

AR CPOMS CONFIDENTIAL

Total students: 1

Filters for students:

- Including archived
- Amongst the following students: Axel Rudakubana

Name	Axel Rudakubana
Date Of Birth	07-08-2006 (17 Years, 11 Months)
Sex	Male
Class	Archived
Categories	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> Safeguarding Care Plan Child Protection child contact Contact External agencies Cause for Concern emotional Related Cause for Concern Domestic Violence Cause for Concern bullying/Friendships SEN EHCP SEN School Support Communication with parents/guardian </div>
Agencies	Police
Religion	Christian
Sens	Social, Emotional and Mental Health
Pupil Premium	No
Attendance	11.9%
Any active cases?	Yes

Incidents

<p>Janet Lewis 11561</p> <p>Tue, 17 May 2022 11:25</p> <p>Contact External agencies</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Encompass referral received: -----Original Message----- From: noreply@lancashire.pnn.police.uk <noreply@lancashire.pnn.police.uk> Sent: 14 May 2022 06:19 To: Encompass <Encompass@lancashire.gov.uk> Subject: Encompass Referral</p> <p>The following information has been generated automatically as an Op Encompass Referral. Log Number: LC-20220514-0219 Nature of Incident: Vulnerable Child Date/Time: 14-05-2022 - 04:25:00</p> <p>Child Involved 1 Forename: **** Surname: ***** Date of Birth: 07/08/2006 Address: 10 OLD SCHOOL CLose, BANKS, SOUTHPORT, PR98SB School: Out of Force Seen by Police: Yes Witnessed Incident: Yes Involved in Incident: Yes</p> <p>Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child) VC Risk Rating: High Summary: He refuses to attend education. The MASH will contact you with further information should this be necessary. Jan Lewis emailed the SBO who emailed original encompass report and informed them that **** was no longer on roll at Acorns and was attending Presfield Specialist School.</p>
Associated Actions	
<p>Janet Lewis</p> <p>8231</p> <p>Tue, 17 May 2022 11:34</p>	<p>Jan Lewis Pupil Support Manager emailed the SBO who sent the original encompass referral and Hayley Dawson DSL Presfield School Southport with the information.</p>

Maggie Allred 11290

Fri, 01 Apr 2022 14:00

Communication
with parents/guardian

Status: Closed
Assigned to: *Nobody*

Mrs Allred spoke to dad yesterday to ask if there was anything further he wished the school to do as tomorrow is ****'s last day. Dad asked if pupil records will be handed over and Mrs Allred said yes and his workbooks will be handed over also.

Mrs Allred asked how **** was and dad said that **** was fine. Dad sounded very positive about Presfield school. Mrs Allred asked would **** like to speak to me to wish him good luck and dad was not sure so suggested ringing tomorrow afternoon.

Mrs Allred rang next day and Dad went to speak to ****. Dad said that **** did not want to speak and dad thought that he might be asleep. Mrs Allred asked dad to pass on goodbye and good luck for his new school. Dad said thankyou for all we had done.

Edited Tue, 19 Apr 2022 08:38 by Janet Lewis

Maggie Allred 11238

Wed, 23 Mar 2022 16:30

Communication
with parents/guardian

Status: Closed
Assigned to: *Nobody*

Mrs Allred texted dad to ask if he was coming to school today and dad texted later

**** didn't come (to Presfields). He was supposed to go to Presfields but since others go in WMCA on Wednesday. I think he became anxious about it and changed his mind. The meeting went well thanks"

"I want to sort out the transport to Presfield for him from 19th April. Do you know any contacts for West Lancashire student transport please"" Mrs Allred replied to get in touch with the school to make arrangements. Dad replied

"We are going to try getting him into Presfield every day before 19th April"

Mrs Allred replied she wasn't sure if this was possible in ssuch a short time. Dad replied:

"He is visiting onlym I don't knwo if he will attend before Easter. Going there 10am should not affect his attendance if he misses the taxi to Acorns. Presfield suggested that he can visit from 10 if he wants to but he can also visit at 11am. Let's se how it goes. Thanks"

Edited Tue, 19 Apr 2022 08:38 by Janet Lewis

Janet Lewis 11214

Wed, 23 Mar 2022 14:12

Contact External agencies

Status: Closed
Assigned to: *Nobody*

Mash Duty Manager <mashdutymanager@lancashire.gov.uk>
Wed 23/03/2022 14:12
Good Afternoon,

A missing from home report has been received in relation to Child: **** Muganwa ***** DOB 07-Aug-2006 who is a pupil at your school. They had been reported as missing on 17-Mar-2022.

A referral has been made to the "Missing From Home Team" who will offer a Return Home Interview and identify any support needs.

Advice can be obtained via the Schools Safeguarding Line on (DPA)

Kind Regards,

Danny Eagleton
Business Support Officer
MASH Team
Education & Children's Services
Lancashire County Council

Tel: (DPA)
www.lancashire.gov.uk

Our vision for Education and Children's Services in Lancashire:
'Children, young people and their families are safe, healthy and achieve their full potential'

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Edited Tue, 19 Apr 2022 08:38 by Janet Lewis

Maggie Allred

11232

Wed, 23 Mar 2022 09:30

Safeguarding

Contact External agencies

Cause for Concern

SEN School Support

Status: Closed

Assigned to: Nobody

Email to Sam Steed ****s CAMHS worker and reply from Sam. Forwarded to Presfield school head of 6th form Hayley Dawson and safeguarding lead Cheryl Smith:

Cheryl Smith <csmith@presfieldschool.org>

Wed 23/03/2022 10:09

Thank you Maggie

Cheryl Smith

Safeguarding Officer

Presfield High School

Preston New Road

Southport PR9 8PA

DPA

csmith@presfieldschool.org

Hayley Dawson <hdawson@presfieldschool.org>

Wed 23/03/2022 09:35

Hi Maggie,

Thankyou for sharing all of this information. It will really help us to support AR and his family as much as we can. I have a meeting this morning with AR's parents, so I will see if they disclose information about the incident last week but as requested I won't bring it up and disclose that you have shared this information.

Kind Regards,

Hayley Dawson

Head of Sixth Form

Presfield High School & Specialist College

Maggie Allred

Wed 23/03/2022 09:26

See below response from Sam Steed ****s caseworker.

Sam has not shared any concerns at all, so I am wondering if the risk is lower -you need to speak with Sam.

Sam Steed, **** and ****s dad will be unaware that we know about the events on Thursday. We only know as we received the Encompass report from the police.

I am very conscious if this is discussed in the wrong way it will break trust with mum, dad and **** so please be mindful and I think the best way is that they volunteer the information and if in doubt speak with Sam.

As you can see **** no longer wishes to attend Acorns, so please be mindful to build that rapport with him so he talks through his concerns with someone.

Many thanks for your time to discuss the issues and please do get in touch if you need more information,

Kindest Regards,

Maggie Allred

Steed Samantha <Samantha.Steed@alderhey.nhs.uk>

Tue 22/03/2022 11:46

Good morning Maggie,

**** came to session and engaged well. From what he shared I can let you know that he does not want to return to Acorns to say goodbye. He is looking forward to starting at Presfield and have agreement from **** to contact them. I am happy for Presfield to have my details. Bw,

Sam Steed

Senior Mental Health Practitioner/Case Manager

Sefton Specialist CAMHS

Alder Hey Children's NHS Trust

Second Floor

Burlington House

Crosby Road North

Liverpool

L22 0PJ

Office #: DPA

Maggie Allred

Tue 22/03/2022 11:16

Can you let us know how the meeting with **** went on Friday and clarify what were the issues that caused **** to act the way he did on Thursday?

Please give as much information as possible so we can update our safeguarding and risk assessments.

It would also be useful if you can liaise with Presfield school- are you happy for me to forward your details to them? I have already spoken to Presfield school, and I know dad has arranged a meeting with staff tomorrow. It is excellent he is being proactive. The school realise providing **** with staff he can talk to will reduce the risk -as he is no longer coming into Acorns school so I am keen to give a good handover to them.

Many Thanks,
Maggie Allred

Edited Tue, 19 Apr 2022 08:38 by Janet Lewis

Maggie Allred 11190
Mon, 21 Mar 2022 09:15
Contact External agencies
Communication
with parents/guardian
Cause for Concern
Status: Closed
Assigned to: Nobody

Mrs Allred sent a text Friday 18.3.22 to say **** had not come in and was he okay 18.3.22. Dad replied: "**** is fine and meeting Sam today"

Mrs Allred texted thankyou for letting me know and I hope you have a good weekend. Dad replied: "Thankyou. He will go to Presfield on Monday 11-1.30pm parents are invited to meet Hayley (head of 6th form) and the safeguarding officer on Wednesday 10am. I took your advice"

Mrs Allred texted thanks for letting me know.

Monday 21.3.22 Mrs Allred spoke to Mrs Lewis the safeguarding lead about informing Presfield school of the events on Thursday so they can risk assess for his visit today. Mrs Allred spoke to the deputy head and then Cheryl Smith the safeguarding lead rang back for more information. The information shared was: **** ran away from home on Thursday with a kitchen knife with a plan to stab somebody. This was as a result of taking literally information from Sam his CAMHS worker and he thought this would be a good idea as result. When police picked him up he seemed to have know insight into the actual risk of taking this action -no harm was done. Mrs Allred **** would be very unlikely to do anything in school however he will need to be closely supervised (Acorns have asked all staff to be aware and carefully check **** on arrival into school). Do not discuss the incident with him as he will probably not want the school to know as he is probably very keen to give a good impression. **** has done work on this following his previous incident when YOT was involved. A social story has been used by Mrs Allred so he understands when he has a big problem he must talk it through or he may damage his future. At present in ****s perception he is in between schools (he is refusing to attend Acorns) and he hasn't got a member of staff who talks through his problems with him. A full CPOMS report has been sent to the school but school will send an up to date report with the Encompass report on from Thursday.

Cheryl Smith asked has **** spoken to Sam since and will **** listen to her. Mrs Allred confirmed Sam was speaking to **** on Friday and she has a strong relationship with her and will listen. Cheryl asked to have Sam's contact for further discussions if needed.

Cheryl asked do social stories work with **** and Mrs Allred said he doesn't like them and feels patronised however you can go through the process so that he understands how to do things differently in the future.

Cheryl said that she had not seen the CPOMS and Mrs Allred said she thinks the head Hayley Dawson has seen the CPOMS report. Mrs Allred agreed to get a full CPOMS report sent to her before the meeting on Wednesday. All 3 agreed that the transition between schools has possibly contributed to **** finding things difficult and agreed to stay in close contact between now and Easter when **** leaves Acorns.

Mrs Lewis agreed to send a full CPOMS report to Cheryl

DSL contacts at Presfields:
Our DSL is Cheryl Smith - csmith@presfieldschool.org
Our Deputy DSL is Mark Rigby - mrigby@presfieldschool.org

Edited Tue, 19 Apr 2022 08:38 by Janet Lewis

Associated Actions

Janet Lewis 8048 Tue, 22 Mar 2022 14:17	Jan Lewis DSL sent a copy of ****s CPOMS reports to Cheryl Smith DSL at Presfield School via EGRESS.
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Janet Lewis 11168
Fri, 18 Mar 2022 09:25
Contact External agencies
Status: Closed
Assigned to: Nobody

MASH referral received
Police_Notification_(9).pdf

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Janet Lewis 11167

Thu, 17 Mar 2022 18:55

Contact External agencies

Status: Closed
Assigned to: *Nobody*

From: noreply@lancashire.pnn.police.uk <noreply@lancashire.pnn.police.uk>
Sent: 17 March 2022 18:55
To: encompass <encompass@westlancscps.lancs.sch.uk>
Cc: samsungsupport@lancashire.pnn.police.uk <samsungsupport@lancashire.pnn.police.uk>
Subject: Encompass Referral

The following information has been generated automatically as an Op Encompass Referral.

Log Number: LC-20220317-0431
Nature of Incident: Vulnerable Child
Date/Time: 17-03-2022 - 18:00:00

Child Involved 1
Forename: ****
Surname: *****
Date of Birth: 07/08/2006
Address: 10 OLD SCHOOL CL,BANKS, Southport, PR98SB
School: The Acoms School
Seen by Police: Yes
Witnessed Incident: No
Involved in Incident: Yes

Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child)
VC Risk Rating: High
Summary: **** WAS REPORTED MISSING BY HIS MOTHER ON THURS 17/03. HE LEFT THE ADDRESS WHILST PARENTS WEREN'T HOME. **** WAS LOCATED A FEW HOURS LATER TRYING TO CATCH A BUS BUT NOT PAYING FOR IT. MOTHER NOTICED A SMALL KITCHEN KNIFE WAS MISSING TOO.

UPON POLICE ARRIVAL **** WAS CALM BUT WITHDRAWN. **** WAS COMPLIANT AND GOT OFF THE BUS WITH OFFICERS. **** ADMITTED HE HAD A KNIFE ON HIM AND WHEN SEARCHED A SMALL KITCHEN KNIFE WAS FOUND ON HIM. WHILST TAKING **** HOME HE DISCLOSED HE WAS PLANNING ON STABBING SOMEONE WITH THE KNIFE.

**** SAID THAT HE WANTS HIS TIKTOK / INSTAGRAM ACCOUNT DELETING AS THERE ARE EMBARRASSING VIDEOS ON THERE BUT CANT DO THIS HIMSELF AS HE DOESNT KNOW HIS LOG IN DETIALS. WHEN **** ASKED HIS PSYCHOLOGIST WHAT WAYS CAN HE GET THE ACCOUNT DELETED SHE SAID SOMETHING ABOUT HAVING TO COMMIT A CRIMINAL OFFENCE. THIS HAS GIVEN **** THE IDEA TO COMMIT AN OFFENCE SO THAT HE CAN GET POLICE TO DELETE THE ACCOUNTS. **** SAID HE WAS GOING TO USE THE KNIFE TO STAB SOMEONE FOR THIS REASON AND HAS PREVIOUSLY TRIED TO MAKE POISON FOR THE SAME REASON.

**** SUFFERS WITH ADHD AND AUTISM AND IS BEING MOVED TO A SCHOOL THAT SPECIALISES FOR THIS AND IT IS POSSIBLE THAT THIS IS WHY HE HAS HAD A BAD MH EPISODE TODAY AS HE WAS DUE TO MEET HIS TEACHERS. **** DID NOT SEEM TO UNDERSTAND THE SERIOUSNESS OF THIS AND DID NOT THINK HE WAS DOING ANYTHING WRONG.

The MASH will contact you with further information should this be necessary.

Edited Fri, 18 Mar 2022 09:40 by Janet Lewis

Maggie Allred 11165

Thu, 17 Mar 2022 15:56

Contact External agencies

Status: Closed
Assigned to: *Nobody*

email sent by Mrs Allred to Sam Steed cc'd ****'s dad:

**** was due to attend Presfields today 11-1.30pm today but unfortunately he left home without telling anyone before 11am when his dad was out dropping his brother off at school.

Alphonse rang school at 11 to ask is he had come in (he hadn't) and we recommended he contact the police. The police found **** at around 3.15pm and I have just spoken to Alphonse who is understandably distressed and concerned.

At this point in time it isn't clear why **** disappeared. I reminded dad to let **** know he must talk through problems with someone. I suggested I would email you to update you.

Could you follow up with **** when you next speak to him? My guess is the huge changes are causing **** to be overwhelmed and he must talk to someone -but I don't know any facts at this time.

Kindest Regards,

Maggie Allred
High Support Teacher

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 11163

Thu, 17 Mar 2022 15:15

Safeguarding
Communication
with parents/guardian
Cause for Concern
emotional Related
SEN School Support

Status: Closed
Assigned to: *Nobody*

Mrs Allred rang dad to ask if **** had returned home dad said no. Mrs Allred asked had he phoned the police and he said yes and they have told him 2 minutes ago that they have just picked him up (dad said a location -but not clear where). Dad sounded distressed on the phone but relieved that he had been found. Dad asked Mrs Allred to stay on the phone as he was concerned that Louise (TAF lead) was going to close the TAF even though they are still having problems. Mrs Allred explained that at the TAF meeting they agreed that any issues for **** can now be picked up by the school -the attendance office and safeguarding and that is why we have been in touch today as safeguarding for the young person is in the community as well as in school. Dad calmed down a bit and Mrs Allred agreed to find out the contact point at Presfields if he has concerns about **** and to email Sam (CAMHS) to update her. Mrs Allred wished him well and hope that he is okay this evening but if he has any further issues to contact the police.

Edited Fri, 18 Mar 2022 09:40 by Janet Lewis

Maggie Allred 11151

Thu, 17 Mar 2022 11:00

Safeguarding
Communication
with parents/guardian
Cause for Concern

Status: Closed
Assigned to: *Nobody*

****s dad texted Mrs Allred at 9.15: "Hi **** didn't come in. He will go to Presfield today 11am till 1.30pm. Thanks"

****s dad rang school at 11am to ask if **** had come to school and spoke to Mrs Jaeger and Mrs Allred. Mrs Allred said that he hadn't and Mrs Jaeger checked with the taxi's and confirmed that he hadn't got in the taxi this morning. Dad said that he was at home in the morning and then he went out to take his brother to school and when he came back **** was gone.

Mrs Allred advised dad to contact the police if they could not find him. Dad said there is no point calling 101 and Mrs Allred advised (from advice from Mrs Lewis who was also present) that he should phone 999 and that is fine as **** does have additional needs. Mrs Allred requested they let school know when they find him. Dad said that he will if he can but he needs to find his son -he sounded distressed. Mrs Allred wished him well and asked him again to let us know.

Edited Fri, 18 Mar 2022 09:40 by Janet Lewis

Maggie Allred 11113

Fri, 11 Mar 2022 15:41

Contact External agencies
Communication
with parents/guardian

Status: Closed
Assigned to: *Nobody*

Final TAF meeting the TAF will now be closed (see TAF minutes) and it was agreed further intervention (ADHD assessment, issues with attendance) can be dealt with by Presfields and within the EHCP plan. Dad was hoping it could be kept open as it is hard to access these services but it was explained Presfield will be able to talk with them to see if it is needed in the future.

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 11049

Mon, 07 Mar 2022 15:26

Contact External agencies
Communication
with parents/guardian
SEN EHCP

Status: Active
Assigned to: *Nobody*

Mon 28.2.22 **** spoke to Mrs Allred and said that he believed he may have ADD and requested a referral.
Tues 1.3.22 Dad texted Mrs Allred to ask if the query had been followed up.
Wed 2.3.22 Mrs Allred emailed Sam Steed CAMHS worker for ****:
9.00:
**** has asked if you can query if he has ADD as he struggles to concentrate. He has looked it up and thinks that it fits many of his issues. Both **** and dad have requested a referral.
I have explained that as he is already with CAMHS we do not need to do a further referral and if I pass this on to you, you can explore whether you need to do further diagnostics.
I look forward to hearing your thoughts,
Kindest Regards,
Maggie Allred

Reply 9.15:
Hi Maggie,
thanks for your email and fir following this up for **** and Alphonse. The Community Paediatrician Service assess fir ADHD and a referral would be needed to their pathway. If you check the Alderhey website there are firms for school to complete. Is **** attending now? To make the assessment viable he needs to be in school so you can collate evidence fir an assessment. Hopefully if he is not attending he will if he knows this.
Bw
Sam Steed

MA reply 9.20:
It may be easier for Presfields to complete in that case, and I provide information to them to complete it.
From your observations do you think it is worthwhile exploring?
Thanks,

9.30 reply:
Well, there has been a lot going on that would impact concentration - I think your right and him being in a school environment full time would be much more helpful in adding info to assessment. I think the focus has to be on transition support to be honest. Is he coming in? We can both feedback to Alphonse re these thoughts. However, parental choice means he can request an assessment via ADHD Pathway when he wants. Probably best to talk it through with them.
Have a good day Maggie.
Bw,

4pm MA reply:
Thank you Sam, that sound very useful. I will forward you the email I have just sent to the head a Presfields which says

what you have suggested - I am very hopeful for **** engaging it is just a case of making sure this transition is managed as well as can be for him,

Kindest Regards,
Maggie Allred

Email sent to Presfields Head of 6th form Hayley Dawson 3.40pm:

Many thanks for making arrangement for **** to move to Presfields before the end of year 11. As per my previous email we are finding that now it has been agreed, ****'s engagement at Acorns has dropped further. **** tells me that it makes no difference, and he knows he has to attend. However, his behaviour indicates differently and although he is still very engaging when he does attend, he is refusing most work at present and talking and pacing the room.

I have been setting GCSE English and Maths coursework and mock papers this year. As he has reduced interest in this, I am planning instead on focussing on preparing for his transition: sharing his completed work, looking at skills he has acquired, what he needs to work on next, his aspirations when he arrives at Presfields and the positive skills he already has. Due to this I am unable to complete as much coursework as I would like so I am very reassured that you will be able to continue his coursework in Year 12 if needed.

Be aware that when we did the mock papers recently, he got out of his chair and paced the room. He also wasn't able to sustain the work without a break. He didn't do this last year so please check if you need access arrangements for when he sits his GCSE's this year. If he is with others he may settle and be okay.

Dad has informed us today that he will start at Presfields on 13.3.22 at 11am can you clarify if this is happening and what your plans are before 19th April?

Kindest Regards,
Maggie Allred

email to Hayley Dawson 7.3.22:

AR asked last week if he could be assessed for ADD as he struggles to concentrate. He has looked it up and thinks that it fits many of his issues. Both AR and dad have requested a referral.

I have emailed his CAMHS worker Sam Steed who replied:

The Community Paediatrician Service assess for ADHD and a referral would be needed to their pathway. If you check the Alderhey website there are firms for school to complete. Is **** attending now? To make the assessment viable he needs to be in school so you can collate evidence for an assessment. Hopefully if he is not attending he will if he knows this.

I have spoken with Dad and explained the change in behaviour could be situational rather than neurological as he is experiencing a lot of big changes currently; and we would also not be able to complete a referral in the time left. I said I would pass this to you to discuss with both Dad and AR.

I hope that is okay,
Kindest Regards,
Maggie Allred

Email sent by Hayley Dawson 3.3.22 in response to Mrs Allred's previous email:

Thankyou for the update on AR both academically and socially, it is great that you have been able to provide me with this information as it will help me significantly with structuring AR's transition and also with the support that I will put in place for his time with us.

AR will start his transition visits to us at Presfield on Monday 14th March at 11:00am and will stay with us until 1:30pm on that day. From there we will work out a transition schedule in more detail with AR involved in the process. I am hoping to progressively build his time with us prior to finishing for Easter on Friday 1st April in preparation for starting full time with us on Tuesday 19th April when he will officially be a Presfield student.

With regards to AR's qualifications - which specifications have you been following?

Kind Regards,
Hayley

Hayley Dawson

Maggie Allred

11008

Wed, 02 Mar 2022 15:41

Contact External agencies

Status: Closed

Assigned to: Nobody

Email from Mrs Allred to Hayley Dawson Head at Presfields School:

Many thanks for making arrangement for **** to move to Presfields before the end of year 11. As per my previous email we are finding that now it has been agreed, ****'s engagement at Acorns has dropped further. **** tells me that it makes no difference, and he knows he has to attend. However, his behaviour indicates differently and although he is still very engaging when he does attend, he is refusing most work at present and talking and pacing the room.

I have been setting GCSE English and Maths coursework and mock papers this year. As he has reduced interest in this, I am planning instead on focussing on preparing for his transition: sharing his completed work, looking at skills he has acquired, what he needs to work on next, his aspirations when he arrives at Presfields and the positive skills he already has. Due to this I am unable to complete as much coursework as I would like so I am very reassured that you will be able to continue his coursework in Year 12 if needed.

Be aware that when we did the mock papers recently, he got out of his chair and paced the room. He also wasn't able to sustain the work without a break. He didn't do this last year so please check if you need access arrangements for when he sits his GCSE's this year. If he is with others he may settle and be okay.

Dad has informed us today that he will start at Presfields on 13.3.22 at 11am can you clarify if this is happening and what your plans are before 19th April?

Kindest Regards,
Maggie Allred

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 11001

Text from Dad:
 "Hi, **** didn't come to school. If he really wanted there would be no reminding. He doesn't like to be treated like a small child with do this or do that so we tread carefully. Presfiled will have him Monday 14.3.22 from 11am to after lunchtime to ease him in. I will keep you updated. Thanks"

Wed, 02 Mar 2022 09:36
 Communication
 with parents/guardian
 Status: Closed
 Assigned to: *Nobody*

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 11000

Fri, 25 Feb 2022 10:05
 Contact External agencies
 Communication
 with parents/guardian
 Status: Active
 Assigned to: *Nobody*

23.2.22 email from Carole Power:
 Good Afternoon Alphonse
 Thank you for your email.
 I can confirm that Presfield have advised that they feel they can meet ****s needs and that they are able to offer him a place from September 2022. There may have been some misunderstanding as they are not offering a placement before September.
 Presfield have sent through the costing for this placement and ****s case is ready to be submitted to the funding panel which meets in March. I do not have an exact date at this stage, but will keep you informed.
 At this point in time **** still has his placement at Acorns school until the end of the academic year.
 Kind Regards
 Carole

reply from dad:
 Dear Carole,
 Indeed there is a big confusion on our side. Please can Hayley clarify this matter? We approached Presfield aiming for **** to start there immediately, i.e, in Year 11 and continue there into their Six Form. Hayley, could your school let **** officially start in Presfield as an in-year admission (in this school year) please? This was both ****s and his parents' intention from the outset. Could you please advise?
 Many thanks.
 Alphonse *****

24.2.22 email from Hayley Dawson to Mrs Hodson:
 Good Morning Mrs Hodson,
 My name is Hayley Dawson and I am the Head of the Sixth Form provision at Presfield High School & Specialist College. We met briefly when I attended your school to meet student AR with the view to seeing if I felt that we would be able to meet AR's needs within our setting.
 Since then AR and his Mum have visited us at Presfield and as I am sure you are aware the meeting went very well. I completed all the paperwork and sent this back to the LA. Since then AR's Mum has contacted me at school to let me know that AR's attendance has now reduced due to further disengagement as a result of his desire to attend an ASC specialist provision. Previously Mrs Allred expressed concerns about AR's engagement prior to half term.
 To support his transition into our setting and prevent further disengagement and the risk of him becoming NEET would you consider and be happy for me to approach the LA and with the suggestion of transitioning AR across early to Presfield. I would take him into our Sixth Form provision to help embed him fully and provide him with an enriched introduction to life at Presfield. I understand that this may not be something that you would like to act on part way through an academic year and if you would like AR to complete year 11 with yourselves please let me know if there is anything I can do to support re-engaging AR in preparation for his transition to Presfield at a later date.
 If you could get back to me as soon as possible with your thoughts on the matter, then we can look at formulating a plan and informing/asking relevant parties for their opinions also.
 Kind
 Regards
 Hayley

Reply from Mrs Hodson 24.2.22:
 Good morning Hayley,
 I have included Carole Power, our SENDO in this reply.
 We have no objection as a school to **** completing Year 11 at your school, we are happy to do whatever is best for ****.
 However, my understanding is that a proposal is going to the funding panel in March for **** to start at Presfield in September 2022. It may be that a revised proposal will need to be submitted.
 Could you contact Carole directly and keep us informed of any changes to plans?
 Many thanks
 Joanne Hodson

Reply from Hayley 24.2.22:
 Hi,
 Thank You so much for getting back to me. I have spoken to Carole today on the telephone and have sent across all the information she required.
 I will of course keep you updated with how things progress.
 Kind Regards,
 Hayley

Reply from Carole Power 4.46 24.2.22:

Good Afternoon Alphonse
 Following our discussion today I can confirm that Presfield have agreed to bring forward the offer of a placement in their specialist FE college. They are offering a start date of the 19th of April 2022.
 I can confirm that the Local Authority has agreed to fund the placement and so we now need confirmation from you as to whether or not you are going to accept the place for ****. Once we have received this we will then secure the placement and re issue ****s plan naming the college from the 19th of April 2022.
 Kind Regards
 Carole
 Reply from Dad 5.45pm 24.2.22:
 Dear Carole,
 Thank you for your email and securing ****s place for 19th April 2022.
 Therefore, I am writing to confirm that we accept Presfield's place offer. We are looking forward to **** starting at Presfield on or before 19th April 2022.
 We are so relieved and happy at the same time.
 Many thanks
 Alphonse *****
 25.2.22 Dad texted to say **** would not be in today. Text from Mrs Allred 25.2.22 to dad:
 "Thanks for letting me know. Congratulations with the place at Presfield I am so pleased. Well done for your efforts to ensure it happened soon."
 reply text from Dad:
 "Thank you very much it's been a team effort and thank you too for your love and help for ****. You are good at what you do and I am sorry for any inconvenience I caused. You stood by **** and your professionalism shone through. This news of a place is a sweet end to a rough and really difficult three years for all of us. So thank you too. I have so much gratitude for your support for ****."
 Reply from Mrs Allred
 "Thank you so much for your very kind words -yes it has been a long journey and I am so happy we have such a positive outcome I wish you all the very best."

