

### **Case Study 1: Refusal to Assess**

Fay, aged 7, is a twin born prematurely, and presents with complex needs.

She is affected socially, emotionally and academically. She has difficulties with concentration, distractibility, playing, socialising, and learning. She has impaired expressive language, social communication difficulties, low self-esteem, high anxiety, and specific literacy difficulties.

A recent report from a consultant educational psychologist indicated that Fay's scores were all in the average range save for one which was just below. She found her an emotionally intelligent girl who had low self-esteem as she was acutely aware of her difficulties in acquiring literacy skills.

A report by a speech and language therapist said that Fay's receptive language was within the average range but her expressive language was in the low average range. Overall her spoken language was within the average range.

A test of her visual motor integration and visual perception test both put her at the 2nd percentile and for motor co-ordination at the 3rd percentile. This assessment concluded that Fay has specific word finding difficulties and specific auditory discrimination difficulties and that she is at significant risk of having dyslexic difficulties.

A consultant community paediatrician was not persuaded that Fay was on the autistic spectrum but put in place an action plan, including obtaining a more in depth speech and language report. The final assessment process to decide whether Fay meets the diagnostic criteria for ASC is awaited.

A range of practical curriculum recommendations were made, and have been followed, to aid Fay's acquisition of literacy and numeracy skills in place by school.

A written statement from the school's SENCO sets out the school's views as to Fay's needs and the support in place for her. It states that some progress has been made from a starting point which is behind her peers. She had made progress but it was not expected she would meet her SATS this year nor narrow the gap with her fellow pupils. She says support is in place for Fay and is clear the school is meeting her needs. Fay receives 16 hours of support a week.

In Fay's LA, schools receive delegated funding to enable them to put in place up to 20 hours of support.