

## Case Study – Local Authority – CHILD A

### BACKGROUND

CHILD A has complex behavioural needs and a diagnosis of ASD and ADHD. She is also currently under a Child Protection Plan and is known to Social Care.

CHILD A was permanently excluded from her residential Special School due to on-going challenging physical behaviours towards peers and staff. She has physically hurt members of staff. CHILD A required support to bridge the gap in her education until a school placement was found. CHILD A has a diagnosis of: ASD Mixed Neurodevelopmental presentation frontal-temporal Lobe Epilepsy Possible Dyslexia, ADHD Sleep difficulties, Challenging Behaviours including: aggressive outbursts related to social misinterpretation and rigidity of thoughts resists and avoids the ordinary demands of life appearing sociable, but lacking depth in understanding of social reciprocity difficulty regulating mood obsessive behaviour often focussed on people, with a dependent need for 1:1. Takes medication including: Lamotrigine, Clonidine to help sleep, Atomoxetine, Aripiprazole to help emotional ability. CHILD A is supported by Children's services.

### INTERVENTIONS

50-50 SYNC has used its LAB staff, framework and technology to support CHILD A during the periods as set out below:

#### **Short Breaks respite care programme during summer holidays and half terms – 2014/2015 and 2016.**

50-50 SYNC ran a local authority funded programme for vulnerable children which enabled their parent/carers to receive much needed respite during the school holidays. The mother of CHILD A brought her and her older sibling to the programme. They attended the majority of the summer holiday programme in 2014.

#### **Sustaining school placement and Year 6 transition to new residential school – 2016/17**

50-50 SYNC were contacted by CHILD A's primary school head teacher to help sustain her school placement as she was at risk of permanent exclusion. 50-50 SYNC provided 1:1 support on the school site during the 1 afternoon a week and for an after-school club.

#### **Local Children's Services Trust and Social Care – Emergency respite support 2016/17**

50-50 SYNC were contacted by the local authority to provide emergency 2:1 support for CHILD A during the school holidays. This was additional to the Short Breaks Programme CHILD A was also attending throughout the school summer holidays and 2 half term holidays.

#### **Local Authority SEND Team – Emergency respite support 2018**

This was a continuation of the 2:1 support initiated by the Children's Services Trust and Social care. The case was moved to a new department. This only lasted for 1 week and another provider was contracted instead of 50-50.

## OUTCOMES

Despite CHILD A being frequently physically restrained by staff at other provisions, throughout her whole time with 50-50 SYNC she has never been physically restrained. There hasn't been any damage to equipment or towards transportation. There haven't been any issues regarding exclusions from any 50-50 programme, whether CHILD A participated within a group with other vulnerable young children with similar needs, or when she was on her own with 2 staff members.

50-50 SYNC systems and methodology have helped her to emotionally regulate and build emotional resilience. 50-50 LAB digital platform and technology allows other providers to access and use the same processes that CHILD A is engaged in.

CHILD A is engaged in and regularly producing school work in the core subjects. She has had over 99% attendance with 50-50 SYNC over the 5 years. Despite working with a number of different 50-50 SYNC staff, the same positive outcomes are consistently produced due to the 50-50 LAB framework.

CHILD A is now poised to be successfully transitioned into a new school in September 2019.

## TESTIMONIAL

*“My daughter has had an amazing time at 50-50 and this has already significantly reduced her frustration, boredom and anxiety. She has engaged incredibly well with the staff at 50-50 and for the first time in a long time, I can actually relax (not be worried that she will hurt staff nor be injured herself) and feel confident that the staff she is with, are engaging in a positive and constructive way that will support her learning and development.*

*More importantly, this service is not just a “holding ground” while we continue our search. I feel confident that any time she spends with them will not only prepare her for but also positively impact her ability to sustain a future placement.*

*As a result of her being in a positive and supportive educational environment that she can engage in and that challenges her, we have had much more success at home. This week, she has demonstrated her great negotiation skills and been more far more receptive to boundaries and compromise.”*

– Mother of CHILD A