Maggie Allred 10934
 Wed, 23 Feb 2022 16:25
 Contact External agencies
 Communication
 with parents/guardian
 Status: Closed
 Assigned to: Nobody

Email reply from Carole Power SEND to dad cc'd in Mrs Allred and Hayley Dawson:
 Good Afternoon Alphonse
 Thank you for your email.
 I can confirm that Presfield have advised that they feel they can meet ****s needs and that they are able to offer him a place from September 2022. There may have been some misunderstanding as they are not offering a placement before September.
 Presfield have sent through the costing for this placement and ****s case is ready to be submitted to the funding panel which meets in March. I do not have an exact date at this stage, but will keep you informed.
 At this point in time **** still has his placement at Acorns school until the end of the academic year.
 Kind Regards
 Carole
 Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Joanne Hodson 10929
 Wed, 23 Feb 2022 15:02
 Cause for Concern
 Status: Closed
 Assigned to: Nobody

Dear Carole,
 Today we contacted Presfield regarding ****s admission to the school. We understand that the school has done everything they were requested to give the Lancashire LA promptly since we chose it several weeks ago. As you are aware, Presfield has offered **** a place on the day we visited them as part of this transfer process. We would be grateful if you could respond in a timely manner to parental, Acorns's and Presfield's requests.
 If your delays continue, **** will not be able to attend the school he badly needs. I would like to inform you that **** has stopped attending Acorns because he liked Presfield and wants to start urgently. The last time he attended school full-time was in October 2019!
 We understand that there is a timeline for every stage in this process but if you act at the lower end of your timeline, **** will definitely have a better chance of joining Presfield in February/March 2022. Please let us work together willingly to give **** a chance to education that he needs before it is too late for him.
 I look forward to hearing from you.
 Many thanks,
 Alphonse *****
 Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 10932

Wed, 23 Feb 2022 13:45

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: Nobody

email sent by Mrs Allred following discussions at recent TAF meeting to Hayley Dawson Head at Presfield 6th form 11.2.22 11.40 a.m:

Many thanks for making the arrangements for **** to get a place at your school. **** has spoken about it in school to the careers advisor and he is really happy to join your school.

Is it possible to provide a timeline and possible start dates? Since he has visited, he has found it hard to engage in school and has said he would work if he was at Presfield. I am keen to give him a concrete plan so he can manage the change to your school, and I think the earlier the better.

Is it possible for you to move forward with this and let me know so I can help **** to re-engage with learning and manage the transition to your school?

Kindest Regards,
Maggie Allred

Reply Hayley Dawson 1.15pm:

Thankyou for keeping me updated with how AR is getting on. I am sorry to hear that at present he is finding it hard to engage and is more focused on his future.

I am awaiting confirmation from Lancashire that they are happy for AR to access a place here with us at Presfield, once I have that confirmed we can put a plan in place. I am happy to take AR earlier than September but again I need this to be confirmed by Lancashire. If you are able to, you could contact his caseworker on his behalf to try and hurry the process along for him if you are concerned about his engagement and you directly work with him. Unfortunately it won't have the same impact if I do it.

Anything else, I can do to help in any way then please just let me know.

Kind Regards,
Hayley

Email from dad today to SEND lead Carole Power:

Dear Carole,

Today we contacted Presfield regarding ****'s admission to the school. We understand that the school has done everything they were requested to give the Lancashire LA promptly since we chose it several weeks ago. As you are aware, Presfield has offered **** a place on the day we visited them as part of this transfer process. We would be grateful if you could respond in a timely manner to parental, Acorns's and Presfield's requests.

If your delays continue, **** will not be able to attend the school he badly needs. I would like to inform you that **** has stopped attending Acorns because he liked Presfield and wants to start urgently. The last time he attended school full-time was in October 2019!

We understand that there is a timeline for every stage in this process but if you act at the lower end of your timeline, **** will definitely have a better chance of joining Presfield in February/March 2022. Please let us work together willingly to give **** a chance to education that he needs before it is too late for him.

I look forward to hearing from you.

Many thanks,
Alphonse *****

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 10958

Wed, 23 Feb 2022 09:30

Safeguarding

Status: Closed

Assigned to: Nobody

**** talked for the first 10 minutes of the lesson and then started work but refused to do any more after 20 minutes and started pacing the room.

He was talking about global politics and how governments don't stop genocide but they could if they wanted to and how Jewish people always seem to be in positions of power. Mrs Allred addressed this by saying the situation is always complicated and there are people and organisations that will campaign against war and support those affected by war if he wanted to explore that. **** was challenged about his views on Jewish people that it is not right to single out any group as that is how hate crime can be caused and he needs to be aware of the impact of his views.

Mrs Allred addressed the fact he talked so much that he was unable to do his work and we must complete the mock exams. As it was his first day back today we agreed it hadn't gone well. **** agreed that from tomorrow he will do his work and if he manages this, he can talk for the last 15 minutes of the lesson.

Edited Fri, 18 Mar 2022 09:42 by Janet Lewis

Maggie Allred 10904

Fri, 11 Feb 2022 12:27

Contact External agencies

Communication

with parents/guardian

SEN EHCP

Status: Closed

Assigned to: *Nobody*

Thurs 12pm TAF meeting for **** (see TAF minutes), **** has managed to access a group activity with his Carl Coughlan his keyworker, he is continuing to work with CAMHS and Sam Steed and his CAMHS keyworker Michelle. Mrs Allred raised concerns about ****'s attendance and engagement and sent email update:

**** has visited Presfield school and the head came to visit **** in Acorns. It was very positive, and **** has said he would like to go and the head has offered him a place with a possibility of starting before June.

**** has been told he needs to achieve a grade 4 in GCSE English and Maths. If he achieves this by June, he will no longer need to study these subjects which is a great motivator as he is ready to study different things.

Since the visit to Presfield ****'s attendance has dropped again and he has said at home that he "doesn't learn anything" at Acorns and "if it was a place like Presfield he would go to school". It is possible managing the transition to a new school is causing **** to disengage and it is of great importance that **** has a clear timeline when and how this transition will happen which needs to be agreed.

**** is capable of a grade 4-5 in Maths and a grade 2-4 in English however if he continues to not attend and refuse to complete work he is at risk of getting low grades in both subjects. He does not have long before the year finishes, so he needs to put the effort in to achieve. It will also make his transition harder to Presfields if his attendance is poor as he will not be used to the effort of attending every day.

Can everyone continue to give **** this consistent message -he must put 100% into Acorns before he leaves to get the best for his GCSE's and making a good start in Presfields."

Mrs Allred has sent an attendance record to Sam Steed (CAMHS) to inform discussions about attending school and spoken to her (!0.45am) about managing the transition to Presfields. Also talked through ****'s political viewpoints and Sam said school is managing it really well and he will probably always have an interest in global politics and it is about **** understanding how others might feel about his views aswell as exploring his own views. Mrs Allred says this has been addressed with **** in school and Sam was happy with this.

Attendance record has also been emailed to Carl Coughlan and Louise Lewis TAF lead

Mrs Allred sent an email to Hayley Dawson head of Presfields school (11.40a.m)

Many thanks for making the arrangements for **** to get a place at your school. **** has spoken about it in school to the careers advisor and he is really happy to join your school.

Is it possible to provide a timeline and possible start dates? Since he has visited, he has found it hard to engage in school and has said he would work if he was at Presfield. I am keen to give him a concrete plan so he can manage the change to your school, and I think the earlier the better.

Is it possible for you to move forward with this and let me know so I can help **** to re-engage with learning and manage the transition to your school?

Kindest Regards,
Maggie Allred

Edited Fri, 18 Mar 2022 09:41 by Janet Lewis

Maggie Allred 10906

Wed, 02 Feb 2022 12:26

Contact External agencies

SEN EHCP

Status: Active

Assigned to: *Nobody*

Dear all

Please find attached the up to date TAF Plan following the meeting on the 12th January and the notes from December 21 and January 2022.

Please note these are NOT minutes, they are notes only, of an over view of what work has been completed by professionals outlined on the TAF Plan.

Kind Regards
Louise Lewis

Louise Lewis | Family Support Worker | Children's Social Care Central Lancashire | Lancashire County Council | CAPSS, Skelmersdale, WN8 6RG | Telephone Description: cid:image001.gif@01CA50AC.C30A9C90 [DPA] | Mobile: [DPA] ouise.lewis@lancashire.gov.uk

Meeting_Outcomes__12-Jan-2022__Axel_Muganwa_Rudakubana__15_years.pdf
Early_Help_Plan__11-Jan-2022__Axel_Muganwa_Rudakubana__15_years.pdf
02-Feb-2022_Meeting_Outcomes__07-Dec-2021__Axel_Muganwa_Rudakubana__15_years.pdf

Maggie Allred 10805

Wed, 26 Jan 2022 09:00

Safeguarding Communication

Status: Closed
Assigned to: Nobody

Mrs Lewis and Mrs Allred were with **** today for his lesson. **** began talking about what he had said the other day about the Jewish holocaust. Mrs Allred said she was concerned that it was against Jews and she felt offended by that. **** asked what was written down about it and what he actually meant was that all genocides should be advertised equally. Mrs Allred agreed to record this. Mrs Allred also asked **** what he wanted recorded about the account that was written up for Prevent (Sam Steed from CAMHS recommended as a way to resolve that issue was to ensure that ****'s opinion is recorded) **** said that there wasn't a bomb on London Bridge and that wasn't true. Mrs Allred agreed to record this.

Mrs Allred spoke very frankly to **** and said that it is great that he is so knowledgeable about global affairs as long as he is looking at reliable sources, and that she knows he has said he doesn't want to do anything violent, but Mrs Allred was concerned that what he says could encourage others to be violent and it could affect innocent people. **** agreed he didn't want this. Mrs Allred composed a simple social story verbally with **** by discussing his point of view. He initially said if someone disagreed with him he might have a fight to win and this was talked through to see what kind of outcomes that may have and after discussion Mrs Allred created this simple social story "When I talk about politics sometimes people will like it and sometimes people may not like it. If they don't like it I understand if I get into a fight it could affect my place at Presfield. To make sure I succeed at Presfield I will make sure I talk to someone first". On hearing this **** said it was very simple and he didn't need this and Mrs Allred said that's fine if he doesn't need to use it as long as he understands he needs to keep himself safe and keep others safe and **** said he understood this. Mrs Allred asked if ****'s anxiety had improved now he knows he probably will be going to Presfield and **** said that it is. Mrs Allred asked that **** now attend full time so he can get the grades he needs.

Sam Steed rang Mrs Allred to discuss a possible visit by Michelle (****'s CAMHS keyworker) on Monday to discuss strategies to help **** with his anxiety. Mrs Allred shared with Sam that **** is now much more vocal and confident and Sam said that she sees the same thing that he is a different boy and that the medication is having a positive affect as well. It was agreed due to the positive change Michelle did not need to come into school and instead meet **** at home.

Edited Thu, 27 Jan 2022 15:29 by Janet Lewis

Maggie Allred 10769

Tue, 25 Jan 2022 10:13

Safeguarding SEN EHCP

SEN School Support

Status: Closed
Assigned to: Nobody

**** was speaking a lot today in his lesson with Mrs Allred about politics and raising issues around the death of Lady Diana, how waters were poisoned that aborigines use, how wealthy countries are only peaceful because they have stolen from other countries. Mrs Allred asked that **** check that his sources are reliable and it is important that he does not use this information to promote hate or violence and he said sometimes violence is necessary that is the only way that creates change. Mrs Allred disagreed and said Mandela and Ghandi and **** dismissed this making negative comments about them. Mrs Allred said I would not want you to be involved in hate or violence and **** said no he wouldn't. Mrs Allred said that as he is now may be going to Presfield we need to come up with a plan to make sure he only talks politics at set times and not during the lesson and **** understood he would be interrupting the lesson and he said this is what he used to do in the Range. ACTION create a social story around appropriate conversation at the right times.

Edited Thu, 27 Jan 2022 15:29 by Janet Lewis

Maggie Allred 10766

Mon, 24 Jan 2022 10:48

Contact External agencies

Communication

SEN School Support

Status: Closed
Assigned to: Nobody

Email received by Mrs Allred:

Hi Maggie

I have spoken with **** regarding how his anxiety presents regarding his over production of siliva when he is at school and feels he has to speak, **** stated this as the reason he is unable to stay at school longer than an hour. I offered to meet him at school after his lesson to spending time working on his anxiety while there and hope this will increase the time he can tolerate education.

I am able to attend Acorns on a Monday morning at either 10.30am or 11am, I am aware that **** finishes his lessons currently at 10am however he stated that he could do some drawing or something else to entertain himself in between his lesson and our session and was happy to stay longer for this and get his taxi back home later.

The hope would be to initially offer 5 fortnightly sessions at school supporting his anxiety regarding staying in the building and engaging with education, while alongside this offer 5 fortnightly sessions at home to support his anxiety with leaving the house and walking around his local area.

Please let me know if you feel Acorns would be able to support this intervention.

Kind regards

Michelle Warner
Keyworker & Systemic Family Practitioner
Sefton Specialist CAMHS

Edited Thu, 27 Jan 2022 15:29 by Janet Lewis

Maggie Allred 10761

Fri, 21 Jan 2022 09:45

Safeguarding Communication

Status: Closed
Assigned to: Nobody

**** asked Mrs Allred if she had heard what Rishi Sunak (politician) had said about Jews that is was supposed to anti-semitic but he (****) didn't think that it was. **** said that why is it that everyone knows about the Jewish Holocaust but no-one talks about the other genocides in the world. **** said it is not right that only the Jewish people should be talked about and they do sometimes have a lot of money that is true. **** said he believed the British government knew about the holocaust but didn't do anything about it and the government is not as good as you think it is. Mrs Allred challenged this thinking and said it is wrong to single out any group and genocide is wrong whatever the group of people and it is also wrong to imply that sharing the Jewish viewpoint of the Holocaust is somehow wrong and the government could not get to where it was happening for a long time-it is really important we learn and understand what has happened.

Edited Thu, 27 Jan 2022 15:30 by Janet Lewis

Maggie Allred

10676

Fri, 14 Jan 2022 14:43

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: Nobody

Email reply from Sam Steed: (cc'd Carl Keyworker, TAF lead, mum and dad and CAMHS keyworker michellea.warner@alderhey.nhs.uk

Hello All, Apologies for the lengthy email but i just wanted to clarify a few things - I meant to email Maggie yesterday regarding the Pinefield conversation, so sorry for the delay.

We discussed at the TAF mtg the fact that we have previously talked through ALP provision in West Lancs and whether there was anything other than Acorns in the interim (which there is not) , due to ****s continued reports of heightened anxiety and non attendance. This may have confused ****. but I recall it was made very clear at the TAF mtg that he cannot access Pinefield provision as he lives in west lancs, and it is not appropriate as we are looking for a long-term education placement.

Unfortunately, his Key Worker Michelle, who has been linked to him from CAMHS was not aware of this and **** started a conversation where he expressed a desire to go to Pinefields and so she spoke with him openly about what they offer as **** was curious. **** will have heard from the TAF mtg that it is not an option available to him, but still seems to be pursuing it as such, and presented it in a way that he would like to go there to repeat yr 11. No one at the TAF has told him that this is an option, but Michelle may have been drawn into conversation with him and used her knowledge of Pinefield offer in conversation and agreed to mention it to me. I have spoken with Alphonse about this and clarified things with him.

I have already emailed Michelle separately to say that Pinefield is not an option and **** needs to be supported re Presfield or other options for his schooling. I have also copied her into this email trail so she can be fully aware of this and future conversations and she may also wish to comment re her conversations with ****.

It is really positive to hear **** is back at Acorns and how things are now moving re Presfield and the search for other suitable placement - it would not be appropriate to think about short term ALP's for ****. **** needs to attend Acorns until another longer-term Education provision is found.

Alphonse, you and Letitia will also need to reiterate this as his parents and let **** know that Presfield is being sought as a school place at the moment that will better meet his needs, and which will better serve him long term. This can't just be left to professionals to do.

I have previously completed some work with **** regarding his Autism diagnosis and at that time he agreed to visit Presfield. I can revisit this with him again when I see him on Monday.

**** has told me that he is anxious about going to a new place and this is understandable.

I was also sure to reiterate to **** at the TAF that he must return to Acorns and he must not make demands on me to see him face to face to tell me something, or make statements like he did in terms of saying 'he will not attend until I see him face to face'. I explained the current threshold for face to face appointments given we are in a pandemic and also reiterated that the plan is for face to face contact with a Key Worker contact to offer practical support re managing anxiety as this will help him more.

I have been able to establish with **** that although he has made requests for face to face contact with me, he does not want to speak with me about a safeguarding or an increase in risk issue - in fact he said he could tell anyone, and it did not specifically need to be me that he speaks with as long as the info is passed on to me. This being the case I invited him to speak with Micelle when he was her face to face this week - however, it seems that he chose not to speak with her as there is no message passed on. During the TAF mtg, **** was very clear that he is not attending Acorns because he does not want to go there as he feels anxious each time he attends and he also shared that him not attending is nothing to do with not seeing me face to face.

However, I have managed to find a time to see **** when I am at the Clinic on Monday. I am going to use this as an opportunity to review ****s mental health with a colleague of mine present. This will help to establish mental health and social need in terms of planning future support. Alphonse is wanting **** to have time with me alone and is concerned about sharing with **** that I will be joined by a colleague; however this is how CAMHS are going to offer the appointment on Monday and **** will be encouraged to speak freely.

I have spoken with Alphonse about being still on the waiting list for family therapy as another strand of CAMHS support and explained again the purpose of this request for specific work. We will continue to do our best to support **** and his family alongside the Early Help offer, other health interventions and Education. It is still my feeling that an appropriate Education placement will enable our CAMHS interventions to be more affective and give us something to work towards in terms of change and stability for **** re his learning, which will hopefully go some way to improving family dynamics.

Bw,
Sam Steed

Mrs Allred replied:

Thankyou Sam, for such a detailed and comprehensive update. It all looks very positive, and I think the overall message is: let's make sure **** gets consistent messages from us all to support him through this transition,

Kindest Regards,
Maggie Allred

Edited Thu, 27 Jan 2022 15:30 by Janet Lewis

Maggie Allred 10671

Fri, 14 Jan 2022 13:13

Contact Communication

Cause for Concern

bullying/Friendships

Status: Closed

Assigned to: *Nobody*

Email sent to TAF lead and keyworker Louise Lewis/Carl Coughlan, Sam Steed CAMHS and mum and dad:

**** has managed to attend school this term Friday 7th January and today and yesterday. Each time he has done a bit of work and had a respectful attitude towards myself and the his new keyworker Sharon Murphy. It has been great to see him.

He seems to be finding it hard and he has said today and yesterday he doesn't want to come to school and he doesn't need GCSE's as he is going to set up his own business. This is a big change as normally he is very motivated to achieve his GCSE work when he can concentrate. He says it is because of his anxiety.

I have shown him the website of Presfield school and they have been in touch to visit him in school. I spoke to **** about it today and although he is reluctant as he says it is a school for autistic people I have told him it will be a chance to socialise and meet others and they will have time to listen to him. He has agreed to the someone coming in to speak to him about it. Hayley Dawson from the school will visit next Thursday -dad if you could let **** know please?

I am keen that **** does not disengage altogether with learning and post 16 choices and we need to encourage and reassure him. Could we all consistently tell him things are in hand, Acorns is the best place for now until he moves to a school that meets his needs? He needs to be realistic about his choices as he probably won't like everything in a new school/college. I have told him he needs to socialise and even if it isn't perfect it could be his best choice as the alternative would be remaining isolated at home.

Many Thanks for your support,

Maggie Allred

Edited Thu, 27 Jan 2022 15:30 by Janet Lewis

Maggie Allred 10647

Tue, 11 Jan 2022 12:37

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

TAF meeting today at 1pm unable to attend. Update sent via email from Mrs Allred to Louise Lewis TAF lead, Samantha Steed CAMHS and Dad:

Apologies I am unable to attend the TAF meeting today due to serious staff shortages with Covid so am sending an update for you.

Currently **** has only attended one day this term on the Friday and it was great to see him. Dad has told me today via text that "He wants to see Sam until then he won't attend".

I have copied you in Sam and I will leave that with you to liaise with Dad and ****.

Obviously, this is having a serious impact on his academic performance and he must make every effort to attend- he does not have long until he leaves school. I have spoken to Dad this morning and asked him to tell **** he must attend the TAF meeting and talk to people to resolve issues.

His progress this year has been very slow due to poor attendance. He has done well on the Maths GCSE papers he has completed but he is still very reluctant to engage with GCSE English and needs to attend more to get back into practice. Science work is available but this has not been started due to lack of time/attendance.

His Sensory Profile assessment was very helpful and worth me feeding back that he may have hyposensitivity with vestibular sensory processing which is why movement has a calming effect and he finds pacing useful. He also mentioned touch, taste and smell and I remember in the last meeting he said he used to hold his nose when he was younger to eat food so this may be worth exploring more with ****.

Finally Dad has informed me that the SEND team have recommended both Hope High and Prestfield School to visit. Although school cannot give any advice as it is up to Dad; Prestfield School has a 16+ provision so this would provide **** with a provision for next year. Carmel our Careers Guidance advisor has recommended that Dad liaise with the SEND team as soon as possible to arrange a visit.

I hope the meeting goes well and do feed back any minutes,

Kindest Regards,

Maggie Allred

Edited Thu, 27 Jan 2022 15:30 by Janet Lewis

Maggie Allred 10625

Fri, 07 Jan 2022 09:40

Contact External agencies

Status: Closed

Assigned to: *Nobody*

Email from CAMHS to Mrs Allred:

Thu 06/01/2022 17:20

Dear Maggie, hope you are well.

Please can I speak with **** tomorrow when he comes into Acorns. Would it be possible for him to have a private room where we can talk by telephone?

Be grateful if you could let me know if this could be ok. I could call him on his phone, but he said he may not have it with him. He states that he has something to tell me and can't say it at home. Many thanks,

Sam Steed

Senior Mental Health Practitioner/Case Manager

Jo Hodson agreed to a call during the lesson in private. Mrs Allred remained present as **** was refusing to talk because **** wanted to see her in person not on the phone. Sam said that **** is demanding to see her and explained to him it is not possible straight away. **** did not agree and spoke to Sam saying this and that it was because she wouldn't see him. A three-way discussion continued as Sam explained he needed to talk so she could plan his support correctly. He spoke to her briefly on the phone but refused to give any details and said he didn't want to talk to her. He paced around after the conversation. The lesson ended 5 minutes later and he calmly walked out to his taxi.

Edited Thu, 27 Jan 2022 15:30 by Janet Lewis

Maggie Allred 10506

Wed, 05 Jan 2022 10:42

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

Mon 5.1.21 9.00 am Mrs Allred texted dad to say he had not come in was he okay? Dad texted back "**** was okay. He got up and put his uniform on but when he looked at himself in the mirror he felt embarrassed by discoloration of an area around the scar on his forehead that he is treating. He doesn't want others to see that. Please don't mention that I said this to you. Mrs Allred replied thanks for letting me know.

Tues 6.1.21 Dad texted **** is not coming in. Mrs Allred texted back "thanks for letting me know is it the same reason as yesterday? If so are you okay with me contacting Louise to let her know?" Dad texted back "It's the same reason. he got up and checked himself. Therefore he wants to attend. If Louise needs knowing, it's fine"

email sent to Louise Lewis (early help) and Carl Coughlan (early help keyworker)

**** has not turned up for school today or yesterday here is a copy of our safeguarding log: <copy of the above>

Are you seeing the family at all? If it is possible for yourself or Carl to talk with the family or **** to see if it can be resolved- that would be great. As you can see **** does not want other people knowing the reason, so please be discreet until he tells you the reason.

Edited Thu, 27 Jan 2022 15:30 by Janet Lewis

Maggie Allred 10561

Thu, 16 Dec 2021 09:23

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

Email sent to Carl Coughlan ****'s Keyworker:

Dad texted my work phone this morning to say "**** is coming into school please tell Carl so they can go out today" I replied I can email you, but it is better he contacts you. Dad has replied he texted and emailed you but hasn't got a reply.

