



for every child **Shaun's Plan**

Child / Young person's Details -

Name : Shaun Edwards UPI Number:

| | | | |
|----------------|--------|---------------|------------------------|
| DoB : 10/11/97 | Age 10 | Gender : male | Ethnicity : Mixed Race |
|----------------|--------|---------------|------------------------|

Address :
19 Cedar Avenue, Crompton

| | | |
|------------------|-------------------|--------------------------|
| Postcode AB2 5YZ | Tel. 01889 624903 | School :Crompton Primary |
|------------------|-------------------|--------------------------|

Legal basis for services currently provided

Children (Scotland) Act 1995

Chronology

To be attached

Reasons for the Plan/ Report

Shaun has recently been displaying challenging and aggressive behaviour at home and in school. Mrs Edwards is finding it difficult to get him to school.

Shaun Edwards

Unique identifier:

Family Details

| Family members | | | |
|-----------------------|----------|--------------------------|--------------|
| Name | DoB/Age | Address | Relationship |
| Robert Edwards | 01/05/70 | 45 Lark Road, Compton | father |
| Jennifer Moir Edwards | 03/08/72 | 19 Cedar Drive, Crompton | mother |
| Helen Edwards | 7/01/93 | 19 Cedar Drive, Crompton | sister |

| Other significant people | | | |
|--------------------------|---------|--------------------|--------------|
| Name | DoB/Age | Address | Relationship |
| Sadie Moir | | 12 New row, Uphall | Grandmother |

Parental rights and responsibilities are held by Robert Edwards and Jennifer Edwards.

Partners to the plan

| Name | relationship | Contact details | Signature |
|-----------------------|------------------|-------------------|-----------|
| Shaun Edwards | | | |
| Jennifer Moir Edwards | mother | Tel. 01889 624903 | |
| Beth Smith | CSWorker | Crompton Primary | |
| Miss MacDonald | Head Teacher | Crompton Primary | |
| Miss Lovely | Learning Support | Crompton Primary | |

Information Sharing

| |
|------------------------------------------------------------|
| Mrs Edwards has given written consent to share information |
| Shaun has given verbal agreement to share information |
| Information is shared to enable service to be provided |

Date plan last updated: 17/01/08

Assessment

Summary of strengths and pressures identified using The My World Assessment Framework.

Basis of Assessment

Observation of and discussions with Shaun about his circumstances, discussion with Mrs Edwards, and class teacher, Miss Lovely , Learning Support Teacher, and Babs Windsor, school nurse.

How I grow and develop.**Strengths**

Shaun is in P5, and until recently appeared to be well integrated with his classmates.
Physically, Shaun is healthy and of average height and weight. Up to date with immunisations. Good verbal comprehension
Has worked well with Support for Learning Teacher and has a good relationship with her.

Pressures

Has recently fallen out with friends due to his aggressive outbursts. Concentration poor, Withdrawn socially
Unhappy about parental separation and his father moving out He has blamed his mother for the separation

Analysis of child's developmental needs

Until now, Shaun has made good developmental progress, but recently has struggled to cope with his feelings about his parent's separation. He needs support to help him express feelings appropriately and feel better about himself.

What I need from people who look after me**Strengths**

Shaun's parents have provided good care and are understanding of his needs. Until recently his attendance and timekeeping at school have been good. Shaun has spoken about enjoying watching football with his father.

Pressures

Mr and Mrs Edwards relationship has deteriorated and they are finding it hard to communicate with each other.
Mr Edwards is currently living in temporary accommodation and Mrs Edwards is unhappy about allowing Shaun to visit as she feels it is not suitable.
Mrs Edwards is finding it difficult to cope at present, is feeling unwell and struggling to cope with Shaun's challenging

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| behaviour, particularly in the morning. |
| Analysis of impact on the child |
| Shaun is finding it difficult to cope with his parents' separation and needs help to understand his situation. He needs guidance and support to help him behave appropriately. Mr & Mrs Edwards may need support to help them support Shaun through this difficult time. |
| My Wider World |
| Strengths |
| Shaun has attended Compton Primary since P1 and has developed good relationships with staff at school. The family have regular contact with Ms Edwards mother. |
| Pressures |
| Financial pressures mean he is unable to go swimming with his pals as usual. Sean is finding playtime difficult. |
| Analysis of the impact on the child, and their parent(s)/carer(s) ability to meet their needs |
| Mrs Edwards needs support at this time to help Shaun continue his routines and organise contact with Dad. Shaun is unsettled and is isolating himself from his friends. |
| Shaun's views of his circumstances. |
| Although Shaun was unable to articulate his view's of his circumstances, he looks very unhappy at present and nodded in agreement in response to question about wanting things to be different in relation to falling out with his class mates. |
| Parent/ Carer/ Significant others views of Shaun's circumstances |
| Ms Edwards is concerned about Shaun's recent behaviour and believes he would benefit from someone to talk to about his situation. She does not want her ex-husband to visit the family home, nor Shaun to visit him in his bed-sit. |
| Analysis |
| <i>Shaun is really struggling to cope with the changes in his life and the demands placed on him. He looks unhappy and withdrawn and is isolating himself from his classmates. There are concerns that if support is not provided, these responses will become ingrained and difficulties will escalate.</i> |
| Summary of Needs <i>Opportunities to talk about feelings/ emotions, improvement in his self esteem and behaviour/ appropriate contact with family</i> |

