

8) Case Study: Aspirations and outcomes

This case study illustrates the importance of recognising strengths and skills and not just needs.

Noah's Story

Noah was in the last year of primary school. At his review meeting it was agreed that his EHCP would be delayed until the family heard whether Noah was accepted for a place at an additional resourced centre (ARC). Noah's statement was newly completed at this time.

Noah obtained a place at an ARC within a local mainstream secondary school, and the IS worked with his mum to complete Section A, looking at aspirations, what's important to Noah, what was working well and what extra support Noah needed to achieve his aspirations. There was no meeting arranged to discuss outcomes, as Noah's statement was so new. However, when his mum received a draft EHC Plan, she was very disappointed. The plan focused on primary school and was not clear about what outcomes were expected for the future or how the new school would meet his needs. Noah had achieved a lot in his final year at primary school and had made progress but he still struggled with English and comprehension.

The IS contacted the SEN Caseworker who set up a meeting with Noah's mum, the ARC manager, and Noah's current learning support assistant. The IS supported Noah's mum at the meeting. The outcomes were changed so they reflected what his mum hoped he would achieve. Noah's mum was able to include Noah's strengths: he had recently learned to play the piano to a very high standard and he has great mathematical ability.

The changes to the plan were accepted and mum was very happy with the final plan. She felt reassured that Noah would be seen for what he could do well as well as his needs; be able to progress, work towards his aspirations and achieve his potential within the ARC.