

## Case Study

Child Y Age 7

Y joined us in September 2019 and had moved into the area with her mother in a newly build development on the social housing estate.

Mum is a single parent with no links or friends on the estate and who was estranged from her parents although she did have contact with her elderly grandparents.

Initially Y's attendance was acceptable but as she entered Year 1 her attendance dropped.

Mum has multiple health problems including a debilitating condition with her back which means she cannot walk far without being in acute pain. She became friendly with another Mum who agreed to bring Y to school so Mum would only have one journey but that relationship floundered and Mum became quite isolated.

The family had been under a CP plan with the Manchester Authority due to domestic violence with Y's father. He has no contact with the family.

Mum and Y became more isolated due to the Covid restrictions and she chose to keep Y off school.

We had regular contact with them though as we delivered food parcels and home school folders this gave us the opportunity to chat to Mum and become more aware of her anxiety and loneliness.

We were worried about Y as she was in Year 1 and was working at Nursery level, covid restrictions lessened but Mum still kept Y off school.

I visited Mum at home and we had a long chat about how important it was for Y to attend school and on time as she was both missing vital phonics and maths lessons and also the opportunity to forge friendships with her peers.

At this point her attendance had dropped to under 70%.

We asked another Mum with a pupil in Y's class (and who lived across the road from them) who kindly agreed to take Y to school and pick her up at home time.

This worked for a short time but Mum became increasingly dependent on the other Mum which led to a disagreement yet again and attendance, which had been rising, dropped significantly.

I visited the home again this time with the Education Welfare Officer and we both discussed options. It was clear that she needed some outside support but became really tearful at the mention of agency support of any kind. We urged her to see her GP as her hospital appointment was delayed and she was struggling. Home was their safe haven but we found it really challenging to get Mum to understand the importance of Y coming to school on time and regularly. Y continued to work at far below the expected level for her age.

The problem continued into Year 2 and we met with Mum regularly urging her to seek help. We made another visit together with the class teacher who explained to Mum exactly where Y was working and where she could be with regular attendance.

Mum seemed to trust us and so we continued to support and she then approached her Auntie who agreed to (together with Mum) bring Y in her car and pick up at home time. The compromise was that Y would have to be picked up 15 minutes before the end of the school day which we have agreed to. Thankfully this has worked attendance has gone up to just under 90% and Y (who was working at Nursery level in Year 1) has made excellent progress and she should achieve her Phonics resit later this year.

With continued support and regular attendance we are quite confident that by Year 3 she should be achieving expected levels.

We will continue to support the family. Mum seems much happier and Y is a happy, confident lovely girl.