**Case Study SEND Outreach Service (SEMH)**

**Background Information:**

* Z was referred vis ASAP in August 2020 as he was leaving nursery and transitioning to Reception class and there were concerns around his SEMH. He was a LAC (Looked After Child) and had been in the foster care system since he was almost 2, has been separated from his siblings and was with his 4th set of foster carers.
* Z had transitioned to his reception class and was really struggling as were the staff in managing his behaviour.
* He had a very supportive foster family and staff in school really wanted to get it right for him.
* A revised care team were put into place.

**Timeline of SEND Outreach Involvement:**

* Initial visit September 2020.
* Z was observed in setting at various times throughout the day and various days of the week to get a clear picture, before working to establish a relationship with Z, staff and foster carers.
* Time was spent discussing all of the issues, and strategies and ideas that staff and foster carers had tried and how effective they were.
* Some initial strategies were put into place to support Z.
* A care team meeting was arranged, and funding was allocated via the Virtual School to school could provide 1:1 support for Z.
* Regular visits at least 1x weekly, which at times when needed increased to 2 or 3. These visits were at various times and days and when school identified a particular time that Z was finding more challenging.
* Regular care team meeting and discussions with foster carers and school staff to ensure good communication and sharing of ideas and strategies.
* Time spent taking Z for 1:1 sessions or small group work to support his SEMH needs, these were modelled to staff to enable them to replicate them.
* Support to school in the way of ideas and adaptations that could be made to support Z and staff when things got really challenging and Z had some fixed term exclusions. Z was put on a partial timetable and the school day was gradually built up again.
* Work alongside various other professionals to ensure Z had the right support and was getting everything, he needed, for example Education Psychology, Social Worker, Virtual School, School Principal and Assistant Principal, SENCO, Teachers and TA’s. EHCP applied for
* Staff have grown in confidence throughout the year and have established very good relationships with Z. Z’s emotional regulation has improved hugely and is a happy and popular member of the school.
* September 2021 Support for Transition into Year One.
* Time spent with new staff to establish relationships and to discuss strategies and ideas which work for Z.
* Continued modelling of strategies and ideas and best ways of supporting Z to all new staff.
* 1:1 support using social stories and activities modelled to new TA to prepare Z to say goodbye to birth parents.
* Continued support to staff and foster carers to develop new strategies to support Z with the new demands of Year One and to support his SEMH needs both at home and at school.
* Regular Care Team meetings continue with a good level of communication and sharing of information.
* Preparation for adoption – Z knows that a forever family is being sought and knows that they will not be living with their foster carers permanently.
* Adoption match found.
* Attendance to Z’s Appreciation Day to meet identified adoptive family.
* Work closely with all staff and care team to support Z through this stage in their life.
* Z gets 1:1 support 3/5 days and is beginning to struggle at times when that support is not in place. Discussions at Care Team meeting to review the EHCP early with the hope of an increase in support.
* Discussions with school and social worker around level of support and how it is being used, it is very clear that school are very committed to ensuring that Z is safe and more regulated in school and is supported through this stage of their life. Adaptations made to his support and timetable to ensure he is given the best possible chance.

**Outcomes :**

* Staff in school have gained confidence in developing strategies and ideas to support Z.
* School are fully supportive and a very active in ensuring that Z has everything he needs to transition into a new school and his forever family.
* Z is much more settled in school, has formed really good relationships with staff and his peer group. He is a happy and popular member of school and is accessing the curriculum and developing his learning. He has a variety of strategies which support him and there is a full-time additional member of staff in class to ensure that there I an emotionally available adult there when he needs it and to support him in self-regulation. He has gained in confidence and resilience.
* Having the high level of good communication within the care team has ensured that Z has the continuity he requires and has allowed him to have the right level of support required to enable him to flourish.