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Shaun's Action Plan - Summary of long and short term targets

Safe Healthy Achieving Nurtured Active Respected & Responsible Included

Goal/ long term target: Achieving, Included - To support Shaun's development, confidence, self esteem and behaviour and help him return to his previous good relationships and attitude.

We will know this has been achieved when:
Shaun appears happier and is able to express his feelings appropriately. There will be an improvement in his behaviour at home and at school and his friendships are re-established.

Child's Action Plan

| Desired Outcomes/ Short term targets | Actions/ Methods, Strategies | Details/ success criteria | By whom / when | Evaluation |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------|
| He will have contact with his Dad | Mr+Mrs Edwards to consider how they can arrange contact to meet Shaun's needs | Shaun will have regular/weekly contact with his Dad | Mr+Mrs Edwards, to arrange family meeting next Saturday, 28.01.08 | |
| His self esteem will have improved and friendships renewed | Shaun to work through a programme of Loss and Change and positive behaviour strategies with CSW for a 6 week x 1hour in school | Shaun will feel he is being listened to and his views respected. He will have a greater understanding of his current circumstances and his place within the family. | Beth Kindly, CSW from Wednesday 14 th January 2008 | |
| Develop more appropriate behaviours in class and at home | School will use buddy system to help Shaun with friendships | Shaun will have engaged with his former friends and adopted more appropriate behaviours towards them | Miss Lovely, SfL, immediately | |
| Shaun will be able to talk about his feelings | | | | |

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Planning and Review Arrangements

Lead Professional –
Have actions been fully/partially or not met?

Child's view of progress

Parent(s)/ Carer(s) views of progress

| <i>Progress</i> | <i>Concerns</i> | <i>Further actions require (to be detailed in new plan)</i> |
|-----------------|-----------------|-------------------------------------------------------------|
| | | |

Monitoring – how the plan/ progress will be monitored/ reviewed
 Miss MacDonald will discuss progress with Ms Edwards, Shaun, Beth Kindly and Miss Lovely.
 Any concerns by family or professionals should be passed to Miss MacDonald.

Child's Views of Plan Shaun said he'll be happy to see his Dad again

Parent(s)/ Carer's Views of Plan
 Ms Edwards expressed her satisfaction with the actions planned, hoping that they will help Shaun

Report/ Plan recorded by Lead Professional Signed Date

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 Achieving ... [1]

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 Date
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 (insert Role, name)

 Date
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 and so on

 Date
 ¶ ... [2]

Achieving

Goal : To support Shaun’s development, confidence, self esteem and behaviour, and help him “g

We will know this has been achieved when:

Shaun appears happier and is able to express feelings appropriately. There will an impro relationships with classmates.

| <i>Desired Outcomes/ Short term targets</i> | <i>Details</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 Shaun will be able to talk about feelings/ emotions | Shaun will work through progra |
| 2 Develop more appropriate behaviours in class and at home | |
| 3 Self esteem improved | |
| 4 Appropriate Contact with Family | Shaun is missing his father and |
| | |
| <i>Actions</i> | <i>By whom/responsibility</i> |
| 1. Shaun to spend 1 to 1 time with CSW to work on 6 week x 1 hour positive behaviour and improving self esteem programme in school. The programme includes one class session of Circle Time by CT. | Shaun & Beth Kindly, CSW Miss MacDonald CT |
| 2. Mr and Mrs Edwards to consider how they can arrange contact which meets Shaun’s needs. CSW will provide information about Family Mediation. | Mr & Mrs Edwards, Beth Kindly, |
| 3 The Head teacher will ensure support within the playground & lunch hall is available to Shaun. | Miss MacDonald, playground b supervisors |

Planning and Review Arrangements

Signed (insert role, name)

(insert Role, name)

and so on

Date

Date

Date