

# Improving Outcomes | Case Study 1

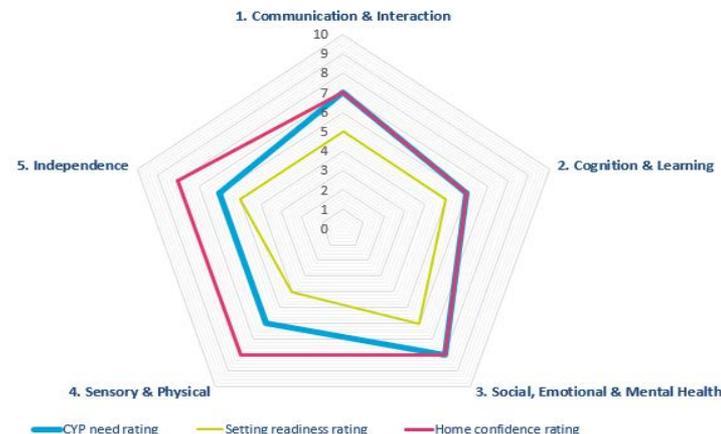


**Helen**  
Female  
Year 7

**Diagnosis:** ASD & ADHD

**Context:** Attendance very poor at mainstream secondary school due to high anxiety and sensory needs. Became unable to wear uniform and shoes. Position made worse during pandemic. Daily struggle to get her out of the house and usually unsuccessful. School believed they are not meeting her needs so have recommended her for a special school placement.

**The SENDCo had significant concerns about Helen being able to cope in mainstream school and her annual review was highlighted as requiring specialist placement.**



## Changing the conversation: VSEND and the strengths-based approach

Using the VSEND tool and a strength-based approach at Helen's annual review, the setting have established:

- Helen had made considerable progress in her cognition and learning since her last review
- She liked to be met at the school gate and spend time in a safe space prior to going to lessons. This prepared her for the day and lowered the heightened state of anxiety that is caused by getting to school
- Helen has been referred to the Pilgrim School as she stopped attending due to COVID and was unable to restart
- Helen's interest in photography at home will be used to support her in documenting her journey to school; this will be supported by Pilgrim SENDCo, a keen photographer
- Helen will be able to use her abilities in film and photography to help make the journey to school manageable
- Helen's interests were incorporated through the strength-based approach into a strategy to help her to attend school

The parents and settings valuable insight into how to meet this young person's complex needs is central to the success of the transition back to her secondary school.

The SENDCo's view was that VSEND and the strengths-based approach had a positive impact on the outcome of the annual review.

**Helen's school and parents were pleased with the approach of the annual review and the support that would be provided for her to return to her school.**

Helen is now on dual placement with the special and mainstream schools, the annual review recommendation is to return to mainstream school on a transition plan from special school.

**Parents found VSEND approach very clear and were pleased that their situation at home was included in radar.**

# Improving Outcomes | Case Study 2

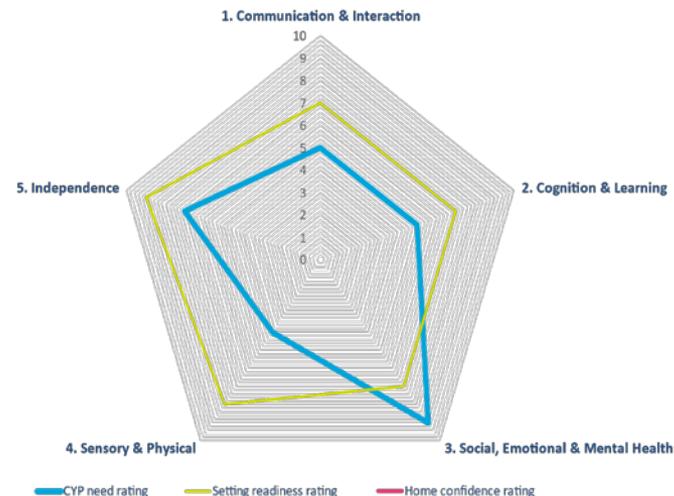


**Tom**  
Male  
12 years

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Tom has a diagnosis of ADHD. He displays highly sexualised language and behaviour. Tom's outbursts include swearing and inappropriate touching of peers. Mother reports similar behaviour at home. Tom also has weight management and body image issues which impact negatively in his engagement with peers and his learning. Tom has a very limited diet – mostly plain pasta and his mother has been unable to introduce a healthier diet. Tom says that he dislikes school and gets up early to play on his computer to take his mind off school. He is very sensitive to loud noise and unable to attend music classes. Tom is making progress in his learning but not consistently.

**The SENDCo had significant concerns that Tom is at risk of permanent exclusion.**



## Changing the conversation: VSEND and the strengths-based approach

- The review demonstrated that the school's interventions are meeting most of Tom's needs.
- Tom's behaviour is impacting negatively on his progress
- Tom's behaviour is disrupting the learning of his peers
- School has reported to professionals that Tom is at risk of permanent exclusion
- Tom's parent is struggling to support him with diet and behaviour at home
- School is providing Art Therapy.
- The BOSS team is involved with this case regarding Tom's behaviour.

VSEND demonstrates clearly that Tom's needs are being met largely by interventions in his mainstream school.

## Actions:

- Tom's sexualised behaviour to be further assessed through re referral to CAMHS
- Clarity of roles and responsibilities between services
- Parents to be supported re on line safety at home
- Review of impact of ADHD medication on his weight and behaviour
- Referral to school nursing re weight management
- The amended EHCP to focus on Tom's SEMH needs through a co-ordinated response from specialist services in school and at home