

### Examples of positive outcomes following support include:

#### Child P

3 visits between July 2015 and May 2016.

Strategies put in place to support memory and learning. Reading has progressed from refusing to read at all and becoming very upset if asked to read to reading for 30 minutes a day of a book at an instructional level.

Spelling age: July 2015 - 8 years; April 2016 – 10: 2 years.

The family now feel they have a style of home education that works for Child P and do not need any additional visits at this time. They have asked for this to be left open ended so that if in the future they need additional support they can have another visit. This has been agreed.

Inclusion visits are bespoke to the needs of each child or young person. Specialist inclusion advice, strategies and assessments are offered to enable these pupils to be successful in their educational experience. Frequency of visits is at the invitation of the families. The data is both quantifiable and qualitative. Below is a sample of the range of inclusion support that is offered:

#### Child C

First visit 29.01.15 working within P2, visits taking place every 4-6 months, 10.03.16 quote from most recent contact record.

“Although he only moved into P3i 5 months ago he is already making good progress and there are lots of elements of P3 in what he is doing.”

Attached letter from mum regarding the support she has received from our service.

*NB: P levels are performance attainment targets (P scales) and performance descriptors for pupils aged 5-16 with special educational needs (SEN) who cannot access the national curriculum.*

#### Child R

First visit 09.04.15 working within P5 for reading, no writing. Working within P7 for maths. Strategies for supporting child R's writing without need to physically write, strategies to support for memory. Visits taking place every 6 months, most recent visit 05.11.15 working within P8 for maths and P6 for reading and writing.

#### Child A

Child A has an EHC, we work together to look at the educational aims and break them down into tiny achievable steps. 6 monthly visits working on Child A moving out of the P1-3 band into P4-8. Child A now working within P4 and developing communication strategies without speech.

**Child J**

Child J has ASD and complex needs, supported family with Education part of EHC plan. Family now looking at part time placement at specialist setting. Father said "We would not have got this far without your support."

**Child S**

Child S has significant mental health issues – 4 weekly visits offered to support education and self-esteem in relation to this. Individualised curriculum that is manageable and accessible. Child S preparing to move to apprenticeship in chosen career.