He has then rung our very busy reception to ask the same thing...we cannot be a messaging service for ****'s dad! As per previous email can you please insist Dad speaks directly to you regarding any appointments with you and give us due notice if your appt ties in with his school provision. Tell him we cannot arrange appointments with you. Just so you are aware we also cannot change taxi arrangements unless the parent directly gives consent to school reception so Dad would need to let us know after speaking with you.

Many Thanks,
Maggie Allred

Edited Thu, 16 Dec 2021 10:55 by Janet Lewis

Maggie Allred 10536

Mon, 13 Dec 2021 14:15

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

****'s dad texted to ask how he got on today and Mrs Allred replied very well. Dad texted back "the LA have accepted that he needs to attend a special school. Carole told me she is going to start with Hope in Skelmersdale...then Presfield in Southport" Mrs Allred replied that is good news thanks.

Edited Thu, 16 Dec 2021 10:55 by Janet Lewis

Maggie Allred 10501

Thu, 02 Dec 2021 09:26

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

29.11.21
Text from dad:
Hi Maggie **** is not coming to school. Over the weekend he said it is due to anxiety. Lots of saliva he has to swallow when talked to. Says nobody will understand even us, except himself. He is concerned about non-attendance. Asked for more medication dose. Told to wait until Jan 22nd. Thanks. Alphonse.

30.11.21
**** attended school and completed sensory profile. Positive lesson.

1.12.21
**** did not attend, text from dad:
Last night he said he would attend today. I don't know why he changed his mind in the morning. I hope you managed to complete that form with him yesterday. How did he do?
Mrs Allred replied very well.

Today text from Dad:
No he is not coming. He mentioned about saliva and anxiety when I asked him if he is going to school. Has he done his mock exams? I told him on Monday he has mock exams but he said he did this.
Mrs Allred replied it is mock exam week next week, and please encourage him to attend.

Copy of the above sent to Carl Coughlan his early help keyworker.

Edited Tue, 07 Dec 2021 13:36 by Janet Lewis

<p>Janet Lewis 10481</p> <p>Wed, 01 Dec 2021 01:11</p> <p>Contact External agencies</p> <p>Cause for Concern</p> <p>Domestic Violence</p> <p>Status: Closed</p> <p>Assigned to: <i>Nobody</i></p>	<p>From: noreply@lancashire.pnn.police.uk <noreply@lancashire.pnn.police.uk></p> <p>Sent: 01 December 2021 01:11</p> <p>To: encompass <encompass@westlancspcss.lancs.sch.uk>; encompass@lancashire.gov.uk <encompass@lancashire.gov.uk></p> <p>Cc: samsungsupport@lancashire.pnn.police.uk <samsungsupport@lancashire.pnn.police.uk></p> <p>Subject: Encompass Referral</p> <p>The following information has been generated automatically as an Op Encompass Referral.</p> <p>Log Number: LC-20211130-1175</p> <p>Nature of Incident: Assault without Injury - Common assault and battery</p> <p>Date/Time: 30-11-2021 - 18:30:00</p> <p>Child Involved 1</p> <p>Forename: ****</p> <p>Surname: *****</p> <p>Date of Birth: 07/08/2006</p> <p>Address: 10 OLD SCHOOL CLOSE, BANKS, SOUTHPORT, PR98SB</p> <p>School: The Acorns School</p> <p>Child Involved 2</p> <p>Forename: Dion</p> <p>Surname: RUDAKBANA</p> <p>Date of Birth: [DPA]2004</p> <p>Address: 10 OLD SCHOOL CLOSE, BANKS, SOUTHPORT, PR98SB</p> <p>School: Out of Force</p> <p>Seen by Police: No</p> <p>Witnessed Incident: No</p> <p>Involved in Incident: No</p> <p>Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child)</p> <p>VC Risk Rating: Standard</p> <p>Summary: Offender (****) with MH issues (autism) during argument with victim (father) over what was cooked for tea, has kicked Father to leg causing no injury. Offender has then thrown plate at red Ford fiesta [DPA] parked outside on driveway, causing front window screen to crack. Police attended several hours after incident occurred and **** (suspect) had calmed down. Victim (father) does not want to support a prosecution against son and was after advice and support. Victim is aware that a referral will be submitted and consents for contact to be made. The MASH will contact you with further information should this be necessary.</p> <p style="text-align: right;"><i>Edited Tue, 07 Dec 2021 13:36 by Janet Lewis</i></p>
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<p>Maggie Allred 10458</p> <p>Thu, 25 Nov 2021 09:10</p> <p>Contact External agencies</p> <p>Communication</p> <p>with parents/guardian</p> <p>Status: Closed</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred received a text from Dad: "Good Morning. **** is coming into school. Please get Carl to see him today. Thanks" Mrs Allred replied has he got an appointment? Mrs Allred rang Carl no answer. Dad replied "it is too late. My request was for today only because we don't know what will happen tomorrow. Thanks anyway"</p> <p>Mrs Allred sent email to Carl with the above details and requested-</p> <p>"When you speak to Alphonse can you ensure he contacts you direct rather than the school if he wishes to speak with you and ensure he has your contact details? Many Thanks"</p> <p style="text-align: right;"><i>Edited Fri, 26 Nov 2021 10:12 by Janet Lewis</i></p>
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<p>Maggie Allred 10337</p> <p>Fri, 12 Nov 2021 11:05</p> <p>Communication</p> <p>with parents/guardian</p> <p>Status: Closed</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** did not come in today. Mrs Allred sent a text to dad "**** hasn't come in today -has he said to you why?" Dad replied "He said that he was anxious and uncomfortable also unable to concentrate and decided he didn't want to come. Said it yesterday afternoon and repeated it this morning." Mrs Allred replied "Thanks for letting me know. It is good that he is talking about it. I hope to see him Monday -kindest regards, Maggie"</p> <p style="text-align: right;"><i>Edited Fri, 26 Nov 2021 10:12 by Janet Lewis</i></p>
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Maggie Allred 10335

Fri, 12 Nov 2021 09:47

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

Mrs Allred sent an email of review meeting minutes 18.10.21 to Mrs Lewis (DSL) Louise Lewis (Early Help) Sam Steed (CAMHS) and Alphonse ***** (Dad).
Requesting that all read the minutes and reply if there are errors or omissions.

Dad emailed that he wished the comment that **** wants lawyers involved with his dad to be removed. Mrs Allred recalls that Sam raised this in the conversation and recorded it on Sam's comments.

Reply from Sam Steed CAMHS on 9.11.21:
Dear Maggie et al. I have clarified/reworded the section that involves my comments/ me. Mr R has asked for the comment highlighted to be removed. He may be worried that **** will read this if he shares the minutes with him. It might need to be explained that the comment needed to be recorded and to have a discussion with him about it. It may be that you are willing to remove it, so I will leave this with you to discuss with Mr R, but I felt it is important for it to read correctly in terms of how the comment came about and what it relates to. If you feel I have recalled the conversation incorrectly, please let me know. Thanks and Bw, Sam

Re Welfare Concerns and Comments

Sam suggested that rather than describing ****'s thinking as 'black and white' thinking - it is better to take time to understand ****'s way of thinking' which we know can be rigid, but also can relate to his perceptions of situations/times when he has not felt he has been heard, and/or his behaviours have been misunderstood/misinterpreted.

RE CAMHS involvement - Sam said that **** had been told by Dr Aseri CAMHS trainee Psychiatrist that the medication he is on takes 6 weeks to take effect (it is Setraline). **** has taken this literally and now believes he will be ready for school in exactly 6 weeks. Sam has been trying to explain to **** that talking therapy would be helpful as well as medication, and to help him understand that **** cannot rely on the medication alone. **** needs to be ready to engage in talking therapy again.

During today's meeting in relation to **** not attending School, Dad has said that **** may not be attending to try and punish him' (dad) and that **** may think by not studying it will hurt him (dad)'. Dad told those attending the mtg that the thing that **** is saying he should not talk about that is preventing school attendance involves **** wanting him to get the law involved' and has said that he won't attend unless he does what he wants. Dad acknowledged that 'this relates to **** being upset with him' in response to Sam's questioning what this request for the law to be involved relates to.

Sam Steed
Senior Mental Health Practitioner/Case Manager
Sefton Specialist CAMHS
Alder Hey Children's NHS Trust
Second Floor
Burlington House
Crosby Road North
Liverpool
L22 0PJ
Office #: DPA

Mrs Allred replied to Sam's email on 12.11.21 below as follows:
Thanks for the clarification Sam I have altered the minutes as follows-
Sam said it is better to take time to understand ****'s way of thinking.
Sam said that **** had been told by Dr Aseri CAMHS trainee Psychiatrist that the medication he is on takes 6 weeks to take effect (it is Setraline). **** has taken this literally and now believes he will be ready for school in exactly 6 weeks. Sam has been trying to explain to **** that talking therapy would be helpful as well as medication, and to help him understand that **** cannot rely on the medication alone. **** needs to be ready to engage in talking therapy again.

I have left Dad's account as it is- as it is up to him if he wishes it altered. The reference to a lawyer I have omitted following dad's request that he doesn't agree that that is what he said. This is sensitive information which as a school we were not aware of and instead will record on our safeguarding portal.

Many Thanks,
Maggie Allred

[AR_Review_Meeting_14.10.21.docx](#)

Edited Fri, 26 Nov 2021 10:15 by Janet Lewis

Maggie Allred 10343

Tue, 09 Nov 2021 09:30

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

Email reply from dad after checking review meeting minutes:
Hi
Regarding the minutes, I read that **** said to Sam that he is very "upset with Daddy and wants lawyers involved."
Please may I clarify that although I was not there when he said it, he did not mean that he wants to sue me. This is being taken care of by the family and we ALL need to respect ****'s wishes that it is not disclosed to anyone from outside the family without his consent. **** is happy with they way the family is dealing with it.

Regarding the next review meeting, I am happy for it to be postponed to the following week. I am available Monday to Friday 10am - 2.30pm except when I have another appointment.

Many thanks,
Alphonse

Edited Fri, 26 Nov 2021 10:14 by Janet Lewis

Janet Lewis 10318

Mon, 08 Nov 2021 13:26

Contact External agencies

Status: Closed

Assigned to: *Nobody*

Encompass referral received:
 From: Encompass <Encompass@lancashire.gov.uk>
 Sent: 08 November 2021 13:26
 To: encompass <encompass@westlancspcss.lancs.sch.uk>
 Subject: FW: MASH Operation Encompass Notification

Good Afternoon,

Please see below an Encompass Referral for a child within School

Many Thanks and Kind Regards
 Jacqui Patton
 Business Support Officer East 5
 Education & Children's Service Business Support
 Lancashire County Council
 Jacqui.Patton@lancashire.gov.uk
 www.lancashire.gov.uk

Our vision for Education and Children's Services in Lancashire:
 'Children, young people and their families are safe, healthy and achieve their full potential'

-----Original Message-----
 From: noreply@lancashire.pnn.police.uk <noreply@lancashire.pnn.police.uk>
 Sent: 05 November 2021 18:16
 To: Encompass <Encompass@lancashire.gov.uk>
 Cc: samsungsupport@lancashire.pnn.police.uk
 Subject: Encompass Referral

The following information has been generated automatically as an Op Encompass Referral.
 Log Number: LC-20211105-0868
 Nature of Incident: Vulnerable Child
 Date/Time: 05-11-2021 - 14:35:00

Child Involved 1
 Forename: ****
 Surname: *****
 Date of Birth: 07/08/2006
 Address: 10 OLD SCHOOL CLOSE, Banks, Southport, PR98SB
 School: Other LCC
 Reason for choosing other: The Acorns Ormskirk. - encompass@westlancspcss.lancs.sch.uk
 Seen by Police: No
 Witnessed Incident: Yes
 Involved in Incident: Yes

Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child) VC Risk
 Rating: Medium
 Summary: Child has autism and due to person knocking at front door, child has become agitated and has been
 throwing things at walls. Child calmed significantly on parent contacting police.
 The MASH will contact you with further information should this be necessary.

Edited Fri, 26 Nov 2021 10:15 by Janet Lewis

Maggie Allred 10046

Thu, 04 Nov 2021 15:17

Contact External agencies

Communication

with parents/guardian

Status: Closed

Assigned to: *Nobody*

****s mum rang Mrs Allred yesterday afternoon to say that **** is ready to come back to school on Monday and she wanted me to know so that I could get the work ready. Mrs Allred thanked her and said the work is always ready for **** and that is great news. Mrs Allred asked if **** is still working with CAMHS (Sam Steed) and Early Help (Louise Lewis) and Mum was very positive. Mrs Allred asked if it was okay to get in touch with them to get an update and mum was happy with this. Mrs Allred agreed to text dad ****s times.

Mrs Allred sent an email today to mum and dad and cc'd SamS, LouiseL and Mrs Hodson:
 Many thanks Laetitia for your very positive phone-call yesterday that **** has decided he is ready to come to school starting from Monday. I am really pleased! Let him know his work is always ready for him at school.
 I did say I would text Alphonse times: however, email is better-
 We have decided to offer **** a phased return so he can come in 9-10am in the first instance. At this time there will only be one other pupil. She is always keen to support other pupils and she works very hard herself. There is another pupil just Wed and Thurs and he is very kind and supportive also. It gives **** a chance to interact with other young people his own age.
 As usual, please do keep me informed of any changes and I am sure by continuing to work together, things will improve.
 Many thanks for all your work,
 Maggie Allred

Edited Thu, 04 Nov 2021 15:51 by Janet Lewis

Maggie Allred 10045

Fri, 22 Oct 2021 15:14

Communication
with parents/guardian

Status: Closed
Assigned to: *Nobody*

Sent text to dad:
"How is **** this week? Apologies that I haven't managed to ring. Half term holiday next week so I will ring when we get back. Kindest Regards Maggie"
Dad replied "Hi. **** is well and happy. Thanks for keeping in touch. Have a good holidays"

Edited Thu, 04 Nov 2021 15:46 by Janet Lewis

Maggie Allred 9934

Wed, 13 Oct 2021 11:46

Contact External agencies

Status: Closed
Assigned to: *Nobody*

Sam Steed (****'s CAMHS worker) emailed Mrs Allred contact for early help worker with ****'s family:
sharon.barrett2@lancashire.gov.uk
Mrs Allred emailed invite to her for the review meeting -dad already given permission to be in touch.

Edited Thu, 04 Nov 2021 15:46 by Janet Lewis

Maggie Allred 9853

Fri, 01 Oct 2021 12:51

Contact External agencies

Status: Active
Assigned to: *Nobody*

Automatic reply from Stacey Haydock to email sent by Mrs Allred:
I no longer work for Lancashire County Council.
Please call the Children's Social Care number on 01524 384000 and provide details of your concern.
Thank you
Stacey

Associated Actions

Janet Lewis 7241
Fri, 01 Oct 2021 13:18

Contact the Inclusion Team to clarify who the new S/W if any is.

Maggie Allred 9851

Fri, 01 Oct 2021 11:30

Contact External agencies
Communication
with parents/guardian

Status: Active
Assigned to: *Nobody*

Mrs Allred (****'s teacher) spoke to ****'s dad to arrange a meeting as discussed at the beginning of term as **** has still not started to attend school. Dad explained what he could do and how **** is (see email below).
Mrs Allred asked about a home visit and dad said the best time would be 4pm on a Friday. Mrs Allred said that she would speak to Mrs Hodson and get back to him about a meeting in school or at home and hope to arrange something next week.
Dad asked if school had heard from the Inclusion Team and Mrs Allred reminded dad that school will not be involved in the process and it is up to him to follow up the new provision. Dad said he contacted them 2 weeks ago and he will try again.
Mrs Allred sent an email to Sam Stead CAMHS worker at 12.35:
I have spoken to dad today to arrange a meeting in school as **** is still not attending. He says that he is very busy but he has time on a Friday between 3-6pm and he can do 3pm on a Friday.
Would you be available at all at this time to join the meeting on Zoom or to come in at that time?
I am aware this is not the best time for many people so I am happy to go back to dad with alternatives. What are the best times for you for a meeting?
He tells me that **** spoke to you yesterday and Sharon from wellbeing services will visit on Monday so I am pleased **** is talking to people. I tried to arrange a home visit but dad said that **** is refusing to speak to me. Dad tells me that **** is okay at home and no problems.
Dad has told school that now he has the medication, he is feeling better and once he has settled down with the medication he hopes **** will come into school.
Look forward to hearing from you, Maggie Allred
Mrs Allred sent an email to the social worker Stacey Haydock regarding the visit on Monday at 12.50:
I have just spoken to dad who tells me someone from wellbeing -Sharon -is meeting **** on Monday.
Dad has given permission for us to talk as you know so I don't know if you are able to share who the contact is or if you have managed any further interventions for ****?
I will be arranging a review meeting with all agencies involved with **** could you tell me if you are still involved and if so able to attend a meeting or email me a report?
Many Thanks, Maggie Allred

Pamela Jaeger 9828

Thu, 30 Sep 2021 11:44

Safeguarding Cause for Concern

Status: Active
Assigned to: *Nobody*

PJ sent text2parents because **** never got in his taxi again today. Dad rang back and spoke to PJ. He said **** is on his new medication (been on it for one week) and he said it can take up to 3 weeks to get into his system. Dad said he seems a bit better so hopefully fingers crossed we will see him very soon.

<p>Pamela Jaeger 9779</p> <p>Mon, 27 Sep 2021 10:41</p> <p>Safeguarding Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** didn't get in his taxi again today, PJ sent text2parents. Dad just rang to say he was refusing to come to school.</p>
<p>Associated Actions</p>	
<p>Janet Lewis</p> <p>7185</p> <p>Mon, 27 Sep 2021 11:40</p>	<p>Please contact parents, inform SENDO-Carole Power- give her an update on ****'s refusal to attend Acorns and Samantha Steed CAHMS</p>
<p>Maggie Allred</p> <p>7242</p> <p>Fri, 01 Oct 2021 14:05</p>	<p>Email sent by Mrs Allred to Carole Power:</p> <p>Since the start of term **** ***** has not attended Acorns School despite regular calls from school and phone-calls with dad. I have explained to dad he is expected to come to school and a taxi will be sent each day. Dad has said that he is okay at home, but still refusing. Dad believes that now he is taking medication for his anxiety he should feel better and be able to attend soon.</p> <p>I intend to do a review meeting inviting Mum, Dad, **** and his CAMHS worker to attend. Dad tells me there is an Early Help worker. I hope to get her contact also so she can be involved. It is hoped **** will re-engage soon with provision.</p> <p>Please let me know if there are any further steps we can do or any initiatives you are able to offer.</p> <p>Kindest Regards,</p> <p>Maggie Allred</p>
<p>Pamela Jaeger 9762</p> <p>Fri, 24 Sep 2021 10:49</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>PJ sent text2parents. Dad rang to say ****'s medication is starting to work. He is in a better mood.</p>
<p>Maggie Allred 9086</p> <p>Thu, 16 Sep 2021 11:00</p> <p>Communication with parents/guardian</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>On 15.9.21 Mrs Allred sent a text to dad "I will do a home visit tomorrow about 3.30 if that's okay? dad replied "this week is okay because his mum will be at home. If I was alone I would leave about 2.40 for the school run and be back about 4.30". Next day dad texted:</p> <p>"Good morning Maggie **** refused to be visited. So the best option is to cancel your visit for another day. The good news is that he told Sam" (CAMHS worker) "and the Dr yesterday that he will go back to school with new medication" (Sam told Mrs Allred on 14.9.21 that he saw the Doctor last Wednesday about medication). "So we have a hope. Thanks" Dad requested a reply so he didn't need to phone school. Mrs Allred replied "So sorry for the delayed reply yes that's fine thank you for letting me know".</p> <p>Dad rang school before he got the text and spoke to Mrs Jaeger who emailed Mrs Allred at 11am</p> <p>"Just to let you know ****'s dad rang to say **** didn't get in his taxi but to let you know you were going out to visit him today he doesn't want any visitors thank you. He said could you go another day please. Also, his new medication is due today or tomorrow and hopefully he will be in next week."</p>
<p>Pamela Jaeger 9062</p> <p>Wed, 15 Sep 2021 12:17</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>PJ sent text2parents because **** didn't get in the taxi. Dad rang back to say the taxi driver needs to knock on the door because dad was taking ****'s brother to school. PJ said she has asked the taxi firm if this can be done and they said they can promise they will do it.</p>

<p>Maggie Allred 9075</p> <p>Mon, 13 Sep 2021 16:00</p> <p>Contact External agencies</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred spoke to Sam Steed ****s social worker to get an update on ****s work with CAMHS and further feedback regarding the request to see the safeguarding record.</p> <p>Sam explained that she had to pass on a disclosure to social services from **** and that dad was unhappy with this. Sam said that he was not happy with this and didn't understand the reason why. **** has also said that he throws water at his dad Sam said that she explained to dad that the family needs help and support and that she wouldn't be doing her job if she didn't pass it on. Dad has also said that the work Sam is doing with **** is causing more difficulty and Sam has been able to talk through with dad and successfully challenge dad by feeding back to him "how do you think this sounds?" when he challenges these interventions and Sam has said this has been successful and dad has accepted that help is needed. Sam also said that English is not Dad's first language and it is important to reflect back to him how things may come across.</p> <p>Mrs Allred asked if Sam is intending to do a home visit and Sam said it can cause more problems as **** is unhappy with his dad so the discussion will create more division between dad and **** which isn't helpful. Sam speaks to the family on the phone and has spoken with ****. He often seems to be asleep and he has focussed recently on the Olympics. Sam said that **** does not seem to be aware of his new times and Mrs Allred explained he did not attend at the end of the term and needed the family to explain this new timetable. Sam said that dad has said that **** will not attend an appointment at CAMHS if it is 10am.</p> <p>Both Mrs Allred and Sam agreed that **** needs to feel heard. Mrs Allred expressed concern that **** is not speaking to anyone at the moment and asked that CAMHS keep a close eye on his welfare as it is difficult for school if he not attending.</p> <p>Mrs Allred expressed her concern that **** may want to see more written material about him. There are ethical issues as he is only a child and has very little insight into his behaviour and the impact on himself or others as well as professionally challenging to deal with. Sam said that if he requests to see things then he does have a right to see them. Sam said that what matters is that his opinion is heard regarding these things. Sam suggested not going through the document he has already seen it. Rather ask **** his opinion so that this can be recorded with the record.</p>
<p>Pamela Jaeger 9038</p> <p>Mon, 13 Sep 2021 09:08</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>PJ spoke to taxi firm and they said **** didn't get in his taxi. PJ sent text2parents</p>
<p>Pamela Jaeger 9023</p> <p>Fri, 10 Sep 2021 11:00</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>PJ sent text2parents. Dad phoned back to see if taxi driver could knock on the door in future. PJ said to dad I can't promise but I will ask taxi firm.</p>
<p>Pamela Jaeger 9004</p> <p>Thu, 09 Sep 2021 10:26</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>PJ sent text2parents because **** didn't get in his taxi again today.</p>
<p>Maggie Allred 8996</p> <p>Wed, 08 Sep 2021 15:45</p> <p>Communication with parents/guardian</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred rang dad (3.45pm) and asked how **** is. Dad said that he is still refusing to go to school. Dad did not give any specific details of what **** has said regarding this. Dad said that he thinks it is the anxiety -that he has had a long time at home and "he is scared" to come back. Dad said that he hoped the medication would help and he is seeing the psychiatrist at CAMHS on the 15th. Mrs Allred asked if he is still talking to Sam Steed and dad said that "she causes more problems". Mrs Allred asked if **** is okay in himself and not too isolated and asked that dad contact CAMHS if he has any concerns. Dad said he felt that **** needed other people to talk to that he trusts such as me (Mrs Allred) or the social worker. Mrs Allred explained that she hoped to arrange a home visit and will ring next week to see how he is. Mrs Allred said that she would be in touch with Sam Steed and the social worker and that we will work as a team to support ****.</p> <p style="text-align: right;"><i>Edited Thu, 09 Sep 2021 10:34 by Janet Lewis</i></p>
<p>Pamela Jaeger 8972</p> <p>Tue, 07 Sep 2021 10:32</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** didn't get in his taxi this morning. PJ sent text2parents. Mum rang to say **** was refusing</p>

<p>Maggie Allred 8950</p> <p>Fri, 03 Sep 2021 14:50</p> <p>Safeguarding</p> <p>Communication</p> <p>with parents/guardian</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** had a meeting in school today at 10am to discuss his new timetable. At 10am parents rang school to say he is refusing to attend and requested that Mrs Allred ring them back. Mrs Allred rang back (with Mrs Lewis present) at about 10.10 and spoke to Dad who said that **** has a "grievance" with school but has asked dad not to discuss it as **** doesn't want anyone to know what it is. Dad said there are medication issues and he is trying to get the Psychiatrist to prescribe him medication. Dad said that **** is very nervous but this could be an "excuse" for him not to attend and dad said "I did think it was sorted" regarding **** attending school.</p> <p>Dad was concerned that **** may not attend school and asked what school will do in these circumstances will they not do anything? Mrs Allred reassured Dad that we would arrange regular multiagency meetings (every 4-6 weeks) which **** will be invited to attend to discuss ways forward. Mrs Allred suggested rather than sanctions or pressure remind **** there is an expectation from everyone that he attends and his taxi will arrive as normal and if he can't attend there will be a meeting about it to discuss ways forward. If he attends don't make a big fuss but support and praise him. Dad asked if it was possible to provide home tuition and Mrs Allred explained that at this point we wouldn't do this as it is very important we encourage him to leave the house as he needs to be able to access opportunities at the end of June and CAMHS would also support us encouraging him to leave the home. Mrs Allred suggested Dad can bring this suggestion to any meetings to see if the situation changes. Dad was happy with this.</p> <p>Dad said that he felt the pandemic has had a big affect on **** and affected him greatly regarding school. Mrs Allred said that she understood and it has affected a lot of young people.</p> <p>Dad asked if I had spoken with the social worker and I said yes yesterday. Dad said that **** wouldn't see her and Dad asked if I could ask that she tries to visit again and I said I would pass this onto her. Dad also suggested that I (Mrs Allred) could do a home visit to talk with ****. Mrs Allred thanked his suggestion and said it isn't up to her but she will speak to Management about it.</p> <p>The conversation was constructive and it was clear from Dad's tone of voice he was very concerned and worried about **** not attending.</p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>6730</p> <p>Mon, 06 Sep 2021 08:41</p>	<p>JH emailed Stacey Haydock S/W to ask if a joint home visit could be carried out with Mrs Allred.</p> <p>Copied to Samantha Steed and Carole Power</p>

<p>Maggie Allred 8949</p> <p>Fri, 03 Sep 2021 14:30</p> <p>Contact External agencies</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Email sent by Mrs Allred to Sam Steed ****'s CAMHS worker.</p> <p>I have tried the last couple of days to contact you by phone to follow up from the work you have done with **** over the summer.</p> <p>Thank you for taking the time to talk through with **** what he would like to do regarding the Prevent referral and our legal team has also advised us so it looks as though discussing it with him may be the best route to take.</p> <p>I have a concern that **** and dad's lack of trust may then extend further, and **** will insist to see all written material regarding himself, and that dad may support him in this as he has done with the prevent referral. This request came to light as **** asked what else has been written about him and what about the referral. He also asked me can the government read his records. Both **** and dad at times lack understanding regarding the safeguarding duty of care we as professionals have to others and **** and it is necessary to record and act on these things. Also, discussing information with **** whilst he is so young and still in a vulnerable place regarding his social needs and opportunities that is recorded in professional terms could feel devaluing which could affect his mental health.</p> <p>I am not sure how to proceed on this which is why it would be useful to talk to you to see how you have worked with him and to draw the whole matter to a positive resolution.</p> <p>Just so you are aware I informed you and dad at the end of last term about his new timetable (9-11 each school day) with a view that you could discuss it with him in the summer to prepare for this. I was unable to discuss it with **** as he refused to attend school. Dad says he has a "grievance" which **** has requested dad does not discuss with school. It is unlikely he will attend next week but his taxi will still be put on for him.</p> <p>I spoke with Stacey Haydock yesterday who is the social worker completing an assessment of needs of the family. She told me that **** barricaded himself in his bedroom and refused to see her.</p> <p>In light of this, that **** seems more withdrawn and harder to reach I am concerned about his mental health and wellbeing. Could you keep us informed how he is? and I will do the same. The conversation with dad today was very constructive and he will keep in touch with us if **** does not attend school.</p> <p>Next week I will be with pupils from 9-2pm but I am available most evenings after 2.30 if you are able to speak then.</p> <p>I look forward to hearing from you,</p> <p>Reply from Sam Steed: Sorry I am unable to respond to your email due to being on leave until Thursday 9th September 2021.</p> <p>If your email requires an urgent response please contact Sefton CAMHS on [DPA] or the CAMHS Crisis Care Team on [DPA]</p>
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6716
Fri, 23 Jul 2021 12:04

Email sent to Samantha Steed by JH 23.7.21

Good morning Sam,

We have had a request from Mr ***** to share some information with **** regarding a Prevent referral which was made in April. Details of this referral were shared with Mr ***** at the time by Mrs Eccleston, Head Teacher.

