

Appendix 2 - DSC Case Studies demonstrating outcomes from early intervention

The DSC focuses on the right setting for the child, however they are able to demonstrate that through their early intervention work and strategies they are able to support children presenting with complex needs into mainstream settings. The following case studies help to demonstrate this.

Case Study One

GS – year of birth 2018

29.09.21 Referral from parent/Health visitor re social communication concerns and severe anxiety, mainstream nursery setting provision had broken down due to G's distress and vomiting.

20.10.21 Assessment sessions identify G anxiety levels impact on all aspects of his development impairing his interaction and learning through a strong need to follow his own agenda and control his environment. G presents as oppositional.

08.11.21 Transition plan to Attend 2 x 2.5hr sessions per week at Stepping Stones commences

Strategies – Clear consistent routines and expectations

Visual strategies to support understanding and reduce anxiety

Non directive play approach

Attention Autism

Blast and TEACCH

High level of adult support to extend tolerance to following adult direction and to prompt and scaffold successful interaction with peers

Nov 21 Discussion with Preschools to support successful transition and placement

Dec 21 Referral for EHC assessment

Feb 22 Transition planning for place at St Michaels Nursery – attends 2 sessions

Outcome

June 22 Transition Planning with Semington School – successful

July 23 – Remains at Semington School

Case Study Two

AM – Year of birth 2017

18.04.19 Health visitor referral significant developmental delay

17.06.19 A attends Stay and Play/Assessment sessions

July 19 Advice for Cygnets where A is due to start

Sept 19 A attends 2 x 2.5hrs per week at Stepping Stones

Strategies – To respond to objects of reference

To establish PECS phase 1

Sept/Oct 19 Outreach for Cygnets re Headbanging and refusal to eat

Jan 20 **Strategies** – To establish PECS Phase 2

To name objects

TEACCH

July 20 Discharged from Stepping Stones attending Cygnets only

Outcome

Jan 21 SEND review outcome – Stay on Support plan attend Mainstream school
July 2023- Remains at Westbury Leigh CofE Primary school

Case Study Three

LM – Year of birth 2018

02.07.20 Parents make initial enquiry about Stepping Stones support

22.09.20 Referral from Portage re Family's high level of anxiety for child's complex needs being met outside of the family home. Concerns re separation from parent, sensory and feeding issues and shielding of child from potential infections

07.12.20 Multiagency transition meeting to start Stepping Stones January 21

Jan – March 2021 Non attendance but on going phone contact

April 21 Assessment at Stepping Stones identified high levels of anxiety impacting on his willingness to engage in interaction and learning. Recommending that his skills can be nurtured and supported within small group sessions at Stepping Stones. Future attendance at mainstream nursery recommended.

Strategies – Separation support plan

High level of adult support to reassure and reduce anxiety

Visual strategies to support understanding and reduce anxiety

Sensory Programme

May 21 Attends 1 session per week until July

Sept 21 Attends 2 x 2.5 hr sessions per week – attendance concerns

Nov 21 Transition planning towards sessions in mainstream from Jan 22

Jan 22 Professionals meeting re Management plan for moving forward

Jan 22 Snapdragons Corsham completing Inreach and transition planning

May 22 Professionals meeting to review progress

May 22 Laani starts sessions at Snapdragons

June 22 Parents plan to delay school start

Outcome

September 22 Laani starts at Castlemead Resource base

September 23 – remains at Castlemead