



Reason for Solution Circle (brief summary of case)

Setting: Primary

Year group: 4

Main area of need: SEMH

Family background/School history:

History of DA, previously CIN plan. Limited parental engagement with school. Main concern is coming into school. She likes her own space, she can arrive at school dysregulated. She can spend up to half an hour in reception before she is ready to come to a classroom. She sometimes wanders around school. She is an internalizer. She lacks engagement in lessons, she doesn't really play with other children. She often spends break times with the adult on duty. She is an able learner. She finds transitions difficult. She may have some caring responsibilities at home. Family don't want to engagement with an FFA.

Actions and next steps agreed

Support already in place:

- She has her own work station
- Soft start
- Weekly individual reward system has reduced episodes of wandering around.
- Transition count down timers used for whole class.
- Visual timetable used for whole class.

Possible next steps:

- Count down timers could be used to prepare for every transition.
- Planned and predictable 1:1 time with an adult daily.
- Working "for" board. (starting task/half way through task/end of task) reward system
- Agreed script for shared control "The answer is yes, as soon as we have...."
- Transitional objects (for important people)
- Something of hers could be given to teacher so that even if teacher isn't in the room, she knows the teacher is keeping her in mind
- Journal for doodling, recording worries. Could be used as a communication book between young person and teacher.
- Referral to Young Carers
- Consider referral to Xyla: <https://gateway.mayden.co.uk/referral-v2/cb719154-aa98-4f08-85b1-9bb8ee5b3c81>