I am concerned about some of the language that Mr ***** is now using to describe the referral and the risk of harm to **** if the details of the referral were shared with him.

Conversation with Mrs Allred on Friday 16.7.21 (last day of school).

"Spoke with ****'s Dad as agreed regarding ****'s non-attendance yesterday. Mrs Allred spoke about his reasons for non-attendance and queried what the reason could be. Mrs Allred referred to reasons discussed with Mum for **** not attending. Dad said that **** is on medication, but this isn't the reason for his change in behaviour as the medication is not strong. Dad said he thinks the talking therapy is not working for **** and so now he sees Sam once every 3 weeks instead of once a week. The Prevent referral was discussed and Dad said that **** insisted on seeing it. Dad said it is a matter of trust and teachers should not have the right to do this without parents knowing and it is about seeing if people are "an enemy of the state". Dad said that he agreed with **** it was wrong that this went to Prevent. Mrs Allred explained that some information is for adults and would be discussed with parents. That is why Mrs Eccleston discussed it with them. However, it isn't for **** to see as he is a child. Dad suggested that **** bring in the written information and discuss it with us as he trusts Mrs Allred and **** needs people who are open and honest. Mrs Allred said it is really useful to know that as this could be the reason he is not attending and we can deal with this in September"

We have previously discussed ****'s request to see the referral with MASH on 29.06.21, and our concerns around this. Their advice was "At this time the DSL has determined that it would not be in ****'s best interests to see the prevent referral. Due to concerns in the active Risk Assessment. It is reasonable for school to discuss with Dad that this might not be in his son's best interest. It might be overwhelming and disturb his wellbeing and education. School are awaiting Dad's comments. Contact Lynn Brewer if Dad cannot advise that these files can be restricted to **** due to concern of harm to others."

Following the conversation with Mr ***** on Friday 16.7.21, we asked Lynn Brewer, Education Solicitor for Legal advice. On 19.7.21 she replied

"As discussed, the legal position is that

LPP

LPP

LPP

Reading his CPOMS there is clearly a balance to be struck between him trusting staff that the referrals were appropriate and preventing any further escalation in behaviour that might come with seeing the records – although not seeing them seems to be also causing a problem.

LPP

LPP

Many thanks

Maggie Allred

8895

Tue, 13 Jul 2021 15:45

Contact External agencies

Communication

Status: Active

Assigned to: Nobody

Following phone-call with mum today Mrs Allred rang Samantha Steed (****'s CAMHS worker) to update her on ****. Mrs Allred explained she was concerned and wanted to make her aware that **** was paranoid about things being written about him. Mrs Allred asked if it is okay to discuss this with the parents or if would concern them unduly. Sam said it is fine and they are aware anyway. Sam said that she is still working with **** and will see him tomorrow. Sam said that he has started on medication very recently but now that he has the medication he doesn't want to talk to her anymore. Sam also said that the parents have made a self-referral to social care who are currently working with the family.

Mrs Allred sent a follow-up email to Sam and copied in Mum and Dad- Sent Wed 14.7.21 1pm:

I spoke with Mum yesterday regarding ****'s provision in September.

With a view to **** preparing for another school we are providing a tuition slot in the morning and integrating him into a small class with another pupil which it is hoped will increase his opportunities. I will still be teaching him, and it will be in 9-11 each day.

I realise you have done work with **** improving his sleeping patterns and routines at home so I am emailing to ask if you can support **** with these changes

Parents are already aware of these changes, and I hope to discuss these changes with **** this week so any time after then would be useful.

I also discussed with Mum that **** didn't want to attend yesterday, and he refused to work last week when school was closed due to Covid. Mum and I explored possibilities and school closes on Friday so I cannot explore further until September. It would be helpful if **** does discuss this with you and you make any progress to let me know?

Kindest Regards,

Maggie Allred

Maggie Allred 8892

Tue, 13 Jul 2021 15:30

Communication
with parents/guardian

Status: Active
Assigned to: *Nobody*

Mrs Allred rang Mum on her request as **** was refusing to attend today. (Miss Holcroft was present during the call). Mrs Allred asked if **** had said anything as to the reasons why and Mum said no. Mrs Allred said that **** has been fine in school apart from being asked not to go on his own webpages in his I.T lesson (it is a school rule that students only use the webpages that are part of the lesson: the webpages were not a concern) and he was still cross that he can't read everything that is written about him and he is worrying about the Prevent referral. Mrs Allred said it is normal that there is paperwork about a student that they don't see. Mum understood and said that is fine.

Mrs Allred explained ****'s new timetable for next year and the reasons behind it. Mum understood. Mrs Allred asked Mum's permission to let Sam his CAMHS worker know so that she could support him with the changes and Mum said that is fine. Mrs Allred said that she would copy Mum into the email.

Janet Lewis 8817

Tue, 29 Jun 2021 14:15

Cause for Concern

Status: Active
Assigned to: *Nobody*

During his teaching session, **** asked Jan Lewis DSL about seeing records about him regarding his PREVENT referral. Jan Lewis DSL refused stating that it was confidential but that he had nothing to worry about. **** became aggressive and walked out of the session with Mrs Allred High Support Teacher. Jan Lewis DSL then sent an advice request to MASH [REDACTED] LPP

Associated Actions

Janet Lewis 6665

Wed, 30 Jun 2021 09:21

Advice request received from Matt Chipchase MASH:
From: Mrs Lewis <j.lewis@westlancspcss.lancs.sch.uk>
Sent: 29 June 2021 16:06
To: School Safeguarding <School.Safeguarding@lancashire.gov.uk>
Subject: Request for advice

Section 1 (to be completed by school requesting call back)

Date & Time of request: 29/6/2021 16:00

Caller's name & designation: Jan Lewis DSL

School: The Acoms School

Contact number:(Extension / Mobile) [REDACTED] DPA

Email address:j.lewis@westlancspcss.lancs.sch.uk

Child's name: **** *****

Child's DoB:7/08/2006

Priority level
Low X
Medium
High

Section 2 (to be completed by School Safeguarding Service)

Date and time of call back:30/06/2021 9:21 AM
Advisors initials: MC
Known/open to CSC:
SU Number (If app)
Concern:
**** has a range of challenging behaviours, on one occasion he felt that it was justified to visit his previous school with the intent to cause harm - due to a perceived injustice against him.
Child has asked to see the prevent referral form that followed this event - this event.
Seeing this may trigger some aggressive behaviours – (as indicated on his risk assessment – he can react adversely around perceived injustices).
**** and family currently open to stacey.haydock@lancashire.gov.uk [REDACTED] DPA For a C and F assessment – as an assessment of need, under request for parent carer needs assessment by the father.
Advice: At this time the DSL has determined that it would not be in ****'s best interests to see the prevent referral.
Due to concerns in the active RA.
It is reasonable for school to discuss with dad that this might not be in his son's best interest. It might be overwhelming and disturb his wellbeing and education.
School are awaiting Dad's comments.

Contact Lynn Brewer if dad cannot advise that these files can be restricted to **** due to concern of harm to others.

I've given Stacey your contact detail – by adding them to ****'s record.

Level of support:
Please tick
Universal
Early Help
Sec 17
Sec 47
Other: Information sharing
Category:
Please tick

	<p>Physical</p> <p>Sexual</p> <p>Emotional</p> <p>Neglect</p> <p>Other: School legal may need to be contacted .</p>
<p>Maggie Allred</p> <p>6667</p> <p>Fri, 02 Jul 2021 14:30</p>	<p>Reply from MASH confirmed this is the correct response as students do not see safeguarding records in case it causes undo distress or worry. Mrs Allred spoke to ****s mum (with weekly phone-call update as agreed) and reported to mum that he had a difficult day on Tuesday and once again **** was worrying about paperwork and he fell out with Mrs Lewis as she told him some he can see and some he can't and that is normal in schools. Mum listened and said she understood.</p>

<p>Pamela Jaeger</p> <p>8560</p> <p>Mon, 28 Jun 2021 14:05</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>CHodkinson rang PJ to say **** was going to be sick. PJ informed dad and he said he has problems eating. Dad said it was ok to send him home.</p>
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<p>Maggie Allred</p> <p>8475</p> <p>Thu, 17 Jun 2021 13:30</p> <p>Contact External agencies</p> <p>Communication</p> <p>with parents/guardian</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred rang home to get a more detailed picture of why **** is not in school. Mum has phoned school each day to say he has hayfever and can't come in. School received an email from CAMHS (Sam Steed) that he has not attended his sessions this week. Mrs Allred asked that mum let CAMHS know and mum corrected Mrs Allred and said she had spoken to them (see email from Sam Steed). Mum said that **** has said he can't go to school because it could be Covid and Mum has done a LFT test with him. Mrs Allred asked if the hayfever is the same as last year? and mum said yes. Mrs Allred said it probably is just hayfever, but if he wants to be sure go and get the full test done. Mrs Allred said that if he is off for more than 3 or 5 days he must get a note from the GP to confirm he is not well. Mrs Allred advised mum to phone the G.P to get advice and let **** know if he is off for longer he needs that G.P letter. Mrs Allred asked mum to keep us informed how he is doing and hope to see him back soon and if they think it is school refusing rather than illness to let us know and we will work closely together to encourage him back into school. Mum was happy with this.</p> <p>Email from Sam Steed and reply from Mrs Allred: Wed 16/06/2021 12:19</p> <p>Dear both - I just wanted to check in with you re AR. He did not get up for our session this week which is unlike him. He had expressed some frustration with talking all of the time about what he finds difficult, and mum shared that he seems to have taken steps backwards re leaving the home.</p> <p>I am just wondering how he is presenting at Acorns.</p> <p>Mum and dad shared that he seems to be enjoying ICT.</p> <p>Also, I spoke with parents about finding out about support services for cyp with Autism as **** said that he would engage with a Mentor. Are you aware of any services in the area? I'm not familiar with the area but contacted one service I thoguth might be able to help but have not received a call back.</p> <p>REPLY FROM MRS ALLRED 1.50pm 17.6.21</p> <p>I have just spoken to mum here is our record (see above)</p> <p>It could be anxiety over Covid or it could be hayfever or it could be the stress of 2 hours a day in school -he is finding it challenging but is also managing to engage. It could be all of the above!</p> <p>Please keep us informed: we will do the same and hopefully he will re-engage soon and continue to move him forwards.</p> <p>Mrs Allred then texted mum to say that if he does the full test and it is positive he won't need a Dr's note and will need to self isolate for 10 days.</p>
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<p>Joanne Hodson 8360</p> <p>Fri, 28 May 2021 09:48</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Email from Samantha Steed</p> <p>You're welcome - apologies it was so close to the wire - hope it goes some way to helping - my knowledge of **** is in the early stages and CAMHS will hopefully be able to offer more as our relationship develops.</p> <p>Just to let you know Dad messaged me yesterday to say that '**** is not receiving teaching re Science and is given a book to get on with work'.</p> <p>I'm guessing this is because he has said that he cannot be in the classroom with others and this is a way of him being able to do Science in a way that meets his needs. I am sure that someone is there for him to check in with if he needs help. I didn't enter discussion but did suggest he contact Acorns directly if he wanted to find out more info.</p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>6443</p> <p>Fri, 28 May 2021 09:49</p>	<p>Reply to Sam</p> <p>Hi Sam,</p> <p>Your document is a huge help, as it helps all of us to understand the best way to help him. I can pull everything together and get it sent off today, so it is in plenty of time for the panel.</p> <p>As **** can't access the classroom lessons, he is set work to complete by the science teacher and he does this under the supervision of Mrs Lewis, our DSL. He knows Mrs Lewis well and is very comfortable with her, which is why we have set this arrangement up. It is part of our risk management plan.</p> <p>There will be some changes for him when we come back, as we try to increase his timetable, so we need to manage those next.</p> <p>Thanks again for your support.</p>
<p>Joanne Hodson</p> <p>6445</p> <p>Fri, 28 May 2021 11:45</p>	<p>Thank you for that feedback - it's much appreciated.</p> <p>I am concerned that Mr R says that **** has told him he is alone which is not the case. He responded to my suggestion that he contacts you directly with I will leave it this way for now If it is an issue they will contact me'. But my thinking is that he has not shared this concern he has with you so you don't know it's an issue.</p> <p>It might be worth just checking in with **** and making sure to point out/remind him that Mrs Lewis is there for him when he is working on his Science.</p> <p>Yes, I agree re the changes. He is definitely up for German but the transition will still need to be managed/supported.</p> <p>Yesterday I spoke with him about being on the waiting list for the Dr at CAMHS and he is really keen to get their input to try and help him manage his anxiety in other ways. He is really motivated to do things differently and gain some independence which is positive. We need to cease the moment re that as he has been struggling with his emotional wellbeing for some time.</p>
<p>Joanne Hodson</p> <p>6446</p> <p>Fri, 28 May 2021 11:46</p>	<p>Maggie and Jan, can you speak to **** about this?</p>
<p>Janet Lewis</p> <p>6456</p> <p>Fri, 28 May 2021 15:01</p>	<p>Jan Lewis DSL spoke to **** about his new timetable and asked if he was feeling anxious at all. **** stated he felt a bit anxious. Jan Lewis DSL informed **** that she could meet him to start with for his new timetable if she was available and if he required any support to ask the teachers in his sessions to email her if he was feeling anxious. Jan Lewis DSL also stated that she would pop in and say hello to him when he was in school. Jan Lewis DSL asked **** if he was happy with that-he stated he was.</p>

<p>Joanne Hodson 8298</p> <p>Sun, 23 May 2021 18:44</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Email received from AR Sat 22/05/21</p> <p>Dear Gayle,</p> <p>As proposed by Carole during the recent review meeting, please find forwarded my email to Range High, which also they responded to. Please note that it does not make part of the current review plan. I wanted it to be put on electronic file that the LA holds for **** as part of the Advices annex because it mentioned that there was no evidence that ****'s parents had raised their bullying concerns with Range High!</p> <p>This is not for going before the plan's review board for the EHCP amendment, it is for historical record keeping because I don't have any other way to add this important email as a historical evidence that **** was being bullied at Range and that the school was alerted by us. Please see more details in my email to Carole in this thread.</p> <p>Similarly, I have other emails of my interventions for **** with classroom teachers about his classroom situations and detention struggles. Those emails give a picture of a struggling child hounded and ridiculed by teachers and students and in need for help and support. Please advise if they can be added as well. I read the advices section (which is not enclosed to the main plan but was circulated with the plan's draft) and I realised my correspondences with Range were not sought for or included by either parties (Police or Range) involved at the time. As ****'s parents, we strongly feel</p>
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that, as long as the historical electronic file is held on the LA computers, all the emails that I exchanged with Range should now be added for complete, balanced and just record keeping (again this has nothing to with the current review, it's just because we only noticed the imbalances in the advices section records after the original EHCP plan was finalised).

I look forward to hearing from you.

Kind regards,

Alphonse *****

PS: All the parties copied herein are welcome to advise.

----- Forwarded message -----

From: "Alphonse *****" [redacted]
To: "Laetitia Muzayire" [redacted]
Cc:
Sent: Tue, 4 May 2021 at 7:29 am
Subject: Fw: ****
FYI

----- Forwarded message -----

From: "Alphonse *****" [redacted]
To: "carole.power@lancashire.gov.uk" <carole.power@lancashire.gov.uk>
Cc: "beth.turner@lancashire.gov.uk" <beth.turner@lancashire.gov.uk>
Sent: Tue, 4 May 2021 at 7:20 am
Subject: Fw: ****
Dear Carole,

Please print and enclose the forwarded email to ****'s EHCP's file. I read in the advices section where the police said there was no evidence that I reported the boy [redacted] who was bullying **** and attend **** at school. I could not see this remark (on the file) before because I was overwhelmed by the whole situation at the time. The fact that no one at Range, especially Mr Cregeen who was my regular contact, reported that I had asked the school to protect ****, disappoints me!

I recall two weeks before this forwarded email to Mr Cregeen, because of ****'s insitences, fear and worry, when I verbally reported my concerns to Mr Cregeen as an officer I was familiar with (he stands at pedistian crossing as a safeguarding officer at Range). I approached him and told him that [redacted] a practitioner of MMA (Mixed Martial Arts) had slammed **** on the floor a few days earlier and **** had to be rescued by others. Mr Cregeen had assured me that he was going to speak to the boy. He seems to have done nothing in his email (see attached). "Again" in my email to Mr Cregeen is a reference to my verbal report to him of the attack on **** by [redacted] two weeks earlier).

Every now and then, stressed and fearful **** was asking me to do something about it, that he had to stay behind at the end of the French lesson that he shared with [redacted]. French was the last lesson before home time at 3.35pm. The French teacher had been aware of this boy and his 2 other friends (they were just friends but they did not threatened **** as [redacted] was). **** had become lonely because [redacted] was popular and **** had to keep distance from anywhere [redacted] was at break time. Consequently, **** was waiting for me with the French teacher, who by now, was well aware of **** and [redacted] and stayed behind with ****!

I regret that I did not understand the trauma **** was going through. He was used to the bullying that he was saying that threatening behaviour by [redacted] had become normal! I had encouraged him to speak to Mr Cregeen but he would decline saying "you are the adult", do it for me. In hindsight, I wish had taken the matter to the Head Teacher soon after **** told me rather than entrusting it to Mr Cregeen. **** lived in constant fear several months before leaving Range High and I will live to regret how and why I failed to realise the magnitude of it.

Many thanks.

Alphonse *****

----- Forwarded message -----

From: [redacted]
To: "D. Cregeen" <dc@range.sefton.sch.uk>
Cc:
Sent: Thu, 3 Oct 2019 at 7:08 pm
Subject: ****
Dear Mr Cregeen,

I am writing in relation to ****. He told us that the student [redacted] who threatens him did it again yesterday. Although **** feels that it is normal, we feel that it is not.

We were wondering if it would be possible for you to have a word with [redacted]. Perhaps, there may be underlying problems that cause him to hate **** and make threats to him. Either way, **** needs to feel safe at school and we need your help towards that goal.

I would be grateful if you could let me know once steps have been taken.

Many thanks,

Alphonse

Fri, 21 May 2021 08:24

Communication

Status: Active

Assigned to: *Nobody*

EHCP Review meeting held 20/05/21

Carole Power SENDO Lancashire South
 Gayle Lavelle SENDIASS
 Samantha Steed Senior Mental Health Practitioner Alder Hey
 Alphonse ***** Father
 Laetitia Muzayire Mother
 **** ***** declined to attend. It was clarified that he was not off screen listening to the meeting.
 Joanne Hodson The Acorns School.

JH opened the meeting and explained why the review was being carried out. JH read out ****'s views and parents views. JH then explained the views of the school. JH stated that The Acorns could not meet ****'s needs and neither would he be suitable to go back to mainstream. JH explained the different steps that had been taken as part of the graduated response, including trying to reintegrate **** back into class. JH explained the reasons why this had failed and explained the racist incident in the science lesson and how it had been dealt with. AR wanted to raise his objections to the letter JH had sent to him regarding the incident. Said that he had not refused to come in. Asked that JH communicate better with him. JH said that it was very important that this meeting was about ****'s EHCP and his needs.

AR then challenged the educational advice document. He asked for amendments to be made. This was clarified that AR did not agree that in a discussion in November he had said that **** refused to do his English h/w at a previous school. JH agreed to change this. (Later clarified with MA and this statement was correct.) SS intervened and spoke to AR saying that we could not go through every line of every document and again stated that the meeting needed to focus on ****'s needs and his EHCP.

CP then stepped in and summarised discussion so far. Said that it was a new plan, only finalised in August last year. That **** had recently received an ASD diagnosis, he had only been on the pathway when the last plan was completed. She agreed that as a short stay school, The Acorns was not the correct place for someone with ****'s needs. CP agreed to take a revised plan to panel for a change in recommendation to a special school. She pointed out that finding the right school would not be easy as the EP says that **** has no learning needs. A new school would need to challenge him academically whilst meeting his ASD needs. CP asked Dad whether he was expressing a preference for Presfield Special School, as he was allowed to do that, but Dad said he wasn't as he didn't know which schools were available.

AR then said that he had thought that **** could cope in mainstream, but he now thinks that **** should have been in special school even then. AR repeated that the educational advice was wrong and that he had struggled with h/w rather than refused it. JH again stated that she would change this. AR said that "we were in denial when these things happened. I didn't think that special school was for him. I was wrong" He then got quite agitated stating that the things Acorns were saying about **** not coping in class would stop him going to special school and we were trying to keep him at Acorns. He was reassured by all the professionals in the meeting that this was not the case.

SS then updated on her work with ****. He had been referred to her with anxiety after his experiences at school and after receiving his diagnosis. **** has engaged with SS and she has been able to carry out an assessment of his needs. **** is very clear about what he wants to work on. Which is school, both his experiences at Acorns and his past experiences. He has been talking about his views on special school and is on a journey to discovering about himself and his needs. SS emphasised that transition will be really important for ****. AR said that **** was showing willingness. The visit to Presfield had been a big thing for him as it takes time to get to know new people.

CP summarised again and asked for SS to resend her professional advice to include some of the detail that she had just shared. CP said that a decision from panel should be received within 3 weeks. It was agreed that in the interim Acorns would provide 2 hours a day on 1-1. JH agreed to speak to NTAS about a German tutor and CP said that Inclusion would fund this.

AR then said he wasn't happy with the documents in the EHCP review. He said that he didn't want the sections that read "A risk assessment to be completed to identify and minimise the risk for **** and those working with him". There was some discussion about this. JH stated that the clause needed to stay and that the risk around **** needed to be identified and managed by any school working with him. AR said that he wasn't happy that school had written this. JH pointed out that she hadn't written it, it was from ****'s EHCP plan and had been written into the plan on professional advice. SS asked whether parents were worried about it because **** was a "young black male" and because of what people might think reading it. They nodded in agreement. CP said she would look to see where the professional advice had come from, but that the statement would need to be included.

AR then requested that emails between himself and Range High be included in the EHCP review file, along with YOT notes and notes from the police investigation. CP said that the EHCP was about **** and his needs. GL said that she would meet with AR separately and would look at the information to see if there was anything pertinent that needed to be included.

CP then left the meeting.

AR then challenged JH about the letter written by JH concerning the racist incident in science. He at first denied that he had refused to meet with JH, but then said "I can't be coming up to school for every little thing". JH said that she didn't consider a racist incident to be a little thing and that she had not wanted to discuss it over the phone.

SS then asked to speak to parents about how to share the information with **** about the outcomes of the meeting.

JH left the meeting

Edited Fri, 21 May 2021 11:35 by Joanne Hodson

Joanne Hodson

6390
Fri, 21 May 2021 11:30

Email from Sam Steed

Dear both, I just thought I would email you following on from today's EHCP Review meeting.

Mrs Hodson, it was good to meet you. Sorry I hadn't meant for you to end the call immediately in relation to my suggestion of speaking with **** and parents, but equally I know that the mtg ran over so you may have needed to go. I wanted to say before you left that I will suggest that **** speaks further to Mrs Allred re the meeting and suggested plan when he gets to school today.

I told **** that the mtg went well. I shared the plan with him and he was happy re German (which is within his comfort zone). I think anxiety kicked in re cooking and ICT so I agreed to think about this with him some more in our sessions to help him work through his thoughts and feelings. Cooking relates to sensory issues it seems but I think there might be ways around this that could help **** in the long run, in terms of issues re food and findings ways to cope with/manage his needs in this area.

**** shared the info that he shared with Mrs Allred on Monday and we began to have a family session - I had to leave but pointed out safeguarding issues and spoke with parents about trying to understand ****'s needs around food. It seems that cooking at home is what sparked the argument. I will pick this up again with them next week's session as i had another appointment.

Thank you for liaising with me re ****. I am hopeful we can continue to support him together on this next bit of his education journey.

Bw,

Sam Steed

Senior Mental Health Practitioner

Joanne Hodson

6391
Fri, 21 May 2021 11:32

Reply from JH

Hi

It was lovely to meet you too. Can you send me an updated professional's advice form, as agreed with Carole? I will incorporate it into the documents to be sent to panel.

Thank you for all your support for ****.

