

## 8) Case Study: Empowering

This is a good example of even when parents think they don't need support; it soon becomes apparent to them that they actually do. How looking at things in a person centred way helped them realise that other areas of their lives might also benefit from support too.

Emyr is 5 and is in reception class at his local mainstream school. He experiences difficulties in communication and interaction and also in his cognition and learning.

### Emyr's Story

I began working with Emyr and his family following a referral that was made to the IS Service after the LA agreed to proceed with a full assessment of Emyr's needs and issue a draft EHC plan.

Upon receiving the initial referral, I was informed by the referrer that the family were notorious for not engaging with services and professionals for unknown reasons. However, despite this information, I made contact with the family. I introduced myself and explained the purpose of my role. Emyr's mum stated that she felt supported and didn't require any support or input from IS but agreed to let me come out and complete a home visit to discuss what support might be available.

Despite this earlier conversation with Emyr's mum, it became apparent upon meeting her that she and Emyr would benefit from some input and support from an IS. Mum had a very misguided view of what the EHC process was for, due to highly inaccurate information provided by the educational setting. Throughout my chat with her, I was able to unpick some of her concerns and worries, which indicated that she had a very negative perception of the EHC process. As my first task, I explained the EHC process in a way which was accessible for her and used the visual materials developed by Embrace to show her what to expect at each stage of the EHC assessment and planning process, including who was responsible for different actions and the various roles of different people involved.

Emyr's mum had been wrongly informed that the EHC process was in fact an application for a special school placement which was something she neither wanted nor felt would be of benefit to Emyr. Following this concern, I supported Emyr's mum to complete a person centred "all about me"; she had not been consulted to submit her views through the 'all about me' completed by the school, which was very heavily focused on Emyr's education. I talked her through each aspect of the "all about me", asking prompting questions to facilitate her in considering different aspects of Emyr's life. She was now able to document her views, particularly in relation to her desire for

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Emyr to remain in a mainstream setting with support and even shared that he wanted to be a teacher when he grows up because he likes helping people.

Following this visit, Emyr's mum and I felt it was a good idea to organise a meeting with the school to identify how the EHC process could aid in addressing some of the concerns she had. I was able to explain the purpose of the EHC plan and we were able to discuss some outcomes for Emyr that were achievable and meaningful. As a result of this meeting, she stated that she now feels she has a better relationship with the school and feels more confident in challenging decisions relating to the EHCP if she disagrees. This meant that the school were able to improve their support and implement some alternative strategies and resources to support Emyr in the interim, whilst his EHCP is under development.

By helping Emyr's mum consider her family's needs more holistically we were able to identify other areas where the family would benefit from some support and I was able to signpost her to other services some of which were in our own organisation.

Emyr's mum stated following our support:

***"It's a good job you came out to see me, there were so many questions I thought I knew the answers to already but I didn't, hopefully by having the chance to share my views, Emyr will get the support he needs"***