and how to manage difficult ones. Used YouTube video 'Everyone Feels Angry Sometimes' to normalise angry reactions and help Adam learn the stages of his anger. Adam created his own anger volcano to help him understand his feelings and explain them to others. Incorporated Adam's hobbies and interests, for example he created his own Pokémon who would support him when he felt angry. He created a phrase for that Pokémon to use to help him calm down</p> <p>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)</p> <p>Adam proudly reported that he had used his Pokémon phrase to help him calm down when he was feeling frustrated. This was observed by teacher and practitioner, as the practitioner had arrived for the session when Adam was in the middle of doing something he enjoyed. Previously he would have had a meltdown in this situation. His teacher noticed that he was getting better at calming himself down, with fewer meltdowns. She fed back as follows: "I have spoken to Adam's 1:1 support worker and both myself and Miss C have noticed that he is now using certain calming techniques, such as counting to 10, taking himself off to the calm corner and shouting into a pillow. I feel that the sessions helped Adam and he enjoyed having the time out to talk through feelings." Mum fed back as follows: "Adam has really</p>	

enjoyed the sessions working alongside Irene. School and myself have noticed an improvement in how Adam has started to understand his own emotions and in turn has started to learn how to manage them. He has really liked working with the Mind Moose resources and was keen to share what he had been learning in the sessions with me. As a parent I would highly recommend these sessions as I feel they have been very beneficial. Irene has been fantastic not only with Adam but with me too. She has kept me fully informed and updated on his progress and has offered me some much-needed advice. Thank you so much for your time, patience and understanding. We are now looking forward, as a family, to the future where we hope these "tools" Adam has learnt, so far, can be put into practice and we are confident that they will help him to grow further in social skills."

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

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

Learning from this case that has informed practice

Adapting existing resources to meet the needs and strengths of the child and finding out the child's interests and building support around this which is more meaningful for the child. Importance of family and school continuing to support the child to adopt the techniques and understanding what works for each individual child.