Joanne Hodson

<p>Joanne Hodson 8261</p> <p>Tue, 18 May 2021 09:44</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Email from Samantha Steed, Senior Mental Health Practitioner at Alder Hey following JH advising of ****'s disclosures yesterday</p> <p>Good morning both, Many thanks for this information.</p> <p>I am aware that **** is very angry with his Dad, and his account gives further context. I think a referral to Early Help was the right thing to suggest in response to the information that **** shared. The fact that **** shared this information is really positive and indicates that he does trust you. **** has been asking for help regarding diet for some time, and I have been concerned at some of Dad's responses.</p> <p>I have not got a session booked in with **** this week due tot he EHCP mtg. However, I am wondering if it might be helpful for **** to access a CAMHS session when he is at Acorns. I could send an Attend Anywhere link to you Mrs Allred, but of course he would need to agree with this. Please let me know what you think.</p> <p>Another question I have is whether **** could be allowed to come to Acorns for lunch? - I know that this might involve him having to be facilitated to eat alone, but I am thinking that this could help him if it was at all possible and could be a platform for trying to support him with any difficulties in this area.</p> <p>I think we are all aware that this particular aspect of things is not a case of **** finding his identity as such and that he needs some help with this. Ideally his parents would help him regards his requests, but this does not seem to be happening consistently and I think this understandably fuels ****'s frustration. However the situations he describes are concerning. Another suggestion could be a meeting with mum and dad together to discuss these concerns. I am happy to continue to speak with **** and his Dad about the concerns raised and to try and encourage dad that additional support is needed to ensure that all are safe and well.</p> <p>If a parent does not agree to an Early Help referral and safeguarding concerns remain, then the parent needs to be advised that a MASH referral will be made anyway. Have you been able to let MASH know/seek further advice re dad currently not consenting/agreeing to a an EH referral? It might be worth having another discussion with them.</p> <p>Please continue to keep me in the loop.</p>
<p>Associated Actions</p>	
<p>Maggie Allred</p> <p>6366</p> <p>Tue, 18 May 2021 09:54</p>	<p>Reply sent my Mrs Allred:</p> <p>I am sure Mrs Hodson will reply also with further advice.</p> <p>My first thoughts: **** may agree to a meeting with you I am not sure. What I can do it speak in general terms and say I know CAMHS are coming to the meeting are you going to the meeting? Do you want to speak to them virtually before the meeting as we can arrange that at school?</p> <p>I am very conscious I don't want to feed ****'s paranoia - he does seem to suffer from it with negative experiences he has had about people talking "about" him not "to" him. I think Dad possibly has similar concerns so it's important all communication is really transparent. There fore I think Dad would need to be informed as well and it is kept open. I will leave it with Mrs Hodson to make the final decision.</p> <p>Regarding a meal we serve meals here and I don't know if he is entitled to free school meals. It would be easy to order him food here -I can talk to him today about his preferences so it can be raised at the meeting. It would be easy to have food put aside that he eats on arrival. We do this for pupils on reduced timetables.</p> <p>I think the strong need to resolve all conflicts in the privacy of your own home is understandable however we are all here just to help not to judge. I think **** shared this as he said he has had enough, and he wants it to change. I hope we can get both mum and dad on board to start having a dialogue about this. Mum may be more comfortable being open about it.</p> <p>Hope that helps, Maggie Allred</p>
<p>Janet Lewis</p> <p>6367</p> <p>Tue, 18 May 2021 13:18</p>	<p>Jan Lewis DSL and Maggie Allred ****'s one to one tutor to look at facilitating an online meeting in school with **** and Samantha Steed Senior Mental Health Practitioner at Alder Hey Children's Hospital.</p>
<p>Maggie Allred</p> <p>6454</p> <p>Fri, 28 May 2021 15:01</p>	<p>Mrs Allred spoke to **** and said that Sam had been in touch to have a meeting. **** said he was happy that we were talking to each other and that he didn't want a meeting. Email from Sam said she didn't arrange it in the end. Mrs Allred explained it was a good opportunity to share the fact we talk.</p>
<p>Maggie Allred 8260</p> <p>Mon, 17 May 2021 16:10</p> <p>Communication</p> <p>with parents/guardian</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred rang dad to recount ****'s disclosure given to Mrs Allred and Mrs Hodson earlier today. Mrs Allred said that **** had told us that he(****) had an argument about cooking and had thrown juice on him (Dad) and hit him(**** hit Dad) on the head. Dad said he doesn't know why **** is saying this as everything is fine at home and there isn't a problem. Dad said **** likes to talk to other adults and finds it easier to talk to other adults. Dad said that **** is trying to find his identity. Dad said it is very difficult working with an institution like Acorns as nothing is normal. Mrs Allred offered support and explained she rang as **** has told us this and as his Dad he does need to know. Mrs Allred asked if he was okay and Dad said they are fine. Mrs Allred offered an early help referral if he wished and Dad said we do not need any referrals. Mrs Allred asked Dad to please get in touch with school if he needs support or changes his mind in the future.</p>

<p>Joanne Hodson 8258</p> <p>Mon, 17 May 2021 15:10</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** has just shared with me:</p> <p>**** tells me that yesterday he was talking to his dad about the cooking in the house -generally how his dad doesn't cook.</p> <p>Dad said you can go to a children's home but it's not nice there. You will get treated really badly there.</p> <p>He has said this before, and it makes me really angry. I threw juice at him. Normally I warn him if I am going to do this - it was a smoothie.</p> <p>**** said that Dad he was taking pictures and videos of the juice and himself (as the juice landed on him) as a record for the police.</p> <p>**** said to his dad that he (dad) used to hit him (****) and that was worse. He used to hit me when I was younger. I think he is now scared to hit me. ****'s dad said this can't carry on.</p> <p>**** was angry that his dad denied hitting him and that he was making out that he was the victim, so **** hit him in the head -on the top of his head.</p> <p>Dad said you are really violent and dangerous. If you do what you do to me other people will kill you.</p> <p>**** said he would tell school on Monday and Dad said okay, I will delete the photos and videos if you don't say anything. **** asked him why he had taken pictures and videos and his dad said because he thought he might call the police.</p> <p>This was recounted to me by **** during the lesson. **** read this typed up account to check it was all accurate. Mrs Hodson came in to listen to **** and read the account. Mrs Hodson said we are not going to react to this but respond and we need time to think about it. Mrs Hodson asked does **** feel safe at home and **** said yes. Mrs Allred encouraged **** to speak to his mum.</p> <p>Maggie Allred</p> <p style="text-align: right;"><i>Edited Mon, 17 May 2021 15:45 by Joanne Hodson</i></p>
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Associated Actions	
<p>Janet Lewis</p> <p>6364</p> <p>Mon, 17 May 2021 15:22</p>	<p>Speak to Helen Watson from Early Help and see if there are any youth groups out in Banks for **** and maybe his brother to access for socialisation and maybe a Dad's group for Dad to access some sort of support. If there is, contact Dad and explain that **** has informed school of what happened over the weekend and ask would he like some support as a lot of families are under stress after the COVID lockdown.</p>
<p>Joanne Hodson</p> <p>6365</p> <p>Mon, 17 May 2021 15:57</p>	<p>JH spoke to Jenny Ashton at MASH. She advised us to speak to Dad and offer Early Help referral.</p>
<p>Maggie Allred</p> <p>6370</p> <p>Wed, 19 May 2021 10:36</p>	<p>Mrs Allred spoke to dad (see CPOMS report) who said he did not need any further support at home and everything is fine. Will speak to Helen Watson and see if there are option available to present at the meeting on the 20th.</p>

<p>Joanne Hodson 8230</p> <p>Thu, 13 May 2021 15:43</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>A number of emails received today</p> <p>Dear Mrs Hodson,</p> <p>Thank you for you letter received by post.</p> <p>Regarding the aforementioned meeting, I asked the caller if I could speak to you over the phone. She said that you were not available. I wanted to suggest that we would meet via Zoom because it works just as good as having a physical meeting in school and it removes the safeguarding concerns that Mrs Eccleston has.</p> <p>However, I will continue to attend meetings in person when there are a third party in attendance such as other agencies (if it is not just me and you). However, I am not ruling out coming to school alone when there is such a need.</p> <p>In your letter you said that some students were racists to **** on his first day in the classroom. May I know what was actually said to him by those students in question that was racist? Again if you prefer discussing it we can arrange to meet on Zoom or in the review meeting. You can also phone or send a letter, whichever is convenient for you. I would like to thank you for taking steps to protect ****.</p> <p>With regards to the upcoming review meeting on 20 May 2021 at 10:30 am, I wanted to ask if the meeting will be held at Acorns premises. I understand that the CAMHS rep will attend by the TEAMS, which is confusing for me. As you are aware, **** is not comfortable with and is likely not to show up if the review meeting is virtual. It is important that you keep us informed in order to remove the confusion and to help **** prepare.</p> <p>I look forward to hearing from you.</p> <p>Kind regards,</p> <p>Alphonse</p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>6343</p> <p>Thu, 13 May 2021 15:47</p>	<p>Good afternoon,</p> <p>Just to confirm that ****'s EHCP meeting is scheduled for Thursday 20th May at 10.30am. This meeting is to be held on TEAMS to allow all professionals involved to attend. Because of COVID restrictions we cannot facilitate large meetings in school.</p> <p>Please let me know if you require a meeting link.</p> <p>Kind regards</p> <p>Joanne Hodson</p>
<p>Joanne Hodson</p> <p>6344</p> <p>Thu, 13 May 2021 15:48</p>	<p>Good afternoon,</p> <p>I have a bad experience with TEAM's connection in our area. May I suggest that we rather use Zoom please.</p> <p>Thanks</p> <p>Alphonse</p>
<p>Joanne Hodson</p> <p>6345</p> <p>Thu, 13 May 2021 15:48</p>	<p>Hi again,</p> <p>I forgot to highlight that **** does not normally engage virtually especially when the meeting requires his full attention for long periods of time. One thing for sure is that we will be sharing the phone or laptop and the video option will be turned off. The rest is unknown for now. It would have been ideal if the meeting was not held virtually. But in any case, the meeting has to happen on the day.</p> <p>Thanks,</p> <p>Alphonse</p>

Joanne Hodson 8228
Thu, 13 May 2021 13:24
Communication
Status: Active
Assigned to: *Nobody*

Samantha Steed from Alder Hey contacted JH to state that Dad had phoned her and was insistent that she attend the review meeting in person next week. She explained to him that she was attending on TEAMS, as other professionals would be. She was worried about some of the things that Dad had been saying and said that he could get himself into trouble if he wasn't careful.

Pam J to send a text2p to remind Dad that the meeting on 20/05/21 is on TEAMS at 10.30 am

JH to email SENDIAS to also confirm this, and will copy Dad in.

Associated Actions

Joanne Hodson 6342
Thu, 13 May 2021 13:35

email sent to Dad, Kim Campbell, Gayle Lavelle and Carole Power

Good afternoon,

Just to confirm that ****'s EHCP meeting is scheduled for Thursday 20th May at 10.30am. This meeting is to be held on TEAMS to allow all professionals involved to attend. Because of COVID restrictions we cannot facilitate large meetings in school.

Please let me know if you require a meeting link.

Kind regards

Joanne Hodson

Maggie Allred

8233

Thu, 13 May 2021 09:45

Contact External agencies

Status: Active

Assigned to: Nobody

Mrs Allred had a phone conversation with Sam Steed who is ****s mental health practitioner:

Sam Steed
 Senior Mental Health Practitioner
 Sefton Specialist CAMHS
 AlderHey Children's NHS Trust
 Second Floor
 Burlington House
 Crosby Road North
 Liverpool
 L22 0PJ
 Office: **DPA**

Sam explained that she is seeing **** regularly - to date he has had weekly sessions which has also included parent time. Sam has met ****s mum on one occasion. All sessions have been via Attend Anywhere (web camera). Sam explained that she has worked to improve ****s routines, so he sleeps better at night. This has been successful which has meant Sam has been able to change appointments to earlier in the day - one appointment being as early as 10.30 am. **** has attend with ease and is always keen to talk. Sam said this is working better for **** as previously he would leave straight for Acorns after sessions without time to process things and prepare for learning.

Sam explained that **** shared with he was not leaving the home except to come to school. Sam has set goals with **** and asked Dad to take **** out for a walk in his local area every day however she has recounted that **** shared this actually only happened once or twice as Dad said he thought he had to drive to places to take **** for walks. **** shared that dad has driven him to places for walks once or twice since we set the goal. Sam has explained to Dad that he needs to take **** for walks around the block with a view to **** being able to build up confidence to do the same on his own. Sam suggested that when **** is ready Dad could leave him half way and walk the other way to meet up with him. This will take time. **** is anxious re leaving the home and needs the support of his father. **** does not initiate walks and needs his dad to structure it into his morning. **** is now awake early and so there is more time for this. **** reports feeling better for having more sleep. Diet has also been addressed. **** wants to eat less processed food and is dependent on his parents to cook food from fresh and give him the opportunity to taste new things.

Sam said that **** presents as having positive morals and has strong views about what is right or wrong and does not like untruths. Sam said that dad wants the best for **** and is understandably upset at the experiences that **** has had on his education journey to date. Dad has at times not quite understood what she is trying to do and has been rigid in some respects in terms of how he thinks things should happen i.e. insisting on face to face attendance at EHCP meetings, not responding to requests from **** to try new recipes that have been shared to replace processed food saying that **** will not like the taste. ****s relationship with dad can be difficult as **** does not feel that dad is doing the things that he should be and may say things that do not capture ****s true presentation or needs. i.e. **** shared that his dad should cook food and then show him how to make things - as Sam had suggested that they make pizza together at home. **** used the analogy of a child teaching a parent how to drive/ or learning alongside a parent how to drive as opposed to a child learning from a parent. **** is sharing that he needs his dad to lead the way on certain things.

**** has been willing to work with her and she has found **** very easy to work with as he is always prepared to talk about his experience of anxiety and share what he would like to be different in his life. Following CAMHS sessions, **** has become more willing to look at Specialist School Provisions and he is also more willing to talk about his own learning needs which he prefers to view aside from any diagnosis of Autism. Sam said that **** has read the latest parent view comments for the EHCP review and **** told her that dad has said that he has experienced problems with his long and short term memory over the past year. **** disagrees with this and has said 'it makes it sounds like he has got dementia'. Sam said she hasn't seen this in sessions to date and Mrs Allred agreed that she hasn't seen this. Sam said **** wants to be included in presenting his strengths and difficulties and in contributing to sharing with others what his needs are - this allows him to feel he has some control over his future. **** is an intelligent young person - who is motivated to learn - he has told Sam that he has started to teach himself German. **** has been willing to learn about and accept that there is a spectrum related to Autism. He has grasped that everyone has individual learning needs and it is about trying to meet these in the best way possible to help him to achieve his full potential and to aid his journey through life.

Mrs Allred and Ms Steed agreed to talk further about ****s needs and to stay in touch. Sam said she would tell **** that we are working together.

Maggie Allred

8190

Thu, 06 May 2021 14:30

Safeguarding

Status: Active

Assigned to: *Nobody*

Linked Students

*** ***** (Archived)

On arrival into lesson **** asked Mrs Allred "can you explain to me what Prevent will be doing?" Mrs Allred explained it is very important he understands that he is not in trouble. It is to do with safeguarding and it is a new thing mainly because of the internet. Mrs Allred explained if it was something else that he had shared to do with safeguarding it is passed on to check that he is safe. Mrs Allred said this is the same thing and is do with safeguarding. It is because there are some people who target young people to use them for violence and it's important **** understands how that happens so he can keep himself safe. Mrs Lewis joined the conversation and explained a police officer will talk to him about what he is looking at and check that he is going on safe websites. They may just have a conversation and that is it -or they may decide to do some work with him to raise his confidence and self esteem, or they might make a referral to early help to support at home. It depends on what they decide is the best thing to do. Both Mrs Lewis and Mrs Allred checked with **** he was happy with this and encouraged him to ask again if he had any questions.

Later on in the lesson Mrs Allred raised a question about yesterday's lesson how did he find it? He said he didn't like it. Mrs Allred asked did he witness any racist comments yesterday in the group and he said no. Mrs Allred asked was anything else said or done that made him uncomfortable and **** said no. Mrs Allred asked how does he feel generally about the group and he said it was noisy. **** said he found the other smaller group easier (when he attended Science lessons in the Autumn term 2020) than that group. Mrs Allred complimented **** on coping so well and better than the last group- particularly as it was harder. **** said he doesn't like sitting at the front and prefers to sit at the back when he is in class. **** said he did not want to go back into the class.

He recounted unprompted that he had heard a racist comment when he was in class (Autumn 2019) he had heard a pupil "use the N word". He described the pupil and said it was when he was sat next to him on the computers and other people heard it. Both Mrs Allred and Mrs Lewis said that they would look into this and they take any kind of racism seriously.

Mrs Allred thanked **** for being very open about the issues and because of that we can help. Mrs Allred said it was good to try a group and we may try a group in the future as it is important for **** to try groups and get used to them however we understand students in school can be noisy and disruptive and this is difficult. Mrs Allred and Mrs Lewis explained he will have his Science lesson tomorrow with Mrs Lewis in her office instead of the class. **** seemed very happy about this and nodded in agreement.

<p>Pamela Walsh 8178</p> <p>Wed, 05 May 2021 13:00</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>When **** arrived in Science lesson 3, peers CMcR, BK and OH shouted 'hey that's the kid who stabbed someone' 'did you stab someone' ? **** denied doing this then put his head down on the desk. During this someone who's voice couldn't be identified due to the raised voices shouted 'Brownies'. **** remained insular for the remainder of the lesson.</p> <p style="text-align: right;"><i>Edited Thu, 06 May 2021 13:58 by Janet Lewis</i></p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>6290</p> <p>Thu, 06 May 2021 09:41</p>	<p>HC and JH to interview pupils individually this afternoon to establish what was said and who said it. ****'s Dad has been asked to come into school to discuss the incident. Maggie to speak to **** this afternoon.</p>
<p>Joanne Hodson</p> <p>6303</p> <p>Thu, 06 May 2021 16:06</p>	<p>JH asked Dad to come in for a meeting either this week or next week. He refused to do so, saying he would not attend unless an agenda was sent out to him first.</p>
<p>Joanne Hodson</p> <p>6304</p> <p>Thu, 06 May 2021 16:08</p>	<p>Draft letter to Dad, awaiting approval</p> <p>Dear Mr. *****,</p> <p>We contacted you today to ask you to come into school to discuss an issue of some importance. You declined to meet with us, so I am writing to outline our concerns.</p> <p>**** joined the Rowan class on Wednesday 5th May, as per his new timetable. The aim of this was to once again try and re-integrate him into a small class. He was in class with Rowan from 1.30 to 2.30pm and there were 5 other learners in the class.</p> <p>Mrs. Allred had agreed with **** that if he felt unsafe or uncomfortable, then he was to let an adult know and that we would deal with it.</p> <p>Following the science lesson **** went to his 1-1 session with Mrs. Allred, who sent me the following email:- "**** has come into lesson from Science saying he did not like the lesson. Jill brought him to class, and he had already told Jill this. He said he did not think there would be so many people in the class. I explained it was only for 3 weeks. **** said that is a long time and he is not going to go to the lesson again. He said the work was okay."</p> <p>Mrs. Ellison (Jill) then reported to me that she was concerned about some of the comments that had been directed towards **** in the lesson by some of the other pupils. She was concerned that some of the comments may have been racist.</p> <p>As we have a zero-tolerance approach to racism, this was taken very seriously.</p> <p>Next steps:-</p> <p>Miss Cutts and myself took each pupil from Rowan this afternoon and interviewed them individually to ascertain which comments had been made and who had made them.</p> <p>Pupils were given warnings and were reminded of how seriously the school takes any form of racism.</p> <p>Miss Cutts and myself spoke to each of the adults who had been in the room to find out what they had overheard (one teacher and two key workers).</p> <p>Mrs. Allred and Mrs. Lewis spoke to **** to find out if he had heard any comments which caused him any concern. He confirmed that he had not. **** reiterated that he did not want to go back into the science class as it was too noisy for him</p> <p>It was agreed with **** that instead of going back into Rowan class he will be taught Science by Mrs Lewis, with work planned and supplied by the specialist science teacher.</p>
<p>Maggie Allred</p> <p>6455</p> <p>Fri, 28 May 2021 15:03</p>	<p>Mrs Allred spoke to **** with Mrs Lewis and **** said he didn't hear any racist comments. See CPOMS log at the time.</p>

<p>Joanne Hodson 8037</p> <p>Tue, 27 Apr 2021 15:08</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Dear Mrs Eccleston,</p> <p>I am writing to highlight the following:</p> <ol style="list-style-type: none"> 1. Why has **** haven't started his Biology lesson this week? He told me that cooking and coding don't interest him any longer. So Biology should have started this week really. He is not learning anything new from school. So please make his education your priority because each day that passes is a day too many. We think that, if Biology is classroom based, it is enough for now plus the one on one lesson he has with Mrs Allred. 2. I am increasingly concerned with the way the people in the care for **** in school are communicating with him. You tend to forget that he is still a child and autism affects the way he talks, the when and the how he expresses himself. I
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am sure, as a referral centre you are by now aware of this. He is 14 but can communicate as a 5 years old. When an adult in the care of my child asks a probing questions/spy on him, I find it unacceptable.

Just imagine sending your 5 years old to school and teachers start asking questions that will make the child say inappropriate stuff. You know what I mean.

For example, **** did not talk about conflicts in Northern Ireland or Israel - Palestine from nowhere. Simply reading news on the computer about a topical piece of news is not unusual. Mrs Allred must have asked him particular questions and as an adult and educationalist to make **** comfortable and trusting enough to give his opinions and those nonsense "animatedly." As a result, you have told me that you referred my child to Prevent. He is not at any risk of becoming a terrorist. Please refrain from extracting unnecessary opinions from my son, then take it out of context and do things that kill his character.

I am complaining that you, as a referral centre, you are abusing your duty of care for a vulnerable child that we placed in your care. Another example, yesterday I received a call from Mrs Allred that **** told her that he tore the papers that the school gave me. I had sent a text message to Mrs Allred that clearly said the paper "was accidentally damaged." Why did she go around to ask him about it?! How do they find time to study Maths and English in one hour and gossip?!

3. I am disappointed that no one at Acorns at any point in our meetings and phone calls ever mentioned that, in their professional view, **** should rather go to a special education. I am asking myself why did you hold such important information? Yes lately after our previous review, I was told that **** was not ready to go to any mainstream school. But no-one mentioned an alternative. I am disappointed because **** has been at Acorns since November 2019 and you have known him very well that you should have suggested to his parents that his best destination was a special school. I had to find my revelation moment to figure it out myself. Likewise, if there any information or advice that might be useful to us, please share it with us. As a referral centre, you have been there, you know more that are good for ****, tell us things we don't currently know and there are many. Do you have a copy of ****'s EHCP? If not why? Please let us know so that I send you a copy. We are supposed to work as a team!

4. I am concerned that while we are seeking to find **** a special school to take him, Acorns is fault finding him and filing against him accusations that will potentially keep him at Acorns or harm his future. He made a mistake because of not being able to deal with bullies in the mainstream school. However, he should not be condemned to stay in a referral centre for an important part of his high school education, his GCSE. **** is somebody's son and we are ready to get him out of Acorns's grip even if this means going to courts.

He should not be nurtured and schooled in such a way that he is destined to prisons or mental health institutions. No institution/school whatsoever, no teacher, man or woman would love **** more than us, his parents. Therefore, take us seriously when we say that you have a duty of care to help find **** a special school. That is what we are fighting for.

5. You told me that ****'s views on transfer are as important in leaving Acorns. However, I disagree. **** is 14 and has autism that affects his reasoning as compared to the majority of other 14 years old who are not on a spectrum . His views on education are distorted. As his parents, our views are the ones that overwhelmingly matter because we know better. It is not a democratic process where his views override ours. What we are requesting Acorns to do is to help him reason and ultimately do what is good for him, which is what we are fighting to achieve. You know that he cannot move on at Acorns.

6. Acorns represents the past that he wants to forget. Beside, as a referral centre, Acorns receives traumatised young people, often upset and disappointed that sitting down and learning is their last thing. This is why **** has found it difficult to attend such classes in the past. However, **** has been in the class before at Range High, full time for over two years. You know as much as we know that **** does not need to prove himself or to Acorns any further that he is capable of being in a classroom with others. Of course he is. He would be able to attend when others in the classroom want to learn, something that Acorns is not equipped to assure its learners because of its very nature of being a referral centre. On the other hand, specialist schools are equipped to give that learning environment to ****.

I hope I have shared with you our parental position and objective. **** must leave Acorns and start a new life in a special school of our choice. We will visit them with him, and please rather than using his reservations to derail this objective, assure him that it will be good for him. Visit special school with him to show that he will not be with young people who are too ill in the same class. Debunk these myths with him. Don't play on his fears and vulnerability. Don't record bad things about him. Record good things. Build him up. And please remember he is our son and, post Acorns, he has a life journey with us. And when all the dust has settled he will blame us (his parents) and himself for things which are not his fault. The decisions you are making on him and other children in your care now, will follow them for the rest of their lives but Acorns will not be anywhere to be seen. **** is likely to be dependent on us (his parents) for the rest of his life as compared to his peers who are not on a spectrum. The stake is extremely high for us.

We understand that ****'s transfer is ultimately up to West Lancs DC/Lancashire Education Authority but what Acorns is doing in the meantime matters more. After all the Local Authority takes seriously what you report on ****. You have unbelievable powers over his life.

Thank you.

Alphonse

Associated Actions

Jane Eccleston

6229
Tue, 27 Apr 2021 16:16

Email sent in response. Also as a measure to protect staff from false allegations or potential harassment, any communication with home, warrants an additional adult present.

Dear Mr *****,

I have responded to your email addressing most of the points below in your email in bold.

In recent weeks you have:
sent emails requesting information and staff have promptly responded with the requested information.
telephoned staff at school, including me and you have had a prompt response at all times.
spoken many times to Mrs Allred who has supported you to express your views about your son, which is reflective of a good working relationship.
The staff you liaise with at Acorns, have done their utmost to meet your wishes. Therefore, I am disappointed at some of the comments you have made directed towards staff, the statements you make in your email about those who attend, and about our school.

With this in mind, from now on my staff and I will only communicate with you whilst another adult is present, in order to safeguard staff.

In this instance, I have once again responded to you promptly. However, in future, as it is a very busy school, staff and I will not always be available to do this, but we will respond within a reasonable time frame. Again, that response will require an additional adult to be present.

