

1) Case Study: Building trust

This case study highlights how building a trusting relationship with a family can enable them to re-establish their relationship with the school and other associated professionals.

Konnor's Story

Konnor has a statement that was being converted into an EHC plan. The family requested an IS to assist them with this process. On my first meeting with the family it became evident that they felt uncomfortable in meetings with school and other professionals. It appeared that there was some history of misunderstandings between school and home and this resulted in the family feeling lost and excluded from Konnor's school life.

The family were very open to any support we could provide. I explained the processes ahead and they were happy for me to collect their views for Konnor's EHCP and also for me to work with him to collect his views.

We collected the family and Konnor's views and aspirations by using a person centred approach. Konnor was very open and happy to talk about his views and aspirations – some were very ambitious but there is no limit to a 6 year olds dreams! Konnor's views although somewhat random and ambitious from an adult's point of view were crucial to include in the plan as it gave all the professionals a true insight into his world

When collecting the family's views it became apparent just how much they felt "out of the loop" and lost regarding Konnor's school life. There was also very little understanding of any other support services they could access. The family had just resolved themselves to "struggle on". This was an ideal opportunity to introduce them to the Local Offer and various options including the IASS service that could be of great value to them.

The main challenge would be to open the channels of communication so that school could get a more thorough understanding of Konnor's home life so that the family could understand the challenges that the school were facing with Konnor.

I accompanied the family to various school meetings including the review of the plan. Having spent time with the family and understanding their concerns I was able to gently encourage them to express themselves in the meeting. School was very receptive to their feedback and gradually they gained confidence with expressing their views and a new understanding emerged.

The family became more confident in voicing their opinions and therefore school gained a more thorough understanding of Konnor's home life, family, his character and aspirations. The family became more understanding of the school's approach and support for Konnor. This really helped in producing a detailed EHCP with relevant outcomes.

It was so encouraging for the family to see a support plan that took into account the family and child's views - addressing factors that they raised in their profiles and providing the relevant support – even down to including details of how the school will communicate with the family using a home-school book, email and text which was a big issue for the family (they always felt they weren't informed of how Konnor's day went). The plan also included details of referrals to other services to support family at home as the family had expressed

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how challenging their home life can be with Konnor. Konnor mentioned in his One Page Profile, how much he likes having his breaks at school and again this is a point picked up in the support plan with work being broken down into smaller steps in ten minute intervals followed by a break.

The family were very happy with the plan and felt that all issues were addressed. They report how much happier Konnor feels at school and how they feel more secure about the support he receives.