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| **Salford Educational Psychology Service** | |
| **Return to School Planning - Feedback Summary and Action Plan** | |
| **Child or young person (CYP) name: Harry (Y8)** | **School:** |
| **About me Section**: *What things and people are important to the CYP?*  **Home:**   * Family * Grandad * Playing out * Chill out * Having fun   **School**   * Friends * Respect to teachers | **My home Section**: *How did they feel being at home? What did they do? How did they feel about home learning?*   * Staying at home has made me feel happy and relaxed (10/10 on happiness line; Learning at home 8/10)   **Things Harry likes about being at home:**   * It’s not boring * I don’t have to walk around everywhere – in one place * Quieter * Too busy at dinner time * Too much writing at school – always catching up * Can concentrate better |
| **Return to School Section:** *How do they feel about returning to school? Are they looking forward to anything? What are their questions about returning to school? What would they like to get better/need support with?*   * Not feeling good about the return to school (1/10). Feel like it’s a waste of time and I dislike being there too long. Full time feels too long and I would prefer to have a teacher at home. * I do want an education, but I find it hard to be in school. * People I can talk to are Miss Slater and my form tutor. * Anxiety when in school - my belly and head hurts and I start to get angry. Cry when upset.   **Things Harry is most looking forward to about returning to school:**   1. Seeing my friends (most) 2. Having routines 3. Breaktimes 4. Seeing my teachers 5. Learning 6. Time away from home (least)   **Questions Harry has about school that need to be addressed in his Return to School plan:**   * What help will I get with my learning? * Who will help me? * How can I cope with my feelings? * How will school keep me safe? * Why do I have to go? * My timetable (and how this will change as his hours increase) * The new school rules and layout | |
| **My Coping Toolkit/When I feel worried Section**: What activities were selected? Do they have preference for one type?   * Exercise * Talking to a friend or someone I trust * Being around other people (friends) * Being creative (e.g. art or writing stories) * Having some quiet time | |
| **Push and pull factors discouraging attendance at school** | |
| **Push and pull factors keeping them away from school** | **Push and pull factors encouraging them towards home:** |
| Avoid situations which are negative, social pressures and health concerns. *(Pictures with border colours light green, grey, blue and purple.* ***These are areas to reduce through support.)***  Concerns about school work, lessons and the support he can access in school:   * I worry about school work * I need help with learning * I don’t understand what the teacher is saying * I dislike reading aloud; this makes me worried. * I don’t like some lessons * I don’t feel supported * I don’t like some of the teachers * I don’t like getting to school * School is too noisy or busy * I don’t like changes to routine   Negative feelings linked to school:   * I feel worried * I feel stressed * I feel sad * I feel my head is too full * I feel helpless * I feel confused * I feel lonely   School Refusal Assessment Scale (Harry and Parent scores) clearly indicated function 1 (avoidance of an anxiety provoking situation) as the main function of his EBSA. | Attention and time from parents, preferring to spend time more time out of school as it is more fun or stimulating. *(Pictures with border colours dark green and orange.* ***These are areas to reduce through support****.)*   * Things I can do to make myself feel better when I am in school – come home * I worry about leaving my parent (Mum has some health concerns which has required stays in hospital) * I prefer to spend time doing fun stuff at home and I would rather spend time on my phone/ games * I would rather be at home and I prefer to spend time with my family   School Refusal Assessment Scale (Harry’s scores) indicated function 3 (time with a special person) as the second ranking function of his EBSA. Parent scores indicated functions 3 and 4 were the equally weighted as second.  [Embed SRAS PDFs] |
| **Push and pull factors encouraging them to attend school** | |
| **Factor to promote attendance that were selected** *(Pictures with yellow borders.* ***Find opportunities to promote these****)*   * I believe people care about me at school * I have friends at school * I feel safe when I am at school | Factors to promote growth which were not selected and could be built upon to strengthen the push to school *(Pictures with yellow borders.* ***Find opportunities to develop these.)***   * Feeling listened to – answer his questions about school. * Provide him with clear information about how he will be supported in lessons – offer this support at the start of lessons before he starts to feel behind (e.g. TA availability at start, only need to write date not LO if this is already recorded on Google Classroom) * Good learner / belief in his abilities – increased use of specific praise. Use of ‘experiments’ to test out and challenge some of his worries. * I feel like I am calm when I am at school – develop his understanding of anxiety and the coping skills and strategies he can use in school through 1:1 work with a TA and/or iReach.   ***Other areas which could also be promoted to strength the push to school (to be discussed further on 8/12/20)***   * I know what I want to do when I leave school * I feel like I belong in school |
| **Agreed actions:**   * Attendance Leas to complete **Hand of Support and Safety map** (EP to email with information). * Identified TA to use this to complete Harry’s Return to School Plan (informed by the information in his Return to School Questionnaire and his Hand of Support/ Safety Map – EP has started this, see attached). It is important this Return to School Plan is completed with Harry before the increase in his hours. * **Mr Thomas to ensure all staff are aware of Harry’s support plan and appropriate strategies** (e.g. recording of LO; consideration of seating position, use of ADHD strategies within the classroom) à to address Harry’s concerns about learning. Support in school to be clearly communicated to Harry using the Return to School plan (to ensure he feels listened to and to reassure him that he does have support). * Mr Thomas to identify a **TA who can work with Harry on a 1:1 basis, to complete his anxiety hierarchy** (see school Good Practice Guide page 24, EP can support as needed). * **TA to work with Harry on a regular basis to develop his understanding of anxiety,** reassure him of the support he has in place within school and develop his confidence in the coping/ calming strategies he can use à psychoeducation to reduce the negative feelings he associates with school (EP to email some resources to help with this e.g. anxiety gremlin, sailing the anxiety boat). * EP and Mr Thomas to meet with iReach practitioner to discuss referral to their low-intensity CBT course for anxiety. * **Harry to build up his time in school prior to the Christmas break** (e.g. first week stay for lunch and be collected at 1pm, following week 2pm). This to be agreed alongside his anxiety hierarchy so Harry feels involved in the plan and decision making. * **Sarah to talk to Harry about any concerns he may have about her health** and how this may increase his concern about being away from her. * A plan to be agreed to **allow Harry contact with Sarah as his hours are increased** and this to be built into his timetable (e.g. text message check in at an agreed time). This can be gradually faded out as his confidence in school increases. * More quality time with Sarah at the weekends to be used as an incentive and reward for longer hours at school. * *See Core Approaches summary in Appendix 1.* | |
| **Date to Review: 08/12/2020 at 2.30pm** | |

**Signed:**

Educational Psychologist

**Copies to:** Parent, school, Education Welfare Officer, Early Help School Coordinator

*-With parent/ parental responsibility-holder/carer permission setting are to send this report to any services or professionals involved in order to supplement referral documentation to any appropriate service or agency with these materials and to forward these materials to the Special Educational Needs (SEN) Commissioning Team if it is required or requested by them.*

**Appendix 1 Core approaches:**