Best wishes,
Jane

Dear Mrs Eccleston,

I am writing to highlight the following:

1. Why has **** haven't started his Biology lesson this week? He told me that cooking and coding don't interest him any longer. So Biology should have started this week really. He is not learning anything new from school. So please make his education your priority because each day that passes is a day too many. We think that, if Biology is classroom based, it is enough for now plus the one on one lesson he has with Mrs Allred.

JE: During our meeting on Friday 23rd with Kim Campbell from Sendiass also present, it was discussed that **** liked computing and also had expressed that he wanted cooking lessons. We discussed biology also. We discussed that he had previously attended lessons with other students but did not like being with other students. This increased his anxiety and he refused to attend the lessons. It was agreed to build his timetable slowly. You agreed with everything discussed. It was explained that the changes would come into effect week commencing 3rd May to give time for **** to process the changes.

2. I am increasingly concerned with the way the people in the care for **** in school are communicating with him. You tend to forget that he is still a child and autism affects the way he talks, the when and the how he expresses himself. I am sure, as a referral centre you are by now aware of this. He is 14 but can communicate as a 5 years old. When an adult in the care of my child asks a probing questions/spy on him, I find it unacceptable.

JE: During the meeting of 23rd April and prior to that meeting in numerous telephone conversations and email exchanges, you have never expressed any concerns about the way 'people' communicate with ****. Staff who work with him are aware of the autism diagnosis. Your view that **** communicates 'as 5 years old' does not accord with the view of staff who work with him at school. Indeed, we consider **** to be very articulate and express himself adequately whilst in school.

Just imagine sending your 5 years old to school and teachers start asking questions that will make the child say inappropriate stuff. You know what I mean.

For example, **** did not talk about conflicts in Northern Ireland or Israel - Palestine from nowhere. Simply reading news on the computer about a topical piece of news is not unusual. Mrs Allred must have asked him particular questions and as an adult and educationalist to make **** comfortable and trusting enough to give his opinions and those nonsense "animatedly." As a result, you have told me that you referred my child to Prevent. He is not at any risk of becoming a terrorist. Please refrain from extracting unnecessary opinions from my son, then take it out of context and do things that kill his character.

On Friday 23rd both Jan Lewis the Designated Safeguarding Lead and I, relayed our comments to you about ****'s interest and knowledge in the matters discussed. If you recall, I also gave you a copy of the report Mrs Allred made about the open website tab which ignited the discussion between Mrs Allred and ****. We have a duty of care to share any concerns or information we consider that you need to be aware of. The concerns were shared because of prior concerns (also previously discussed) about ****'s interest in particular matters. Because there are historic concerns about ****'s web searches in school, the incidents relating to his prior exclusion and the serious incident following his exclusion (which took place at another school), it would have been negligent not to discuss these matters with you and not seek advice via the Prevent team. Both Mrs Lewis and I were very clear as to why we needed to discuss the report with you, and you appeared to accept that last Friday. You left school with the report and agreed to discuss it with ****.

I am complaining that you, as a referral centre, you are abusing your duty of care for a vulnerable child that we placed in your care. Another example, yesterday I received a call from Mrs Allred that **** told her that he tore the papers that the school gave me. I had sent a text message to Mrs Allred that clearly said the paper "was accidentally damaged." Why did she go around to ask him about it?! How do they find time to study Maths and English in one hour and gossip?!

JE : The comment that 'you are abusing your duty of care for a vulnerable child that we placed in your care' is a serious allegation to make. If you wish to make a complaint, then you will find the correct procedure to do that on our website. In the example you provide, I'm unsure how torn papers relates to the school or school staff abusing a duty of care. I can reassure you that we do not gossip with children, but we will have conversations and engage with children if they pose questions or make statements.

3. I am disappointed that no one at Acorns at any point in our meetings and phone calls ever mentioned that, in their professional view, **** should rather go to a special education. I am asking myself why did you hold such important

information? Yes lately after our previous review, I was told that **** was not ready to go to any mainstream school. But no-one mentioned an alternative. I am disappointed because **** has been at Acorns since November 2019 and you have known him very well that you should have suggested to his parents that his best destination was a special school. I had to find my revelation moment to figure it out myself. Likewise, if there any information or advice that might be useful to us, please share it with us. As a referral centre, you have been there, you know more that are good for ****, tell us things we don't currently know and there are many. Do you have a copy of ****'s EHCP? If not why? Please let us know so that I send you a copy. We are supposed to work as a team!

JE: During the meeting of the 23rd it was explained to you again by Mrs Hodson and me, that you made the request for **** to be assessed by the local authority for an EHCP in 2020. We could not make the request at the time because **** had not been with us that long and there was not enough evidence. You were supported in making that application by social workers assigned to work with your family at the time. In your advice to the local authority, you reflected that you desired a mainstream school for ****, and this was reflected in the plan. In recent emails and discussions, you now desire specialist provision for him, and it was explained that there is a process via an annual review which is required to make any changes to the EHCP. Mrs Hodson has put that process in motion, and you are aware of this. All information has been shared with you; you have been sent copies of planning documents which relate directly to his EHCP, of which we have a copy. We would be unable to produce those plans, send them to you by email and hand them to you in the meeting, if we did not have a copy.

4. I am concerned that while we are seeking to find **** a special school to take him, Acorns is fault finding him and filing against him accusations that will potentially keep him at Acorns or harm his future. He made a mistake because of not being able to deal with bullies in the mainstream school. However, he should not be condemned to stay in a referral centre for an important part of his high school education, his GCSE. **** is somebody's son and we are ready to get him out of Acorns's grip even if this means going to courts.

He should not be nurtured and schooled in such a way that he is destined to prisons or mental health institutions. No institution/school whatsoever, no teacher, man or woman would love **** more than us, his parents. Therefore, take us seriously when we say that you have a duty of care to help find **** a special school. That is what we are fighting for.

JE: When we spoke to you last Friday, we said that we would support you in any way possible. This includes sharing with you any concerns that we have. I stressed to you, that if we did not discuss matters with you, then this would illustrate a lack of duty of care to your son and to other children in school. It was also explained to you that it was not in the schools or my remit to enable the transfer to a special school. It is the responsibility of the local authority to seek a placement if the EHCP plan is changed to reflect the need for a specialist placement. It was made clear to you - via us and by Kim - that your needs and ****'s would be sought as part of the process. Your comment 'we are ready to get him out of Acorn's grip even if this means going to courts' is unhelpful. **** attends this school because of a permanent exclusion and when this occurs it is the local authority that places a child. **** now has an EHCP seeking a mainstream school, which was what you wanted in your submissions to the authority. At this point in time, you want specialist provision and there is a process that you need to follow which you are now aware of because we have explained that to you in detail in a meeting supported by a representative from Sendiass.

5. You told me that ****'s views on transfer are as important in leaving Acorns. However, I disagree. **** is 14 and has autism that affects his reasoning as compared to the majority of other 14 years old who are not on a spectrum. His views on education are distorted. As his parents, our views are the ones that overwhelmingly matter because we know better. It is not a democratic process where his views override ours. What we are requesting Acorns to do is to help him reason and ultimately do what is good for him, which is what we are fighting to achieve. You know that he cannot move on at Acorns.

JE: ****'s views are very important in this process as he needs to find a school that he is able to attend regularly, enjoy working with peers and staff and have success. I am unable to comment further here.

6. Acorns represents the past that he wants to forget. Beside, as a referral centre, Acorns receives traumatised young people, often upset and disappointed that sitting down and learning is their last thing. This is why **** has found it difficult to attend such classes in the past. However, **** has been in the class before at Range High, full time for over two years. You know as much as we know that **** does not need to prove himself or to Acorns any further that he is capable of being in a classroom with others. Of course he is. He would be able to attend when others in the classroom want to learn, something that Acorns is not equipped to assure its learners because of its very nature of being a referral centre. On the other hand, specialist schools are equipped to give that learning environment to ****.

JE: No further comments to add here.

I hope I have shared with you our parental position and objective. **** must leave Acorns and start a new life in a special school of our choice. We will visit them with him, and please rather than using his reservations to derail this objective, assure him that it will be good for him. Visit special school with him to show that he will not be with young people who are too ill in the same class. Debunk these myths with him. Don't play on his fears and vulnerability. Don't record bad things about him. Record good things. Build him up. And please remember he is our son and, post Acorns, he has a life journey with us. And when all the dust has settled he will blame us (his parents) and himself for things which are not his fault. The decisions you are making on him and other children in your care now, will follow them for the rest of their lives but Acorns will not be anywhere to be seen. **** is likely to be dependent on us (his parents) for the rest of his life as compared to his peers who are not on a spectrum. The stake is extremely high for us.

We understand that ****'s transfer is ultimately up to West Lancs DC/Lancashire Education Authority but what Acorns is doing in the meantime matters more. After all the Local Authority takes seriously what you report on ****. You have unbelievable powers over his life.

JE: As stated previously, in this email and in the meeting of 23rd April, we will support **** - as we always have done

- since he became a student at Acorns.
Thank you.
Alphonse

Maggie Allred 8038
 Tue, 27 Apr 2021 14:30
 Communication
 with parents/guardian
 Status: Closed
 Assigned to: *Nobody*

**** came straight to class and said to Mrs Allred "My dad says that you (Mrs Allred) are alright, but he thinks the school is a prison and the staff are evil. I don't agree with him, and I told him I would tell you". Mrs Allred advised **** to concentrate on his work and focus on getting as high a grade as he can and he settled to his work. Mrs Allred sent a text as normal to dad at the end of the day "**** has done well today"

Edited Thu, 06 May 2021 13:58 by Janet Lewis

Maggie Allred 8024
 Fri, 23 Apr 2021 14:30
 Communication
 Cause for Concern
 emotional Related
 Status: Active
 Assigned to: *Nobody*

On arrival to his lesson **** sat down and asked why he had been referred to -he couldn't remember the name. Mrs Allred said "Prevent" and **** said yes that's right. Mrs Allred explained that "it comes under safeguarding and I had spoken to someone as I wasn't sure if I needed to do anything and I was told it was passed on". **** accepted this with no issues. Mrs Allred explained that Prevent know a lot about conflict in the world and just needed to check that he isn't involved in anything that would cause violence -which is safeguarding. Mrs Allred explained that sometimes people can say things that they don't mean to cause violence but then that can still happen and Prevent understand about that best. Mrs Allred said he is not in trouble; just checking that he is safe. **** said that he thought this was "human error" and that it was only because he had talked about Israel if it had been about South Africa that wouldn't have happened. Mrs Allred corrected him and said it can be any situation where there may be risks and recounted other examples such as hate crime. Mrs Allred said it is not about Nationalism but about keeping people safe. **** seemed to understand this and nodded when Mrs Allred referred to preventing violence. Mrs Allred encouraged him to talk about these issues and what he believes as part of school is understanding what you think about things and the debate is good and my (Mrs Allred's) job is to ensure he gets a balanced view. **** went on to talk about the documentation he had seen provided to his dad by school. He said that he had seen some of it and disagreed with it -he said that the word "controlling" was used and he disagreed with it as he felt he was the least controlling person in the school. Mrs Allred said she felt she understood what he meant as he didn't bother anyone else and he came in and did his work. **** said it didn't read right and made him sound like a psychopath. Mrs Allred said it could be because of his ASD diagnosis and said that she would look into it. Mrs Allred said that schools are similar to hospitals that they have lots of confidential information about you and you can request to see the information which is why his dad has the information. Mrs Allred said that it is a difficult time in his life because of everything that has happened. He has lots of adults involved in his life: just when he doesn't want adults getting involved. **** had his head on the desk. The discussion lasted until near the end of the lesson and Mrs Allred asked did he want to play a game (of backgammon) and he said yes and the lesson ended positively.

Associated Actions

Janet Lewis 6208
 Mon, 26 Apr 2021 08:38
 Please inform Dad to keep him updated. Continue to monitor and log.

Maggie Allred 6224
 Mon, 26 Apr 2021 15:30
 3.30 Mrs Allred spoke to ****'s dad and explained that the documents sent to him regarding ****'s education were confidential and not meant for **** to read. Dad said that he was not aware of this and didn't realise that they may not be appropriate for ****. Mrs Allred said that in future the school will make this clear and if he cannot access documents on email attachments we will look at alternatives such as screenshot and email the documents. Mrs Allred expressed he concern that Dad had allowed **** to see this document as he hasn't yet come to terms with his ASC diagnosis and it could be too difficult for him to read. Dad said he didn't realise. Mrs Allred asked dad as the pages had been damaged had **** been involved with that at all and Dad said no. Dad expressed concern that **** had been referred to Prevent and said that "**** is not a terrorist" and Mrs Allred clarified that is not what the school think but because he is vulnerable it needs to be checked to ensure he is safe. Dad expressed his concerns about ****'s provision and asked for this to be passed onto Mrs Eccleston and Mrs Hodson and Mrs Allred agreed to do so.

Maggie Allred 7953
 Wed, 21 Apr 2021 15:00
 Cause for Concern
 emotional Related
 Status: Active
 Assigned to: *Nobody*

The day before **** was allowed access to the school computer for the first time in a long time (after issues in school last year) and Mrs Allred clearly explained that **** must not go on games or webpages that could be disturbing or offensive and to treat the computer as a public place like a library computer. **** agreed and used the computer with no issues that day. **** was using the computer to look at his English work (BBC bitesize). As Mrs Allred came closer to the screen and she noticed 2 other web pages were open with the words "London Bridge". At no point had Mrs Allred seen him look at these pages. **** quickly closed them before anything else could be seen. Mrs Allred asked what **** had been looking at. He said he was reading the news about the recent bomb that had been planted on London Bridge and he was reading the news. Mrs Allred asked **** what he knew about it and **** spoke in detail about the IRA, how it began and the "occupation" of Northern Ireland in the 1600's by the British and that is what started the conflict in Northern Ireland. Mrs Allred said she is pleased he is interested in history and global politics as long as he is looking at reliable websites as there are a lot of sites that say inaccurate things and he needs to get a balanced view. **** said he understood, and

he said he reads the Guardian. **** then went onto to talk in great detail about the conflict between Israel and Palestine and his views on this and that some reasons for the conflict are justified in his opinion. He said that the MI5 have been asked to kill people in the IRA and Mrs Allred said it is unlikely and **** clarified the news said that the MI5 had been asked to "take them out" which Mrs Allred clarified is different. **** said there are always two sides to a story. Mrs Allred said that it is important that **** isn't being influenced by anyone to believe an ideal and asked if he understood about radicalisation. Mrs Allred said if he is ever speaking to someone who says they have all the answers and to not trust anybody but them then that is not safe. Mrs Allred reminded **** to make safe choices and not do anything that promotes violence in any way as he knows what the consequences of that are. **** made no comment but nodded as though he understood. Mrs Allred asked would he be interested in a job as a journalist and **** said no. It was clear by ****'s conversation he had read a lot about the history and current politics of these conflicts and had formed strong opinions about what was right. His conversation was animated and passionate as though these topics are of great interest to him.

Associated Actions

Joanne Hodson

6152
Thu, 22 Apr 2021 11:27

Jan, in light of our previous referrals, is this something that can be flagged up with PREVENT? Especially the London Bridge viewing.

Janet Lewis

6169
Thu, 22 Apr 2021 13:01

Jan Lewis DSL sent email to the concerns team at Lancashire Police:
Thu 22/04/2021 13:01
Good afternoon
Please see below a CPOMS log from one of my colleagues Maggie Allred regarding one of our students- ****
*****. He has been previously known to yourselves at the PREVENT team. Please can you advise?
****'s DOB is 7/8/2006
Address is:
10 Old School Close
Banks
Southport
PR9 8SB

**** was allowed access to the school computer for the first time in a long time (after issues in school last year) and Mrs Allred clearly explained that **** must not go on games or webpages that could be disturbing or offensive and to treat the computer as a public place like a library computer. **** agreed and used the computer with no issues that day.

**** was using the computer to look at his English work (BBC bitesize). As Mrs Allred came closer to the screen and she noticed 2 other web pages were open with the words "London Bridge". At no point had Mrs Allred seen him look at these pages. **** quickly closed them before anything else could be seen. Mrs Allred asked what **** had been looking at. He said he was reading the news about the recent bomb that had been planted on London Bridge and he was reading the news. Mrs Allred asked **** what he knew about it and **** spoke in detail about the IRA, how it began and the "occupation" of Northern Ireland in the 1600's by the British and that is what started the conflict in Northern Ireland. Mrs Allred said she is pleased he is interested in history and global politics as long as he is looking at reliable websites as there are a lot of sites that say inaccurate things and he needs to get a balanced view. **** said he understood, and he said he reads the Guardian. **** then went onto to talk in great detail about the conflict between Israel and Palestine and his views on this and that some reasons for the conflict are justified in his opinion. He said that the MI5 have been asked to kill people in the IRA and Mrs Allred said it is unlikely and **** clarified the news said that the MI5 had been asked to "take them out" which Mrs Allred clarified is different. **** said there are always two sides to a story. Mrs Allred said that it is important that **** isn't being influenced by anyone to believe an ideal and asked if he understood about radicalisation. Mrs Allred said if he is ever speaking to someone who says they have all the answers and to not trust anybody but them then that is not safe. Mrs Allred reminded **** to make safe choices and not do anything that promotes violence in any way as he knows what the consequences of that are. **** made no comment but nodded as though he understood. Mrs Allred asked would he be interested in a job as a journalist and **** said no. It was clear by ****'s conversation he had read a lot about the history and current politics of these conflicts and had formed strong opinions about what was right. His conversation was animated and passionate as though these topics are of great interest to him."

Kind regards
Jan Lewis
Attendance Manager/DSL

Awaiting response.

Janet Lewis

6183
Thu, 22 Apr 2021 14:30

Referral form sent for completion and returned to Lancashire Police-see file
[Prevent_National_Referral_Form_Lancashire.docx](#)

Jane Eccleston

6193
Fri, 23 Apr 2021 11:16

Following on from a planned meeting regarding an unconnected matter, I asked Dad to remain behind and Jan Lewis came in to discuss concerns relating to the nature of the conversation specific to the website page and ****'s knowledge of conflicts. I contextualised the concern, relating it to prior history and actions. I read out Mrs Allred's report. We discussed that we had sought advice from Prevent (as we had done previously relating to historic concerns). Mr ***** appeared to listen and agreed to discuss these matters with **** at our request. It was

agreed that **** does have an interest in topics relating to global conflict and this may be a fixation relating to his autistic diagnosis. Dad was given a copy of Mrs Allreds CPOMS report to discuss with **** at home. Mrs Allred was informed of the discussion between dad, Jan Lewis and I.

Maggie Allred 7904

Wed, 14 Apr 2021 13:25

Contact External agencies

Communication

Status: Active
Assigned to: Nobody

Mrs Allred sent an email to ****'s YOT worker querying any further information needed for his EHCP supporting him to reintegrating in school:
Request for information:
I am aware you have closed the case with **** - I am emailing to see if you are able to share any information. Now that social services and YOT have closed their cases with **** and the family we need to collate all relevant information to hand over to a new school or 16+ provision.
His EHCP has no record of the potential risk that **** could pose it only covers learning needs. We are wanting to ensure the risk assessment we have has comprehensive details that ensure both **** and any educational establishment get the correct information and support to ensure **** has no repeats of the incident and this remains historical.
We do have a copy of your initial risk assessment. Is there anything further you are able to share that will ensure **** gets the correct support?
Reply:
Hi Maggie. While we were working with **** no issues of concern came to light in regards to risk of further offending behaviour. **** engaged much better in person than he did over the phone in the initial lockdown period. At the end of the order due to his engagement and no record of further offending his risk level was reduced to low.

Please let me know if you require any further information.

Regards

John Fitzpatrick
Social Worker
Lancashire Child and Youth Justice Services
Lancashire County Council
T: DPA
Direct Line: DPA
M: DPA

Maggie Allred 7580

Fri, 26 Feb 2021 12:00

Communication

with parents/guardian

Status: Closed
Assigned to: Nobody

Dad visited school to enable Mrs Allred to complete the statement for the DLA application. Mrs Allred wrote: **** has an EHCP which indicates he has learning needs around communication and social interaction. **** finds it hard to understand the interaction of others and to express his own emotions. This results in high anxiety when needing to be in social situations and a lack of insight and empathy from peers which has resulted in traumatic experiences that has impacted on ****'s ability and opportunities to socially integrate.
Support is needed for both **** and his family to ensure the best outcomes for ****. Time and resources are needed to support **** to socially integrate in a way that is beneficial for him and others around him.
Dad was happy with this. Mrs Allred referred to the conversation with dad yesterday over the phone and that she could hear **** was not happy. Mrs Allred explained that the above account she would not share with **** as he is too anxious about what people think and he is very scared that he will be labelled not normal. This is understandable considering his recent experiences. Mrs Allred said it isn't wise to discuss his needs in this way with him as it will escalate his behaviour. Dad was in agreement with this. Mrs Allred offered to text dad first if she needs to speak to dad about ****'s needs and then if possible will ring at a time convenient with Dad when he isn't in the house so he can talk openly.

Edited Thu, 22 Apr 2021 12:43 by Janet Lewis

Maggie Allred 7571

Thu, 25 Feb 2021 14:05

Communication

with parents/guardian

Status: Active
Assigned to: Nobody

Mrs Allred rang dad after receiving a text from him saying they are applying for DLA funding and needed my help to complete Section 20 "statement from someone who knows the child...if it's okay I can email you a copy or post it or bring it". Dad explained in more detail that the section requires about 5 lines describing how the disability affects the child and it also requires a signature. Mrs Allred said she has done them before and it is very important it is clearly marked who has written it. Dad said he is doing the application because one of the reports recommended they can apply for funding and he does spend a lot on **** with food. Mrs Allred said she would get advice from Mrs Hodson and get back to him.
**** was then heard in the background in a firm voice said to his dad "are you talking about me?" Dad at this point was reluctant to speak so we drew the phone call to a close. He was then heard saying again in a firm voice "did you say I didn't understand?" then **** raised his voice. The phone-call was ended so Dad could speak directly to ****.

<p>Maggie Allred 7568</p> <p>Wed, 24 Feb 2021 14:15</p> <p>Communication with parents/guardian</p> <p>Status: Active Assigned to: <i>Nobody</i></p>	<p>Mrs Allred rang **** half an hour earlier for his lesson today and texted dad asking him to let **** know. **** did not pick up the phone although Mrs Allred rang 3 times. Mrs Allred posted work on Teams and **** didn't respond. At 3.30 Mrs Allred rang mum to see if **** was okay. Mum said yes fine but **** was saying there was no point in doing any work as he isn't learning anything. He refused to speak to Mrs Allred. Mrs Allred explained to mum that it isn't the case at all and he is doing really well. Mrs Allred said she thinks it is the change in routine and **** is really unhappy about it. Mum was very positive and accepted this. Mrs Allred asked mum to tell **** his work is ready for him on Teams if he wishes to do it to get his attendance mark for today.</p>
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Associated Actions

<p>Janet Lewis</p> <p>5860</p> <p>Thu, 25 Feb 2021 09:27</p>	<p>Continue to be consistent with the approach both with parents and ****-log anything of concern. PREVENT will have followed up my referral that was made regarding his Instagram post-this might have caused some issues within the home.</p>
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<p>Maggie Allred 7543</p> <p>Mon, 22 Feb 2021 15:57</p> <p>Communication with parents/guardian</p> <p>Status: Active Assigned to: <i>Nobody</i></p>	<p>Mrs Allred rang at 2.30 to speak to **** for his lesson. Dad picked up the phone and Mrs Allred asked if they had a good week off. There was a long silence then dad said yes fine. There was a short pleasant conversation about work at present due to Covid. Dad asked do you want to speak to ****? (yes) There was muffled speaking which sounded argumentative and Mrs Allred heard **** say to his dad "you are talking rubbish". **** came to the phone and was fine for his lesson and focussed on his work. Mrs Allred asked is everything was okay and he said "fine".</p>
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<p>Janet Lewis 7453</p> <p>Mon, 01 Feb 2021 15:52</p> <p>Cause for Concern</p> <p>Status: Active Assigned to: <i>Nobody</i></p>	<p>Jo Hodson Actng Head Acorns School received an email this morning from David Cregeen DSL at the Range High School Formby where **** was permanently excluded from:</p> <p>From: Cregeen, D <dc@range.sefton.sch.uk> Sent: 01 February 2021 08:00 To: Jameson, Anna <Anna.Jameson@lancashire.gov.uk>; Mrs Hodson <j.hodson@westlancspcss.lancs.sch.uk> Cc: M McGarry <mm@range.sefton.sch.uk> Subject: **** *****</p> <p>Good morning to you both,</p> <p>I hope this email finds you well. I am not sure if either of you are involved with **** anymore but, if you are, I just wanted to draw the 2 attachments copied from ****'s Instagram account to your attention. He appears to still be in contact with some pupils from our school, one of whom brought this to our attention. Although there is nothing strikingly dangerous in this message, it contains some details regarding Colonel Gadaffi, which might raise some potential radicalisation concerns, particularly if **** has been posting, or discussing other similar material.</p> <p>Please let me know if you are still involved with **** and the contact details of his current school and support worker, if you are not.</p> <p>Best wishes, and thanks,</p> <p>David Cregeen Reply sent: Mrs Hodson Mon 01/02/2021 08:37 Good morning,</p> <p>**** is still on our roll and attends school every day. We will look at the material you have sent over and deal with it accordingly. If you have any further information, please let me know.</p> <p>Thank you</p> <p>Joanne Hodson Deputy Headteacher and SENCO The Acorns School 43 Ruff Lane Ormskirk Lancashire L39 4QX</p> <p style="border: 1px dashed black; padding: 2px; display: inline-block;">DPA</p> <p>Fw__AxeI_Rudakubana.zip</p>
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Associated Actions

<p>Janet Lewis</p>	<p>Jan Lewis DSL spoke to the Manager of CT/PREVENT Pam Smith who advised a concerns referral to PREVENT. Jan Lewis DSL made referral</p>
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<p>5737 Mon, 01 Feb 2021 15:59</p>	<p>Lancashire_Concern_Form_Dec_2017.doc</p>
<p>Janet Lewis 5742 Tue, 02 Feb 2021 10:02</p>	<p>Jan Lewis DSL forwarded a copy of the Lancashire Concern form onto Andrea Fontaine Early Help Worker and John Fitzpatrick YOT for their information.</p>
<p>Janet Lewis 5787 Thu, 04 Feb 2021 11:16</p>	<p>Fontaine, Andrea <Andrea.Fontaine@lancashire.gov.uk> Thu 04/02/2021 09:38 Hi Jan, Thank you for the information. I will be completing my final visit with the family today and closing CFW support this week Kind Regards Andrea Fontaine Key Worker Children and Family Wellbeing Service West Lancs Southway Neighbourhood Centre Office: [DPA] Direct line: [DPA] Mobile: [DPA]</p>
<p>Janet Lewis 5788 Tue, 09 Feb 2021 11:18</p>	<p>Fitzpatrick, John (YOT) <John.Fitzpatrick2@lancashire.gov.uk> Tue 09/02/2021 10:15 More actions Hi sorry for the late reply. **** closed to our service on 21.01.21. Regards John Fitzpatrick Social Worker Lancashire Child and Youth Justice Services Lancashire County Council T: [DPA] Direct Line: [DPA] M: [DPA] Please note my email address to avoid sending emails to others in error - John.Fitzpatrick2@lancashire.gov.uk CYJS Child&YouthJusticeService logo_O-01</p>
<p>Janet Lewis 5844 Tue, 09 Feb 2021 12:08</p>	<p>Thompson, Carmen <Carmen.Thompson@lancashire.police.uk> Tue 09/02/2021 12:08 Like Reply Good Afternoon I tried to call you today but you were not available which is why I'm sending this email. I was just contacting you in relation to the referral for **** Rudukabana. I just wanted to check that there were no further concerns other than the information from the previous school in relation to the Instagram posts? I'm out of the office and will not be able to take calls for the rest of this week but if you can reply to this email I will pick it up. Many Thanks Carmen PC 5905 Carmen Thompson Counter Terrorism Case Officers Counter Terrorism Policing North West – Cumbria & Lancashire <i>Edited Tue, 23 Feb 2021 12:36 by Janet Lewis</i></p>
<p>Janet Lewis 5845 Tue, 23 Feb 2021 12:37</p>	<p>Jan Lewis DSL informed Jo Hodson Acting Head Teacher re email from PC Carmen Thompson PREVENT team regarding further concerns-there were none. Jan Lewis DSL sent a reply: Mrs Lewis Tue 09/02/2021 12:38 Good afternoon Carmen Apologies that I wasn't available to speak with you today as I am working from home. In relation to **** ,we have no further concerns at this time. I have cc'd Maggie Allred ****'s high support tutor into this email. Maggie has informed myself and Jo Hodson our Acting Head Teacher that in relation to the Instagram post from **** there is a possibility</p>

he could have written the actual post as it appears to be in his style of writing in relation to his ASD.
Kind regards
Jan Lewis
Attendance Manager/DSL

Joanne Hodson 7372
Wed, 20 Jan 2021 10:07
Cause for Concern
Status: Active
Assigned to: *Nobody*

JH phoned John Fitzpatrick, YOT after receiving an email asking for JH to contact him.
JF completed last visit with AR last night.
AR disclosed that he had threatened to break Dad's laptop. Dad had tried to take it off him, so AR had kicked him in the balls. Dad had then hit AR in the head (JF was unsure if this was a flat hand or closed fist)
JF asked whether school had any previous concerns of this nature. JH said that we had not.
JF had spoken to Dad, who looked bemused and said that it didn't happen. Dad said that AR was very aware of his rights and that if Dad hit him he would phone the police. AR confirmed with JF that if Dad hit him he would phone the police.
JF is going to make a referral to CSC. JH asked JF to also let Andrea Fontaine know about this and he agreed that he would.
Maggie, when you speak to AR this afternoon, can you check with him that he is okay?

