

1) Case Study: Joint case working

This case study illustrates how being proactive to get the service known and joint working with the IASS ensured both the child and parents were able to access the necessary support that was independent of each other.

Beverly's story

I am an IS working for Careers South West in Plymouth. I am lucky enough to have been co-located in the office of Plymouth Information, Advice and Support Service (IASS). This case study shows how well supported parents and their child can be, when IS and IASS work together.

I was introduced to Beverly, a Y9 student at a local mainstream academy, by the SENCo, after we had publicised IS at the conferences held by the LA for SENCos at primary and secondary schools. Letters of introduction addressed to the SENCos were then sent out as a follow up. The introduction happened during the period of time that Y9 students in Plymouth with statements, were having their transfer reviews (conversions) from statements to EHCPs.

Arranged through the SENCo, I met with each of the Statemented Y9 students in the school on a one-to-one basis, to explain how the transfer review process would be working for them, and what they could expect to happen in the review meetings. For some, this included outlining the function of a Statement or EHCP and relating it to the Annual Reviews that they were more familiar with. These individual conversations focused on:

- Their achievements in and out of school
- Their aspirations and goals in the short term and long term
- Their worries
- Their needs
- What they could say was important to help them with their learning
- Any provisions that they felt were essential to their progress, including new provisions
- What they would like people to know about them in order to help them
- Who is important to them for support

I took notes allowing the student to concentrate on what they wanted to say. At the end, they could take away the notes to write up as their own contribution to Section A of the EHCP, or I could do this for them and then send the notes on to them for editing. For Beverly, I wrote up the notes and posted them to her. Once she had checked them through and let me know of any changes to make, I sent them to the LA to include in the draft EHCP.

At the same time, my colleague in IASS, who already knew the family due to previous involvement, was supporting Beverly's parents with issues around the EHCP process.

What worked so well in this case is the involvement of both Beverly and her parents in the EHCP process, working separately and independently to achieve the best possible result. All parties were fully prepared to engage in the transfer review meeting, being confident and aware of how to identify current needs and knowing what they wanted to see as outcomes

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and provision. Together, they were able to direct the discussion at the review meeting to include all of the points they wanted to make and list all of the provisions that they knew were essential to Beverly's progress. The support that both parents and Beverly received at the start of the EHCP transfer review process, meant that all went smoothly and without disagreement, and the EHCP has been issued within the time allowed.