

## Case Study: Empowering

This case study demonstrates how the IS empowered a parent who was overwhelmed by the need to “get it right” and come across well with professionals. The IS reassured mum by informing her and increasing her knowledge and confidence to fully contribute and navigate the EHCP system.

### Keira’s story

Keira is in Year 9 at a local special school. She’s been there since she was 5 and is hoping to stay on into the sixth form too. Mum had received a letter from the LA to notify her of Keira’s transfer review and had been asked to complete some paperwork to make her contribution to Keira’s EHCP. Mum felt that she didn’t know enough about what was involved in the transfer review process and wanted support to complete the paperwork, especially because English isn’t her first language.

I met with mum to explain about the transfer review process; explained what she could expect to happen and when, and explained how she and Keira would be involved in the process. Mum was pleased that she would have the opportunity to raise her concerns about Keira’s current support and be able to share her aspirations for Keira.

I listened to mum talk about Keira’s experiences of education so far. Keira had overcome a lot of adversity to be where she is today. Mum explained what motivates Keira (she loves swimming and socialising!) and the ways in which she supports her at home. Mum was clear that she wanted Keira to increase her mobility and move away from using her wheelchair or walking frame and acquire greater independence. As we chatted I scribbled down lots of notes and explained to mum that this was exactly the sort of information that the LA wanted from her - she just needed to get it down on paper! I reassured mum that she could write whatever she wished on the form and shouldn’t worry about it being criticised because the LA wanted to understand things from her perspective. I also reminded mum that she would be able to share her views at Keira’s transfer review meeting too and that she would have the opportunity to discuss things with everyone else involved in Keira’s support.

I attended Keira’s transfer review meeting with mum. She wanted to make sure that her concerns about Keira’s support were addressed but didn’t want to come across as “being difficult or pushy”. We had discussed how to approach various issues beforehand and I prompted mum to raise her concerns at appropriate times in the meeting. Keira’s teachers and the other professionals there, were able to come up with some creative solutions to problems and offered to put in additional support for Keira. Mum was really pleased with how the meeting went and the outcomes that were agreed for Keira.

Through an IS taking the time to explain the transfer review process to a parent, they are then able to understand how they can participate in the process fully. Parents feel confident to express their views because they know they will be listened to and valued by teachers and other professionals who all want the best possible outcomes for their child.