Case study ideas for discussion – These are ideas and starting points for discussion. You may want to use your own, or alter these to fit your setting. The idea is to get staff talking and thinking the layers of need and referring to Right Help Right Time. In the power point there is a slide for identifying the correct answers that you will need to complete depending on the case studies that you select.

1. Carlos - Primary

Carlos has a serious stutter that sometimes makes it hard for others to understand him, but he is working with a language therapist. Other than that he is healthy, intelligent and popular but a little shy. He lives with his mum, dad and 2 siblings

1. Tammy - Secondary

Tammy is 15 and lives with her grandmother. She has recently given birth to a baby girl. Tammy wants to go back to school as soon as possible so she can get an education and a good job to support her baby. Her grandmother is supportive, but Tammy says she is considering applying to move to a flat once she is 16 so she and the baby can begin life as a proper family.

1. Miriam – Secondary

Miriam attends a secondary school in a Birmingham suburb. Her parents have always been supportive of school and have attended parents’ evenings regularly. Her attendance until recently has been very good and there were no concerns about her behaviour at school. She has three younger siblings, two are at the local primary school and one is at nursery.

8 months ago Miriam’s father died suddenly. School have been very supportive and made adjustments to her timetable, but in spite of this her attendance and behaviour at school have gradually deteriorated. Her attendance is only 75%; she is now normally very withdrawn in school and does not appear to mix much with her previous small group of friends. She is also sometimes aggressive and rude to teachers when tackled about lack of completed homework.

School asks mum to come in to school to talk about the situation. After several failed appointments she does finally attend with her sister-in-law. Mum is clearly still distraught after her husband’s death and admits that she is on medication from the doctor but some days she feels too overwhelmed to get out of bed. Her sister-in-law tells school that Miriam is having to take on most of the cooking and cleaning at home as well as sometimes having to take the youngest child to nursery.

1. Ben – primary

Ben is a 7 year-old boy. He lives with his mum Angela. Ben tells you that his Mum frequently goes out in the evening leaving him locked in a large cupboard under the stairs. He says it is ok as she gives him a blanket and a pillow so he can go to sleep. He is obviously a bit confused and unsure of whether he should be telling you.

1. Kaneisha and Dion - primary

Kaneisha and Dion live with their single parent mother Marcia who has multiple sclerosis.

They have a close and loving relationship with her and still see their father who lives not too far away with his older daughter from a previous relationship.

Their maternal grandparents also live close by and help out by taking the twins to school when Marcia is not up to it. However, they are in their 70s and not in great health themselves.

The twins are having to do more for their mother for example, preparation of simple meals and doing laundry under her supervision.

Marcia reports that she is worried about them at home. Kaneisha is also very anxious and Dion is having “fits of temper”.

School has noticed that Kaneisha seems very anxious and withdrawn. Dion is already receiving extra support at school with his learning but his behaviour has deteriorated, and there have been several incidents of low level disruptive behaviour.

1. Jess and Michael - Primary & Secondary

Jess (14) and Michael (3) live with their mum and her boyfriend. Both mum and her boyfriend are regular heroin users and deal from the flat to support their habit. Michael has signs of bruising on his back and Jess has what appears to be a cigarette burn on her arm. Both seem under nourished and are dirty.

1. Yasmin – Primary

Yasmin is a 9 year-old girl. Yasmin’s mum suffers from agoraphobia. Yasmin’s mum walks her to school everyday and gets very anxious when walking home alone. Yasmin worries all day at school about her mum getting home safely on her own.

1. Jade – secondary

Jade is fairly new to your school having moved around a lot. She does not appear to have made many friends as yet. She is quiet but appears to have withdrawn even more over the past few days. She has built up a good relationship with a pastoral manager and she checks in with her every day. She tells the pastoral manager that last night her step dad hit her on the back, stopped her from leaving the house and locked her in the garage. She doesn’t want any fuss but does not appear to want to go home.

1. Kamran – choose an age scenario that suits your setting.

Kamran has poor attendance, below 80%, and is also often late to school. He has SEN needs but does not have an EHCP. Parents say that he is often ill although it is not clear if he has seen a doctor. He is falling behind at school and is becoming disruptive when he is there. He appears to lack a sense of safety and can sometimes put himself in danger. He has left the school premises on a few occasions and has poor road sense.

1. Ayisha

Ayisha is 12 and has developmental delay and a diagnosis of ASC. She finds everyday tasks difficult and communicates using some Makaton and symbols. Her clothing is often dirty and smells of urine. She appears to be hungry much of the time and will take food from others in the dining hall. Communication with family is difficult and sometimes hostile. Ayisha has been wetting herself often at school and the family have not been sending changes of clothes. It also appears that her teeth need attention and she can become quite distressed at times pointing at her mouth.

Suggested outcomes

1. Carlos - Primary

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| Layer of need  | Next Steps  |
| Universal  | NFA in terms of safeguarding. Communication between speech and language and school  |

1. Tammy - Secondary

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| Layer of need  | Next Steps  |
| Universal Plus | Tammy will need support from more than one agency but her school probably know her best so they should initiate an EHA assessment with consent and invite other partner agencies that support Tammy. The Early Help process will take into account support from her grandmother and Tammy’s positive attitude towards education and being a parent. If necessary it can be stepped up for more targeted family support if the situation develop into Additional Needs.  |

1. Miriam – secondary

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| Layer of need  | Next Steps  |
| Universal Plus  | Miriam and her family need help and support but this can probably be tackled by good pastoral support for Mariam and signposting for her mother. The school should initiate an Early Help Assessment with Mother’s consent and invite partners that may be able to support. School may need to think about Mariam as a Young Carer.  |

1. Ben – primary

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| Layer of need  | Next Steps  |
| Complex and significant  | Call to CASS.Ben is at risk of harm and an assessment by social care is appropriate.  |

1. Kaneisha and Dion - primary

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| Layer of need  | Next Steps  |
| Universal Plus | Mother has stated that she is worried about the children and so a conversation around Early Help would be appropriate. The children may need more targeted pastoral support at school. A referral for Young Carers support would be beneficial. |

1. Jess and Michael – primary & secondary

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| Layer of need  | Next Steps  |
| Complex and significant  | Call to CASS.Both children are at risk of significant harm and may have been the victims of a physical assault. You **should not** speak to the parents before making this call as it may put them in more danger. If the children are at different schools then you should also contact the sibling school and let them know you are making a referral. |

1. Yasmin – Primary

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| Layer of need  | Next Steps  |
| Additional Needs  | Yasmin and her Mum may need some extra support but school would probably need to undertake an early help assessment with them to understand the breadth of the issue. Is Mum having her mental health needs met? What is the impact on her health for Yasmin? Is Yasmin’s wellbeing and development being affected? Mum may need signposting to support services and that may lead to it becoming Additional Needs. |

1. Jade – Secondary

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| Layer of need  | Next Steps  |
| Complex and significant  | Call to CASS.Jade is at risk of harm and an assessment by social care is appropriate. CASS will advise you as to whether Jade should be kept in school. Schools should not keep children at school unless advised to do so. |

1. Kamran – choose an age scenario that suits your setting.

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| Layer of need  | Next Steps  |
| Additional Needs  | Call to CASS for advice. A request for Support will be needed to access Family Support. This will probably need a co-ordinated approach form health, SEN partners and school. School  |

1. Ayisha

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| Layer of need  | Next Steps  |
| Complex & Significant  | Call to CASS.You will then be asked to complete a Request for Support. A full assessment would give a full picture and identify is Ayisha is suffering neglect. It appears that parents are unable to manage her complex needs or provide good enough care.  |