

## Case Study Child X

X joined us in September 2015 and is in his final year at our school.

We have previously taught his older brothers and his sister attends Lisburne Special School which have close ties with ourselves.

X and his sister live with their mother in local social housing and one of the older brothers still lives at home.

Attendance historically has been poor and this led to the family having a TAF plan led by his sister's school and the family were allocated a Disability Social Worker.

The family have received lots of support over the years both with housing (home conditions are poor) and Mum has needed support with parenting often transferring her own anxiety onto X.

The attendance of both older brothers was poor leading to prosecutions.

Interestingly we expected his sister's attendance to be poor also but she regularly attends her special school.

Issues Mum has pointed out to us affecting X have never been seen in school (Mum said he suffered from tremors, compulsive disorder and shaking)

We have been fully involved with the family and tried to (with the help of School Age Plus Workers) assist Mum both practically and emotionally.

Her mental health can dip and she seems to rely on X for support.

We are conscious that X will leave us in July and, despite his attendance which today stands at 78% he should make age related expectations. In 2019 /2020 before the Covid lockdown his attendance was around 60%

I met with Mum with X's class teacher at the beginning of February and we explained that it is so important that X attends on the run up to SATS and to take advantage of Booster sessions.

We stressed that X is a capable, well mannered boy who will thrive in secondary school should he be allowed to attend regularly

We have seen a definite upturn since then and X and attendance has improved.

We will be meeting with X's secondary School who also know the family well but there is no reason why he shouldn't thrive next year.

Gill Johnson

Pastoral teacher