Associated Actions

Maggie Allred 5654
Wed, 20 Jan 2021 14:00

Spoke to dad and asked if everything okay (no reference made to above incident) -dad said fine. Spoke to **** to set his work for the day and asked him twice in conversation if everything okay -he said yes. I also asked specifically if everything okay at home and he said yes.

Joanne Hodson 7371
Tue, 19 Jan 2021 16:25
Communication
Status: Active
Assigned to: *Nobody*

TAF held today, no safeguarding concerns

Maggie Allred 6865
Mon, 07 Dec 2020 09:00
Communication
with parents/guardian
Status: Closed
Assigned to: *Nobody*

Mrs Allred received a text from Dad this morning:
"Hi Mrs Allred I spoke with **** regarding his anxieties. He told me that he is now in the classroom with other students which I had forgotten about. Now I understand better about the source. He feels unable to speak to them but his anxiety is not caused by lessons at all. Just social. I am going to liaise with Community Paediatrics and see if they can see him regarding possible medication. What he said in class was a hypothetical example/scenario. He is good."
Mrs Allred replied "Many Thanks for letting me know"

Edited Wed, 09 Dec 2020 13:21 by Janet Lewis

Maggie Allred 6862
Fri, 04 Dec 2020 17:19
Safeguarding
Communication
with parents/guardian
Status: Active
Assigned to: *Nobody*

During ****'s lesson with Mrs Allred **** said he wondered why he couldn't have medication for his anxiety. He said he (****)was told by the psychologist he couldn't. **** said he didn't want any talking because he had done that before and it doesn't work. **** said he didn't think Autism was the problem -if you sort the anxiety it would be fine. **** said he had just worked this out although the appt was 3-4 months ago.
**** appeared very down and Mrs Allred said she felt sad that **** was so down about it. **** said that doesn't help and it's not fair that his case isn't urgent to them and if he said he was going to commit suicide he would be seen straight away and he might as well say that. Mrs Allred said that would be very difficult for everyone and wouldn't solve the situation it would make it worse. Mrs Allred said she'd speak to Mrs Hodson and his dad to find a solution and **** was happy about this.
Mrs Allred rang dad and recounted that **** was very upset that he couldn't have medication for his anxiety and he had said he would say that he would commit suicide so he would be seen by someone. Mrs Allred advised to keep a very close eye on **** and if needed phone anyone involved with his mental health to let them know. Mrs Allred said it is unlikely he would however he is very stuck in his thinking and we need to support him to keep talking and find a solution that makes sense to him. Dad was very concerned that **** gets stuck like this and it always happens when things become more challenging. (**** could be heard in the background talking to his dad). Mrs Allred said **** is learning to find solutions by talking so he is making progress- this is a specific issue about his wish for medication. Dad asked if Mrs Allred could speak to Mrs Hodson to see if someone in mental health could talk to **** about medication or alternatives and Mrs Allred agreed and said we need to keep talking until there is a solution that makes sense to **** and we will pick this up next week. Mrs Allred wished both **** and dad a good weekend.

<p>Maggie Allred 6861</p> <p>Thu, 03 Dec 2020 15:00</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** was discussing how he was in class in mainstream with Mrs Allred and how he talked more in class. **** said he was "always in detention" in Mainstream. **** said he would sometimes forget the detention then get in more trouble for it and get a bigger detention. As **** spoke Mrs Allred observed he didn't seem at all upset or concerned about the detentions. Mrs Allred was surprised by this comment and asked why? **** said for not doing his homework or sometimes how he spoke to teachers. Mrs Allred asked what kind of things. **** said he wasn't sure but it was something he had said and they didn't like it. **** said often it was the older female teachers who didn't like him. **** said he didn't think teachers liked it when they were wrong and the detention was a bit like a dictatorship. Mrs Allred said it sounded like a lack of understanding: the teachers didn't know why he said things and you didn't know why they were so unhappy about it. Mrs Allred talked with **** about making a plan together so that when he starts talking in class he doesn't have the same trouble and everyone understands what works in class.</p>
<p>Maggie Allred 6844</p> <p>Wed, 02 Dec 2020 15:30</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** came into his 1to1 sessin with Mrs Allred very down after his Science lesson. He explained he didn't like the disruption and the work was easy and he would rather go back on 1to1. Mrs Allred said she was sad about this as he is ready to re-integrate. **** was finding it difficult to understand why he should be in a class with pupils who don't want to learn. Mrs Allred spoke to him about how schools are run and why it is this way. This helped him to get perspective and he left in a positive mood. ACTION email to Mrs Hodson for advice on next steps.</p>
<p>Pamela Jaeger 6826</p> <p>Wed, 02 Dec 2020 10:34</p> <p>Safeguarding</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>PJ spoken to taxi firm this morning regarding **** going home in his taxi with two other students making sure they weren't bullying him. The taxi firm have just rang and spoke with PJ to say [DPA] and [DPA] asked **** a question "why are you at the Acorns School" and **** replied I don't want to talk about it and they left it as that.</p>
<p>Maggie Allred 6819</p> <p>Tue, 01 Dec 2020 15:41</p> <p>Safeguarding Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Email sent by Mrs Allred to all staff: ASR has just shouted at **** as he is leaving "I know you!" very aggressively. I asked **** -he said no. They have just shared a taxi home and they live in the same area. It may be something or nothing but please be alert. If **** is targeted by pupils it potentially poses a serious risk to **** and others so any risk needs to be carefully managed and prevented. Please email to Mrs Hodson and I if you hear ANY comments and full names -then we can CPOMS if needed once we see exactly who/what. ACTION: speak to **** tomorrow during the lesson a query the taxi journey. Ask Mrs Jaeger to query with the taxi firm if there are any concerns. If needed discuss any issues with ****'s dad.</p>
<p>Maggie Allred 6720</p> <p>Wed, 04 Nov 2020 14:00</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>**** discussed with his teacher Mrs Allred during High Support Tuition the experiences that led up to the incident in his previous school that led to his exclusion. Mrs Allred had asked ****'s permission the day before if **** was happy for Mrs Allred to know more information in order to help him move forward in school. **** had agreed and said he was happy with this. Before the discussion Mrs Allred explained that it was confidential and only to be shared with Mrs Hodson. Mrs Allred asked for his understanding of the incident (to clarify next steps for moving **** forward and as part of his integration plan). **** explained that he had experienced bullying that started in year 7 and gradually got worse. He said that he had told staff but he didn't believe that they did anything about it. He said that he went in once with a knife and another time with a hockey stick. He said that the bullying was physical as well as verbal. He said that he doesn't mind people being annoying he could ignore that but he didn't like the threats and he didn't feel respected. He said that when he was asked by staff because he didn't get upset or cry he felt he wasn't taken seriously. Mrs Allred asked who else was involved does he have a YOT worker and social worker and **** said yes; he said his YOT worker is called John. He said he thinks he has told John everything but he isn't sure. Mrs Allred said that she will need to share this with Mrs Hodson and in time may talk with the social worker and YOT worker. Mrs Allred said that she won't need to talk any further with **** about the incident as she knows John will have addressed everything related to the incident. **** seemed happy with this. At one point he asked for the internal door to be closed into the classroom (he was conscious of others overhearing) and Mrs Allred confirmed it was already closed and no one could overhear the conversation.</p>
<p>Maggie Allred 6711</p> <p>Mon, 02 Nov 2020 14:45</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred discussed with **** his grade in GCSE Maths baseline paper. Mrs Allred explained that his grade given is to do with what he is able to do and what he has already learnt. Mrs Allred explained that last year was a very hard year and this year is also due to Covid and the amount of work he does will affect his grade. Mrs Allred explained that is why she always pushes for **** to complete work whether school is open or closed and why work is always provided. Mrs Allred said that she knows last year was very hard and **** had very difficult things to deal with and this has affected the amount of work he has been able to do but that is why he is in Acorns and we are here to support him getting back on track. **** seemed to understand this and commented that it didn't seem fair as what happened "wasn't my fault".</p>

<p>Maggie Allred 6688</p> <p>Thu, 22 Oct 2020 15:00</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>3pm 21.10.20</p> <p>**** was finding it difficult to concentrate on his English work in 1to1 with Mrs Allred. **** said he found the activity "boring" and put his head on the desk. After discussion **** said he didn't feel able to answer the questions as he wants to know the whole story rather than an extract.</p> <p>**** also said he found it hard to concentrate because his hands felt funny. He said it was because of the soap. **** often prefers to wash his hands again before he starts the lesson as he doesn't like the feel of the soap on his hands after washing in the sink by the entrance.</p> <p>22.10.20 **** read an extract (for English Literature) of a true account about a monkey that was used for entertainment that began attacking people and so the monkey was shot. **** said he was surprised that this was in a school book for school children to read. Mrs Allred discussed that text used for older pupils in GCSE English can be challenging; about true and fictional events to help us learn about the best and worst of human behaviour. **** listened carefully and understood.</p>
<p>Maggie Allred 6600</p> <p>Mon, 12 Oct 2020 15:30</p> <p>Communication</p> <p>with parents/guardian</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Mrs Allred rang dad to explain she wouldn't be in school tomorrow so will ring to set work. Dad said that it is very difficult as he is now refusing to work at home. Mrs Allred said she understood and didn't want there to be an argument so will pick up work when he returns. (due to risk of confrontation and erosion of relationships (see Risk Assessment and Positive Plan) safer to re-start work and address these issues with **** when he is back in school).</p> <p>Dad talked about provision and said that **** really likes you (Mrs Allred) and that due to ****'s "neurological issues" it's not worth pushing the work at home at this point. Dad recounted at ****'s last school **** would concentrate on his homework at home and appear to be working hard and **** would then say he had finished. It is only when Dad went into school they said that in regards to English Comprehension **** wasn't finishing the homework. Mrs Allred thanked dad for the useful feedback and explained that **** is being taught through personalised learning which is where we build on successes and address challenges and work out ****'s learning style which can then be shared with other professionals such as college teachers. Mrs Allred said this relies on all of us working together to work out the best way forward. Dad made no negative comments about provision during the discussion and seemed happy with all issues shared.</p>
<p>Joanne Hodson 6218</p> <p>Thu, 16 Jul 2020 13:44</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Dear ASD Team,</p> <p>Please find attached the completed School Information Request. I have also attached an Educational Psychology Report and our chronology of concerns.</p> <p>Please do not hesitate to contact me if you require any further information.</p> <p>Kind regards</p>

Maggie Allred 6196

Thu, 09 Jul 2020 13:30
Safeguarding
 Status: Active
 Assigned to: *Nobody*

John Fitzpatrick (JF) YOT worker for **** contact details:

John Fitzpatrick
 Social Worker
 Lancashire County Council
 T: [DPA]
 Direct Line: [DPA]
 M: [DPA]

Please note my email address to avoid sending emails to others in error - John.Fitzpatrick2@lancashire.gov.uk

Email from JF to MA 12.20 8.7.20
 To: Maggie Allred
 Hi Maggie, I saw ****. Unfortunately I did not see his dad. I asked **** if I could see him but he said that he was upstairs and busy. **** confirmed that he was going to The Acorns School this afternoon. I told him that I would ring school to let them know that it is my and not Anna that is now working with him. He was ok with this.
 MA replied 8.7.20 he seemed unsettled today.
 Reply from JF 9.7.20 1pm
 Hi Maggie, I have just spoken to Sam Coppard who is the CAMHS practitioner worker with AR. Am I ok to give him your e mail address?

Reply sent to JF from MA 1.30 9.7.20:
 Yes do pass on my email address. I think the fact that possible Aspergers is the key factor in his offending means this diagnosis could be really beneficial. I think now is the time to move on this whilst YOT and criminal justice system are involved -as otherwise I don't think it will happen.

I spoke with our SENCO Mrs Hodson about how we work together. I am glad for the sake of transparency the family are aware you're in touch with school. As discussed before a multiagency approach often increases safety. However it can go the other way...as I said yesterday he was unsettled -standing up and tapping the table. He was very polite with me and did his work but he also seemed anxious. Today he was sick on the way in (dad rang to tell us) so he didn't come in. We have told dad he is allowed back on Monday (in case it is a bug). We think it is possibly anxiety.
 So in light of this I shall keep all contact with yourselves and CAMHS strictly confidential and for the sake of our safety in school (i.e if **** believes he is being monitored his behaviour may escalate) I am his teacher and I will defer to Mrs Hodson as the one dealing with CAMHS/YOT if **** or the family ask -I just teach him. I am happy to keep a professionals only approach in this situation as the risk is potentially so high. I do need to be involved as I need to discuss good strategies moving forward to support him. I hope this is okay for the moment?

Maggie Allred 6176

Wed, 08 Jul 2020 09:38
Safeguarding Communication
 Status: Active
 Assigned to: *Nobody*

MA spoke with John Fitzpatrick ****'s new YOT worker/Social Worker. He is visiting **** today and hasn't met **** or his family yet. He said he will let them know he will contact us so family know we are working together. John said he has not managed to do any work with **** as due to his needs intervention would not work over the phone and it needs to be face to face.
 John said there are no new events that change the current risk assessment from YOT and he will let us know if there are any changes. MA asked John to let the school know if **** or the family have any concerns about the school provision to ensure we manage his provision successfully.

Joanne Hodson 6148

Wed, 01 Jul 2020 12:54
child contact
 Status: Active
 Assigned to: *Nobody*

Dad phoned asking to speak to JH regarding ****'s learning. He was concerned that **** had been given a timetable for Virtual School and asked whether it was compulsory. Dad explained that **** was very nervous and anxious about logging on, was out of his comfort zone. JH explained that because we had offered **** a timetable in school (which had been refused because of COVID concerns) the Virtual School was now being offered. JH explained that he wouldn't have to appear on camera, but could join with audio only. Dad then said that he would like **** to come into school. if a taxi could be provided, because of the difficulties of leaving Dion on his own or having to bring him along. JH said that this could be arranged, Dad then said he had concerns about the safety and cleanliness of the taxis because of COVID. He stated that neither of the options are ideal. Dad decided to discuss with family and will let us know if **** would be coming in this term, or would wait until September. He asked for another password for ****, to see if he would attempt to log on. JH agreed with Dad that we would continue to make 2 or 3 welfare calls every week.

Associated Actions

Carol Rooney 4828

Wed, 01 Jul 2020 13:28

CR has spoken with dad and explained that there will be a further call from Miss Evans to explain how virtual school works, CR has sent an email to Miss Heaton to re-set the password for **** to access his emails. CR has told dad that the welfare calls will stay in place till **** has engaged.

Joanne Hodson 4842

Thu, 02 Jul 2020 12:39

Reply from Alphonse
 Dear Mrs Hodson,
 ****'s brother accepted to come along for **** to attend that one hour lesson at school.
 I understand that you can arrange the lesson to be held from 1pm but I was wondering if you could move it to 2pm. Or 1.30pm if 2pm is too late.
 Many thanks,
 Alphonse

<p>Joanne Hodson</p> <p>4844 Thu, 02 Jul 2020 12:41</p>	<p>Good afternoon,</p> <p>That's great news!</p> <p>I will put arrangements in place for **** to come into school from Monday 6th July, I will have to move staff rotas around, so it will take me a couple of days to do that.</p> <p>The school locks up at 2pm, so it won't be possible to move the session any later.</p> <p>We could offer sessions earlier in the day, if that helps?</p> <p>Let me know what you think.</p>
<p>Joanne Hodson</p> <p>4846 Thu, 02 Jul 2020 12:42</p>	<p>Thanks. I will take 1pm then. The later the better for us.</p> <p>Alphonse</p>
<p>Joanne Hodson</p> <p>4848 Thu, 02 Jul 2020 12:43</p>	<p>Good morning,</p> <p>I have changed staff rotas so that Mrs Allred is available to teach **** from Monday 6th July.</p> <p>She is a very experienced Specialist Teacher and I have briefed her that **** is very academically able and will require work that stretches him. Mrs Allred will be teaching him Maths and English to start off with, whilst he gets used to coming back into school.</p> <p>The school has been set up to be COVID secure. When **** arrives he will be required to use hand sanitiser before he comes through the front door. **** will then be wanded by a member of staff and hand his phone in.</p> <p>**** will then enter the building and will wash his hands in the handwashing station.</p> <p>He will then be taught in Room 1 (downstairs classroom) by Mrs Allred, keeping to social distancing requirements at all times. Mrs Lewis will also be working in the room.</p> <p>We are aware that **** will be nervous and apprehensive about coming back to school, so we would like you to be close by and easily contactable, just in case we feel that we need to end the session early. Hopefully this won't be the case.</p> <p>We are looking forward to seeing **** on Monday, if you have any questions in the meantime, please ask.</p>
<p>Sharon Evans</p> <p>4864 Thu, 02 Jul 2020 14:19</p>	<p>SE spoke to Dad and talked him through how to use Teams. SE attempted to model how to access Teams video calls but was unsuccessful.</p> <p>During KS3English Bubble 1 lesson, AR appeared to be online and was invited to join the meeting - no video was shown and chat message stated that it was Dad and not AR. EF (TA support in the lesson) informed JHo via email that Dad had joined the lesson. Dad then left after shortly afterwards as the lesson continued.</p>
<p>Joanne Hodson</p> <p>4878 Fri, 03 Jul 2020 13:29</p>	<p>Good afternoon Mrs Hodson</p> <p>I don't know if two teachers in the room are necessary especially that **** can easily get nervous. Why will Mrs Lewis be working in the room? Is it to monitor ****? If not, can he just be alone with his tutor please?</p> <p>Kind regards,</p> <p>Alphonse</p>
<p>Joanne Hodson</p> <p>4880 Fri, 03 Jul 2020 13:31</p>	<p>Hi,</p> <p>It is normal practice in our school to have two adults in the room. This is to safeguard both staff and pupils. Mrs Allred does not know **** and he has never met her before, so I do feel that it is necessary.</p> <p>Mrs Lewis won't be directly working with ****, or monitoring what he is saying. She will be working on a computer at the other side of the room.</p> <p>I thought it better to let **** know that she would be there, so he was not surprised on the day.</p> <p>Kind regards</p>
<p>Joanne Hodson</p> <p>4882 Fri, 03 Jul 2020 13:32</p>	<p>Hi Mrs Hodson,</p> <p>Thank you for letting us know. I will inform ****.</p> <p>See you on Monday</p> <p>Alphonse</p>

<p>Carol Rooney 6054</p> <p>Fri, 19 Jun 2020 10:31</p> <p>Communication</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>CR has called the home and left messages 17-18/ 6/20 asking for a return call there have not been any. Cr has called 19/6/20 spoken with Dad;Cr has asked Dad if he he has returned the HSA? Dad said he has not he will do that today so we will have them for Tuesday. Dad has asked Cr not to ring Mums mobile as she is in work only contact the home through Dads mobile.</p>
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<p>Joanne Hodson 6014</p> <p>Mon, 15 Jun 2020 14:05</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Good afternoon Andrea,</p> <p>I think it's important to share that school has had quite a few issues in engaging with the family, despite efforts put in over the months. In view of your email below indicating that it 'leaves little by the way of a role for our service at present,' I'm a bit concerned that if CFW isn't involved over the summer - when schools will not be in the position to make any provision for students - we will find it more challenging to reach **** in September if he does not return soon.</p> <p>My understanding of working together to safeguard children 2018 with regard to early help services such as LCC CFW service, is that services should improve family functioning and build the family's own capability to solve problems. We are happy to work with you on this and you appear to be having more success than school. It would help us if you could continue to work directly with **** over the summer?</p> <p>We feel the family need more support so that they do engage and trust us and he will eventually re-engage with some learning. Also there is a real need for services to work closer together during these unprecedented times</p> <p>We have made substantial efforts to engage **** and indeed parents, to support him. However, they appear to be putting up barriers. We have tried various methods to provide learning for **** and methods for contact to be maintained between him and specific staff. He won't engage with any of the learning.</p> <p>We can provide 1-1 teaching on site as described by Jo. We could have him taxied in and that is being looked at. We don't know of any other barrier? You appear to suggest there may be others?</p> <p>Today, colleagues went to the home to visit and asked parents to read and sign our reviewed Home School Agreement and behaviour policy, which is something we have to do as part of our risk assessment process advised by both the DfE and LCC. This is the case for all of our pupils and future admissions. I have learned that dad would not sign this today. This in itself is not a concern as I understand he may want to peruse it thoroughly, but I suspect he will not return it to us or may refuse. It's really essential our families understand why this is important at this time and all parents have been supportive. Is there a possibility that you could support with this?</p> <p>The picture for September is not clear for any school but the 1-1 teaching is in place. However, it is necessary that the family get the message from other services to consider **** re-engaging as soon as possible.</p> <p>I welcome your thoughts in relation to this email.</p>
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Associated Actions

<p>Joanne Hodson</p> <p>4670</p> <p>Mon, 15 Jun 2020 14:07</p>	<p>Good afternoon Jane,</p> <p>I have also struggled with engagement at times, however, more recently I have been able to maintain contact with Alphonse.</p> <p>There was no direct work with **** specified when the case stepped down from Social Care, however it was identified that **** would benefit from some work around social interaction and appropriate responses to support him when he returns to school.</p> <p>As discussed in the last TAF meeting (TAF notes attached), **** is struggling to engage over the telephone and video call. It was discussed and agreed that for **** to benefit from the work this would need to be carried out face to face, and that we would try to find a way to facilitate such work should **** return to school this term, which we now know is not the case.</p> <p>I have encouraged Alphonse to allow **** to return to school earlier, and I have informed him that ****'s transport is being looked into. Alphonse said he made the decision following a conversation with school and as he was given the option to wait until September he has chosen to take it. As a consensual service, if neither Alphonse or **** want to engage with us until face to face support is an option then that is their choice to make. There are no safeguarding concerns I am aware of that would override the need for consent.</p> <p>We will refer **** onto a transition zoom group supporting children in returning to school, in which **** can interact as much or as little as he chooses, so for his own comfort, he could just listen. We will maintain intermittent contact with the family during these difficult times, with a view to reopen once **** is returning to school, as this would be the most beneficial time to complete the work with him. In addition to this The Youth Offending Team will be maintaining regular contact with the family and **** as per his court order, so there will continue to be professional oversight for the family over the summer weeks.</p> <p>In regards to the Home School Agreement, Alphonse did contact me as he could not decipher from the text message what the form was, and thought this form was for him to sign **** out of school for home education. He did not have a copy of the form to send me so that I could see what it was and reassure him, so I suggested he take his time to</p>
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read it and understand it before signing it. Alphonse has since said he has got the form and will return it by post.

If there is a change of circumstance and **** returns to school this term then we will of course happily stay involved to support him, providing both Alphonse and **** consent and engage with our service.

My manager Sharon Barrett is aware of the case and is happy to have a discussion with you about this if you so wish.

