

Parent Link Officer Case Study 1

What was the issue?

A parent called the parent link contact line for advice as her son's school had informed her that they were looking to do a managed move for her son, however she felt that the school were not meeting his needs or using successful strategies to support his ADHD, Autism and anxiety. During the conversation it became clear that the parent had never met with the school's SENCO.

Who did you engage with and what actions were taken?

The Parent Link Officer acted as the link between home and school and arranged a time when the SENCO and mom could meet. The parent link officer also attended the meeting as did the school's ASC support worker.

In the meeting the concerns from both school and home were discussed and actions set which included a referral being made to additional services who could support, new strategies being implemented based on mum's understanding of what supported her son best, further support for mum at health meetings from the school so that all messages are shared.

What was the impact?

The school and family will be gaining more support from additional appropriate outside agencies, including health services, to address the escalation in behaviours in the current setting rather than completing a managed move to another school at this time.

Mum now has a clearer method of communication within the setting so that her concerns are addressed more easily.

Parent Link Officer Case Study 2

What was the issue?

Email sent from parents to the Assistant Director with concerns around the annual review and wording on the EHCP for her child and issues around transport.

Who did you engage with and what actions were taken?

The parent link officer called the parent to discuss the issues relating to the child's education including:

- Requirement for appropriate support in lessons
- Planning for the future
- Ensuring that the pupil receives the education he is entitled to
- Review being key.

The Parent Link officer arranged to attend the annual review with the family and also spoke to the PO to ensure that the EHCP was finalised ready for the review. She reassured parents that any changes to wording on the EHCP could be made at the review and that the level of support at college could also be discussed at the review.

What was the impact?

The Parent Link Officer attended the meeting, supported the parent and ensured mum's and the student voice was heard and that the appropriate support was put into place.

The EHCP amendments were acceptable to all parties and were amended in line with the legal processes.

Parent Link Officer Case Study 3

What was the issue?

Email sent from parents to the Assistant Director with concerns around the support required following an EHCP being issued and also the fact there was no identified school placement in the plan.

Who did you engage with and what actions were taken?

The parent link officer called the parent to discuss the issues relating to placement. It appeared that the parent was unable to secure a placement for their child at the preferred school because of no spaces being available. She was unsure of how to progress with this especially as she had been told that she had missed the window to appear.

The parent link officer checked the school placements available at the preference school and also other options that maybe available including outreach work or placements for the next academic year. None of these options were available.

The parent link officer then found out where other local and appropriate placements were available and fed this back to mum so she could go to visit these settings.

The parent link officer also liaised with the home bridging team to see about interim support whilst a placement was being found.

What was the impact?

Parent now has a course of action to take to find a new placement and the pupil will be receiving support in the interim.

Parent Link Officer Case Study 4

What was the issue?

A Parental Educational Health & Care (EHC) assessment request was made for a young person in Year 7 with a diagnosis with Autism Spectrum Condition (ASC) and high levels of anxiety.

The young person is in the care of his grandmother and the family were receiving Family Support through Birmingham Childrens Trust.

The EHC assessment request was made as the young person was displaying high levels of anxiety about attending school and lack of positive peer relationships in school. The young person reported bullying in school. Grandmother did not feel that the school were making reasonable adjustments for his disability.

Who did you engage with and what actions were taken?

Before the Locality Panel heard the case, the Parent Link Officer (PLO) contacted grandmother to discuss the request for an EHC assessment and the outcomes she hoped it would lead to. The grandmother also gave consent for the PLO to contact the Family Support Worker (FSW) and request a copy of their Early Help Assessment and Action Plan. The FSW worked well with the PLO and swiftly provided copies of these documents.

The information collected by the PLO was then used to provide a wider context to the locality panel in order to help with decision making regarding whether the request met the criteria for an EHC assessment.

Panel members felt that this information was extremely helpful as no interim advice had been received from any other organisations yet.

The panel decision was a No to Assessment, but panel made strong recommendations that the school involve an Educational Psychologist, appropriate advisory teaching services and provide a named member of staff as an advocate in the school setting.

As a result of this the PLO was able to feedback to grandmother that although an EHC assessment was not appropriate at this time, the panel recognised that the young person needed support and had made the appropriate recommendations. Grandmother was happy with this outcome. The PLO also contacted the FSW and school and explained the recommendations.

What was the impact?

Grandmother was able to discuss her worries for her grandson through a supportive channel, get explanations of decisions by professionals and a way forward to support him.

The family were given clear recognition of the difficulties that the young person was experiencing even though an EHC assessment was not the appropriate route at this time.

The school were given clear instructions on what actions needed to be taken which was relayed not only by letter to panel but by contact from the Parent Link Officer.

The Family Support Worker was given a way forward to ensure educational issues were addressed and will be able to ensure that the recommendations are put in place as part of the Early Help Support Plan.

Parent Link Officer Case Study 5

What was the issue?

Tuesday 12th May

Mum sent an email to A2E Services asking for support.

Her son is in Yr 8 at a mainstream secondary school and has hardly attended since he started there in Yr 7. He suffers from extremely high levels of anxiety and mum said that he never goes out. He has had contact with the FTB STICK Team and has also had counselling in the past but nothing so far has been helpful. Mum said that he is very bright but was beginning to lose hope. She said she was desperate for some support for him but felt she had been running around in circles over the last year.

Another parent at school advised mum that she should make a request for an EHCP.

Who did you engage with and what actions were taken?

Wednesday 13th May

Mum's email was sent to the Parent Link Service who were asked to make initial contact with the parent and to find out more about what the young person's circumstances were. The Parent Link Officer (PLO) was able to find out more information about what the other agencies were doing to support him and help mum to understand how all these different things could fit together. It appeared from what mum was saying that his difficulties were finally being recognised by professionals but a multiagency plan was not in place. Mum's consent to share information with the professional working with her son was gained at this point by explaining how important it was that professionals work together to support children with complex needs.

The PLO fed back this information to TC as requested.

Friday 15th May

Following this, PLO was then asked to feed back to parent that contact had been made with the EP service who will speak to the EP for the school and that as a result of this work it is likely that a multi-agency plan would be developed.

PLO was able to reassure mum that whilst she has every right to apply for an EHCP, the important thing is getting the right professionals in place to support and look at the best outcomes for her son. Mum said she was just happy that professionals were now willing to work with her son and would engage with anything that would support him to be able to access and be supported with his education.

Mum was also advised to contact the EP helpline and CAT helpline for support whilst schools are not fully open.

What was the impact?

Mum was able to discuss her worries for her son through a supportive channel and was given a clear way forward which made her feel that professionals would support her son without the need to put in a request for an EHCP.

Mum was given recognition of the difficulties that the young person was experiencing which meant a great deal to her.

Mum was given access to further support through CAT and EP helplines

This issue was dealt with in 3 days -

Mum expressed her appreciation of the speedy response and the responsiveness of professionals in supporting her.