Kind Regards

Andrea Fontaine

<p>Carol Rooney 5950</p> <p>Wed, 03 Jun 2020 15:50</p> <p>Communication with parents/guardian</p> <p>Status: Active Assigned to: <i>Nobody</i></p>	<p>CR has spoken to dad regarding **** attending school, when the school re-opens, dad has said he does not want to risk sending his son to school at present.</p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>4662</p> <p>Mon, 15 Jun 2020 14:00</p>	<p>Email to TAF members from JH:-</p> <p>Good afternoon,</p> <p>Just to update you all. We have been in contact with Dad today to discuss arrangements for **** to return to school with a 1-1 teacher.</p> <p>Dad has advised us that he does not intend to send **** to school this half term.</p> <p>Thank you</p>
<p>Joanne Hodson</p> <p>4664</p> <p>Mon, 15 Jun 2020 14:02</p>	<p>Reply from AF</p> <p>Good afternoon,</p> <p>Thank you for the update. I have spoken to Alphonse who has explained the difficulty he would have getting **** to school as I believe transport would not be provided, is that correct?</p> <p>Please can you advise what the plan would be moving if **** does not return to school, will things continue as they are for the time being and then pick back up in September?</p> <p>Kind Regards</p> <p>Andrea Fontaine</p>
<p>Joanne Hodson</p> <p>4666</p> <p>Mon, 15 Jun 2020 14:03</p>	<p>Good afternoon,</p> <p>We have asked all our parents to bring pupils in themselves, if possible, because of the need for social distancing. If this is the only barrier to **** returning to school we can look at this again. There would have to be a risk assessment carried out by LCC transport first.</p> <p>We have offered **** 1-1 with a specialist teacher in school, in the first instance. This would need to happen and be successful before we would be able to offer anything else. It's all about a graduated approach and assessing at every step of the way.</p> <p>If **** and his family choose not to take up this offer, he will be taught via the virtual team, that is the only other option that he has. So far he has chosen not to engage with this.</p> <p>I'm not sure what you mean by "pick back up in September". We are likely to be continuing with the current model in September of a campus team and a virtual team. We would not be able to consider putting **** into a classroom with other children until he has engaged with 1-1 teaching and we have been able to assess his response to this.</p> <p>Thank you</p>
<p>Joanne Hodson</p> <p>4668</p> <p>Mon, 15 Jun 2020 14:04</p>	<p>Hi</p> <p>I don't think the transport was the only barrier but I know it was the main issue due to the distance and Alphonse being unable to leave ****'s brother at home alone for that length of time.</p> <p>I apologise if my language wasn't clear, I simply meant would the offer for **** to attend school with 1:1 still be available in September should he not return this half term.</p> <p>If **** does not return to school this half term, that leaves little by the way of a role for our service at present. Once we are able to resume face to face support or **** returns to school (whichever is sooner) we could look at reopening the family to CFW service.</p> <p>Kind Regards</p> <p>Andrea Fontaine</p>

Joanne Hodson 5910
 Fri, 15 May 2020 09:51
 child contact
 Status: Active
 Assigned to: *Nobody*

TAF meeting to be held 19.05.20 with Andrea Fontaine, Anna Croll, JH, JE and family. Ed Psych Janet Ramsay also to attend.

Associated Actions

Joanne Hodson 4564
 Tue, 19 May 2020 14:58

JH spoke to Janet Ramsay at length on the morning of 19.05.20. Agreed that ****'s main needs were social communication and that work would need to be done on being able to disagree with staff and peers without unintended consequences, and what appropriate responses are to things that annoy him. Agreed that **** is unlikely to be able to attend mainstream school. I said that we would do what we could whilst her was with us, but we would not be able to meet his needs long term.

Attended Skype TAF meeting at 1pm. Andrea Fontaine CFW, Anna Croll YOT, Janet Ramsay Ed Psych (observer), Joanne Hodson Acorns, Alphonse **** (parent). Minutes will be supplied by AF, to follow.

AF opened meeting said role of CFW was to support **** with education and social isolation. Said that **** was struggling with work at home and referred to recent emails from Dad saying that **** would not do school work unless he was in school. JH was asked to give an update.

JH explained the situation for all schools, with announcement of way forward expected on 28th May. Said that Acorns were carrying out risk assessments of the buildings and pupils, planning for some students to come back into school, once this was possible. Under these arrangements Acorns would like **** to be seen by a specialist teacher on a 1-1 basis.

AR then stated that he did not want **** to be at the Acorns, was there any way that he could be moved as soon as possible to Mainstream? When can this happen? **** is concerned over the level of monitoring at The Acorns. He is annoyed by it and Dad doesn't know how he will respond. It agitates him and his reaction is not the **** we know at home.

JH explained that **** has not been to school since before Christmas and has not engaged with any of the work or support provided. The return to school 1-1 with a specialist teacher is a way of assessing risk and taking the first steps towards getting **** back into education. There is no question of **** returning to mainstream whilst this process is going on and whilst the EHCP assessment is being carried out. JR said that a decision would be expected by the end of July. JH agreed to feedback to the SENDO leading the EHCP process our risk assessments by the end of summer term. JH said that by the end of summer the next steps for September would be decided.

JH also explained that it would not be a full timetable, but would be for one hour a day. AR asked for more hours, JH said this was not possible and that no pupils would be on a full timetable because of COVID 19.

AR said that the breach (incident) last time was because of a fight at Acorns. JH interjected and said there had not been a fight, just some pushing and shoving because **** had been saying nasty things about the IT teacher and one of the other kids had objected. That did not cause **** to behave the way he did. AR responded that the pupils at The Acorns all had learning difficulties, **** needs to have routine and learning, JH explained that our pupils did not have learning difficulties, they were all here for different reasons, including ****. JH said there was no question of **** joining a class with his peers at this stage, until we know the risks.

AR stated that **** is a good boy, very shy. It takes him a long time before he can trust people and be friends with them He is a very good child, very respectable. But "if you do something to me, I do something to you harder". AR agreed that **** needs help learning that this is not an appropriate response. AR said that **** can be immovable, once he's made his mind up, that's it.

AR then talked about how **** likes to learn interactively. The way he learns is not what we do at The Acorns. It was explained that the specialist teacher would be able to provide personalised learning. JH said that **** would be studying towards his GCSEs from September, AR said he would still prefer **** to be at mainstream supported by a TA.

Anna then shared the work they had been doing from YOT. No work has been able to be done around consequences, She will share summary of asset tool- Medium Risk of further serious harm but because of lockdown imminence isn't there. The risk will change once back at school, especially If he identifies another pupil.

There was then a discussion about **** needing work about what was an appropriate response. AR said that the reason he carried a knife is because he was frightened. AC explained why carrying a knife was still not an appropriate response. AR did not seem to grasp this.

AF and JH then discussed whether AF could come into school to do some work with ****. She said that she would explore this with her managers.

Joanne Hodson 4568
 Thu, 21 May 2020 12:53

Email sent to TAF professionals

Good morning,

I need to share my concerns with you following the TAF meeting yesterday for **** Rudakuba, and I would appreciate your input as fellow professionals.

Neither Dad nor **** seem to have moved on in their thinking in the 6 months since the incident.

Dad seems to be of the opinion that **** carried out the attack because of events at The Acorns, specifically the "fight" that he continues to refer to.

Dad stated that **** is concerned over the level of monitoring at The Acorns. **** is annoyed by it and Dad doesn't know how he will respond. "It agitates him and his reaction is not the **** we know at home".

Dad does not see any value in any of the work we do at The Acorns, he seems to think our pupils all have learning difficulties. He does not accept that **** is with us for a specific reason.

He is of the opinion that **** needs to be at a mainstream school supported by a TA. I did state in the meeting that **** would not be able to go to a mainstream in the immediate future, but I'm not sure whether Dad accepts this, as he repeated the request later in the meeting.

Dad seems to perceive that **** is the victim rather than the perpetrator. He excuses his behaviour, even excusing him carrying a knife "because he was frightened". Anna did point out that this was still not an appropriate response, but Dad did not seem to accept this and seeks to deflect blame.

Dad stated that he is "A very good child, very respectable, but "If you do something to me, I do something to you harder"". Dad agreed that **** needs help in learning that this is not an appropriate response, but then stated that **** can be immoveable and once he's made his mind up that's it. This concerns me as potentially any work we do with **** might be undermined by Dad.

So far we have had complete non compliance with school work provided. Dad expressed his concerns that The Acorns do not teach **** in the way he likes to learn, which again is deflection as he has been offered a lot of support, including daily phone calls and emails and individual support from senior teachers via Microsoft Teams. Anna discussed that YOT considered that there was medium risk of serious harm but because of lockdown imminence wasn't there. If we do bring **** back in 1-1 with a specialist teacher, we will then have opportunity and imminence.

In view of the meeting yesterday, I feel that **** poses to us all as a school has increased rather than reduced. I have a duty to both staff and pupils in raising my concerns with you.

Can you let me know your thoughts, please?

Joanne Hodson

4570
Thu, 21 May 2020 12:54

Reply received from AF

Good morning,

Thank you for your email raising concerns.

I appreciate there is concern and frustration around the perceived mind-set of Alphonse and ****. This can be challenged through conversation with Alphonse, which I am happy to do. However, I don't feel that this increases the risk posed by ****, because there is appropriate parenting in place.

In terms of Alphonse wanting mainstream schooling for ****, he also mentioned the possibility of an alternative provision being suitable, but at the end of the meeting was in agreement with, and showed an understanding of, **** returning to Acorns on a 1:1 basis, and awaiting the decision in regards to the EHCP request.

In any case, Alphonse's view of his son's temperament and behaviour, and his expression of his preferred educational placement, does not, in my opinion, influence the risk level.

As discussed in yesterday's meeting, Anna's risk assessment is not the basis for ****'s return to education. Therefore I think it would be beneficial to have a copy of your risk assessment to be able to see exactly where within school the risk lies and what measures can be put in place through the TAF process to support it. Perhaps we could arrange a TAF meeting for the week following half term, as I feel it would be beneficial for these concerns to be raised during the meeting to allow appropriate challenge on some of these issues. This gives Alphonse an opportunity to respond to the challenge and provides **** with an opportunity to contribute his thoughts, feelings and wishes.

I can appreciate that all necessary strategies need to be put in place to ensure everyone's safety, however there does not appear to be any new or additional information shared that would suggest an increased risk.

Kind Regards

Andrea Fontaine

Joanne Hodson

4574
Fri, 22 May 2020 16:17

Reply received from Anna Croll

Hi all,

Thank for your email raising concerns. Apologies for the delay in replying. My thoughts and observations are below. I have also included in this email my summary of my assessment of ****. **** has been assessed using the Youth Justice Assetplus framework.

With regards to the email raising concerns I echo what Andrea has said. Although Alphonse's mind set in relation to the offence isn't conducive to helping **** to understand the mistakes but we can continue to challenge this as I did in the TAF and as Andrea has offered to do in the future. I am also happy to have those conversations with father. We can also work with **** to understand this too. When I spoke to him he appeared to realise to an extent that his actions weren't acceptable but it is an area for further work.

I will also point out that given our definition of serious harm I would still assess **** as medium risk of serious harm.

Although I would agree that there is an increased opportunity to commit offences or serious harm I do not assess that this would push him into the realms of high risk by our definition. However, should new information come to light our risk assessments are reviewed regularly and when significant new information or incidents occur.

If your risk assessment concludes that **** can not be in a classroom or school environment it may be beneficial to discuss this with **** and Alphonse so they full understand that decision and have the opportunity to challenge this appropriately. It will also need to be considered what provision would meet ****'s needs as the current provision doesn't appear to be meeting ****'s needs. I do recognise that **** hasn't been completing work and been compliant with school however, it needs to be considered if there are alternative arrangements that can be made.

Here is a summary of the Assetplus that I completed:

RISK OF SERIOUS HARM: MEDIUM

When considering this I have taken into account the definition of serious harm which is 'some risk identified but the offender is unlikely to cause serious harm unless circumstances change'.

When considering risk of serious harm I have assessed **** as medium risk of serious harm. When considering risk of serious harm I note that **** hasn't caused serious harm in the past and has a short antecedent history however, there are concerns that **** has carried knives in the past and used offensive weapons (hockey stick). Given ****'s lack of remorse at the time of being arrested there are concerns that he doesn't understand the severity of his actions which would be reinforced by father's views. **** is able to vocalise that his actions were wrong but it is unclear if he has a deeper understanding of this or if he has adjusted his views to what he feels others want him to say.

**** has a potential diagnosis of ASD which may affect how **** sees situations. **** may not understand the potential serious harm that he could cause towards others. At this moment in time **** has few interactions with peers which limits his opportunities to learn appropriate social responses rather than resorting to negative responses. I am concerned that should **** feel a sense of injustice, grievance or conflict that he does not know how to respond to in a positive way that he may try to take matters into his own hands and resolve them in an inappropriate way which may harm others.

RISK OF REOFFENDING: LOW

I have considered that **** has an extremely short antecedent history and appears to centre around October to December 2019 where on two occasions he was found with weapons.

**** appears to struggle with peer relationships and appropriate responses to conflict. **** is currently being assessed for ASD which would affect how he perceives peer relationships and his interactions with his peers. Should **** find himself in conflict with peers he may struggle to understand how to resolve these issues without resorting to conflict.

**** does not appear to fully comprehend the consequences of his actions. **** stated he attacked the other young person as he knew he would get in trouble anyway but failed to see that if he complied with requests to leave the building he would have been in less trouble. It is concerning that **** may not comprehend the consequences of his actions as he may not make fully informed decisions that may dissuade him from engaging in negative behaviours. ****'s use of the internet has previously been a cause for concern due to the content that he was accessing. However, **** has been assessed by Prevent who do not believe there is a risk however, **** could be vulnerable. Should **** spend increased time on the internet on inappropriate sites he could be at risk of grooming into offending behaviour.

At the moment **** does not interact with his peers due to the Covid 19 pandemic and not being in education therefore, any opportunities to engage in negative behaviour are reduced.

SAFETY AND WELLBEING: MEDIUM

When considering Risk to ****'s safety and wellbeing I have assessed him as 'Medium' risk. **** is very isolated and appears to struggle to make appropriate relationships with peers. It is suggested by some professionals that **** may have a diagnosis of ASD which may put him at risk of bullying from his peers as he may struggle to relate to them appropriately or not react in a 'normal' way to a situation.

When considering physical wellbeing **** has carried weapons in the past which puts him at risk of harm from the emotional impact of using the weapons or physical harm from being harmed with his own weapon.

****'s internet has sometimes been inappropriate which may lead to both physical and emotional harm. **** has been accessing inappropriate content online which may affect his emotional wellbeing. This also puts him at risk of grooming from others online.

Please do not hesitate to get in touch if you have any questions.

Thanks,

Anna

<p>Joanne Hodson 5760</p> <p>Thu, 16 Apr 2020 12:17</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Email to Anna Croll YOT and Laura Davidson CFW</p> <p>Good afternoon,</p> <p>I am carrying out a risk assessment for our vulnerable learners. I am attaching the log of contact made by our DSL, Carol Rooney over the last couple of weeks. I am concerned that apart from an initial phone call and a text back from parents to say "Happy Easter" there has been minimal contact with the family.</p> <p>Have either of you had any contact since the lockdown began?</p> <p>Thank you</p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>4358</p> <p>Thu, 16 Apr 2020 12:18</p>	<p>Hi all,</p> <p>I have had weekly contact with **** and father. We are currently only having phone contact with **** and his father due to the covid 19 situation. These are our contacts since his telephone panel. On each occasion **** has engaged in conversation and raised no issues with myself. Ramon has spoken to **** regarding health (both physical and emotional). Concerns were raised around emotional health and possible ASD but no immediate safeguarding issues. **** is mainly staying indoor and watching TV and playing games. He reports he is looking at his school work. Below are the dates of our contacts:</p> <ul style="list-style-type: none"> - 24th March- **** and father spoken to by myself - 31st March – **** and father spoken to by myself - 8th April – **** and father spoken to by myself. - 14th April – **** and father spoken to by Ramon. <p>I've CC'd in Andrea Fontaine who will be the child and families wellbeing worker who has had telephone contact with the family after some initial difficulties.</p> <p>Most of the time I have been ringing Alphonse who then asks me to ring **** on the home phone.</p> <p>Hope this helps,</p> <p>Anna</p>
<p>Joanne Hodson</p> <p>4360</p> <p>Thu, 16 Apr 2020 12:19</p>	<p>Hi there</p> <p>Just to echo what Anna has reported, Andrea had some initial failed contacts but has now spoken to the family to establish what support will look like over this period of lockdown. Andrea will maintain telephone conversations unless there is a need for a face to face meeting which doesn't appear to be necessary at this time</p> <p>Regards Laura</p> <p>Laura Davidson Team Leader West Lincs Children & Family Well – Being Service Tel: [DPA]</p>
<p>Joanne Hodson</p> <p>4362</p> <p>Thu, 16 Apr 2020 12:21</p>	<p>Good morning Kelly,</p> <p>This is the information supporting the risk assessment for **** *****. I did have some concerns that the family were not responding to our attempts to contact them, but they have been engaging with Early Help and have had weekly phone meetings with YOT. They are happy that he is safe.</p> <p>So</p> <p>Risk of contracting COVID 19- **** is staying at home and is complying with social distancing Risk of other harm- **** is safe within the home, he is not subject to domestic abuse or other exploitation Risk of non-engagement with education.- **** has been completing some school work online. He is being supported in his engagement within the home and remotely by his teachers.</p> <p>So my risk assessment is that **** is safe and well at home and is accessing education via work supplied on paper and by email.</p> <p>Please let me know if you agree with this assessment.</p> <p>Thank you and stay safe.</p>
<p>Carol Rooney</p> <p>4378</p> <p>Thu, 16 Apr 2020 13:20</p>	<p>CR will get the home phone number of sims and try contacting that number instead of the mobile.</p>

<p>Joanne Hodson 5552</p> <p>Thu, 05 Mar 2020 11:06</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Strategy Meeting held at The Zone 4.3.20</p> <p>Attended by</p> <p>J Hamill Family Support Worker D Cregeen- DSL The Range High School, Formby S Halloran- CJLT Liverpool (Merseycare) Anna Croll- YOT John Hicklin- Clinical Nurse Specialist F CAMHS Anna Jameson- Social Worker Laura Davidson- Team Leader Early Help Jane Eccleston- Head teacher The Acorns School Joanne Hodson- Deputy Head and SENCO The Acorns School Pita Oates- AP Lead at LCC</p> <p>Anna J and Julie H chaired the meeting. The opened the meeting by stating that they had completed their C&F assessment. They said that they had been able to take **** out into the community, that he was not at risk at his home address. Prevent were not going to take any further action and CAMHS had not identified any further mental health issues.</p> <p>They then read out an email from Dad (see scanned copy)</p> <p>This was challenged by Mrs Eccleston, Mrs Hodson and Pita Oates.</p> <p>There was a lengthy debate about risk assessment. CFC said they didn't have the capacity and it wasn't their responsibility to do a risk assessment, but it was made clear by education colleagues, supported by Laura Davidson that at this point in time school were unable to put in a comprehensive risk management plan, as the risks have yet to be established.</p> <p>Anna Croll said that indicator for future risk was past behaviour and in these circumstances **** presents as a medium to high risk. It was further established that although ****s needs were being met by parents at home and that there were no safeguarding concerns within the family, it was unclear the level of risk in other environments. Education staff maintained that **** could not attend the school premises or at an alternative venue with staff until all professionals had completed a multi-agency risk assessment in line with "Working Together to Safeguard Children".</p> <p>Julie H asked whether **** could be transferred to Shaftesbury. Jane Eccleston said that would be inappropriate "At this point no school would allow **** on the premises without knowing the risks". Pita Oates supported this by saying "Why would Shaftesbury or any other school have him?" Pita was particularly concerned that YOT considered him to be Medium to High Risk.</p> <p>Julie H said that Request for Statutory Assessment had not yet been made, but SENDIAS would be supporting parents to make the application. Pita Oates expressed concern that this had not already been done.</p> <p>John Hicklin, CNS. Said that he had been updated by Scott Morgan from Sefton CAMHS and that there were no MH issues apart from possible undiagnosed ASC. It was pointed out by Education staff D Cregeen again that there had been no indicator until the end of year 8 that **** was experiencing any difficulties in school. In year 9 there was some low level behaviour but father maintained that he was being bullied by staff and by pupils. Acorns staff said that they considered **** demonstrated some ASC traits from day 1, in admissions. He appeared to be repeating some of the behaviours shown at The Range, such as fixating on individual staff and pupils. Again father would not accept what school staff were saying. Prior to the incident he had not engaged with school or Early Help regarding concerns.</p> <p>Anna J then said that following their assessment **** will be dropped to Early Help.</p> <p>Jane Eccleston shared that school would be making a home visit on Friday 6th March. Pita Oates reiterated that school were doing everything that we could.</p>
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Associated Actions	
<p>Joanne Hodson</p> <p>4092</p> <p>Thu, 05 Mar 2020 13:14</p>	<p>Spoke after the meeting to Anna Croll, she agreed to speak to her manager to see whether **** would be able to see a tutor at YOT.</p> <p>JH emailed Anna securely with the school chronology and CPOMs, so that this could be included as part of her risk assessment.</p>
<p>Joanne Hodson</p> <p>4094</p> <p>Thu, 05 Mar 2020 13:25</p>	<p>Scanned email, presented and read out at Strategy meeting</p> <p>AR_Email_(Scanned)_05.03.20.pdf</p>
<p>Jane Eccleston</p> <p>4122</p> <p>Mon, 09 Mar 2020 11:13</p>	<p>jo Hodson and Jane Eccleston visited ****s home at 11am on Friday 6th March. The following email provides an account of the meeting.</p> <p>Hi all,</p> <p>Just to keep everyone in the loop.</p> <p>Jo and I visited **** and his parents at home last Friday. It was explained that it was necessary and appropriate under the circumstances to draw up a risk management plan for **** to return to an educational placement and that the YOT assessment by Anna would assist us. I also explained that it was important for **** to attempt the work set by teachers. From now on, we are going to send him work online/ electronically and parents are happy for this</p>

pending risk assessment.

It was explained that at present, remaining on our school roll is the only option available and if parents want **** to return to a mainstream school, then any school would want to see that **** had successfully managed his placement here at Acorns and that there were no risks. They appeared to understand this.

Dad did comment that **** is not a risk at home or to himself. However, he further commented that he would be a risk elsewhere, because if someone did something to him, he would do something in return. He added that **** does not understand when to let go, he holds on to things.

Parents appeared somewhat confused and unsure about the statutory assessment for an EHCP. The process of applying for statutory assessment was explained and I pointed out that as they were making a parental request, they must complete the necessary documentation. I explained the timescales - if that request is agreed and proceeds - and who would contribute in terms of providing 'advice'. We offered to assist if they required further support after they met with SENDIASS.

If there is any further updates available from anyone please keep us informed.

Best wishes,
Jane

Response by Pita Oates, LCC:

Hello Jane,

Thank you for the update. It does clarify the position for parents and **** from the LA perspective and sounds as though it has helped the parents enormously.

It is concerning they were unsure of the SEND/IS processes however I'm sure your time and explanation of process has helped them enormously. SENDIASS will be able to pick up appropriately from this point I'm sure.

I'm just a little confused as I had understood that the FSW would be going through the request for statutory assessment information with the parents. This is somewhat delayed now, however, you have outlined process for the family and Acorns now have a plan in terms of provision of education.

I would ask that this is put in a letter to the parents and the provision is reviewed regularly and in line with the Asset Assessment work being completed by YOT. This work will be lengthy but will inform partners in terms of the needs and plans moving forward for ****.

Anna - Please could I ask that we have minutes from the meeting held last week. I didn't receive anything from the January meeting.

Kind regards,
Pita.

A letter will be sent to parents anyway, to confirm arrangements for completing work.

Jane Eccleston

4176

Wed, 11 Mar 2020 16:42

**** *****

Email sent 11/3/20 by Jane Eccleston

Dear Alphonse and Laetitia,

It was good to see you both and **** on Friday.

A quick email to confirm our discussion and to explain how **** can complete his work electronically/ online for the time being. We all agreed that **** will complete Maths, English and Science work.

Please print out or forward this email to ****. We have provided him with a Microsoft 365 Email and 'OneDrive' Account.

User: {DPA}

Password: {DPA}

**** can change his password.

As discussed, until the YOT assessments by Anna Croll get underway to assess risk, we will aim to provide work this way as **** does not want to complete the work sent to him by post. If he has decided to do any of that since we met, then please return it to us in the stamped addressed envelopes provided over recent weeks. Also as discussed, if you want some assistance regarding the application for an EHCP assessment please let me know.

Instructions for **** to do the work:

Maths - <http://www.mymaths.co.uk/>

Log in acorns then ormskirk.

****s own user name is {DPA} password is {DPA}

Mrs Hodson has set tasks for him. Any problems **** can email Mrs Hodson on: j.hodson@westlancspcss.lancs.sch.uk

Science - <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

****,

Log onto BBC Bitesize KS3.

Then choose Physics from the subjects.

Start with Energy, work through all the topics in energy, watch the videos, read the information and complete the quizzes.
 Once you have completed Energy, move on to the next topic, which is Forces and Movement.
 Complete all the remaining topics in Physics before you move on to Chemistry.

This is work you would do in mainstream as revision ready for Y9 exams. Thank you Mrs Low.
 d.low@westlancspcss.lancs.sch.uk

English

****, a document has been shared on 'OneDrive' for you to complete in as much detail as possible. You must log in to the account as indicated at the top of this email and also here:
 User: [DPA]
 Password: [DPA]

The document has been shared with your dad also. You must also keep up with your reading. Please go to this website to develop your knowledge about reading and understanding different types of texts. Thankyou, Miss Evans (s.evans@westlancspcss.lancs.sch.uk)

<https://www.bbc.co.uk/teach/skillswise/reading/zn4twty>
 Best wishes,
 Jane

Jane Eccleston 4180
 Thu, 12 Mar 2020 13:08

Response received 12/3/20:
 Alphonse ***** [DPA]
 Thu 12/03/2020 09:48
 Mrs Eccleston; Mrs Hodson; Mrs Low; Miss evans
 Dear Mrs Eccleston,
 Both your emails have been received.
 Thank you for your visit and understanding. We are grateful that you found time in your busy schedule to come and see ****.
 Kind regards,
 Alphonse & Laetitia

Janet Lewis 5236
 Mon, 03 Feb 2020 13:19
 Safeguarding
 Status: Active
 Assigned to: *Nobody*

Phone call from Lorraine Lenoire Manager of the CME team. AR has been referred by Julie Hamil the family worker who was assisting in the C and F assessment with Anna Jameson the social worker. JL gave her an update regarding the incident that led to him being out of Acorns school currently and the strategy meetings that Acorns staff have attended and informed her of the current situation of ****'s placement at Acorns. JL informed her that both Lancashire and Merseyside Police have both raised concerns regarding the risk level posed by **** towards both staff and students in Acorns in the light of the incident that occurred before Christmas

Joanne Hodson 5034
 Mon, 06 Jan 2020 10:00
 Safeguarding | Care Plan
 Status: Active
 Assigned to: *Nobody*

JH and JL attended follow up Strategy Meeting. Attended by social services, Merseyside and Lancashire police. Criminal Justice MH team, Prevent, Range High, Pupil Access and LCC

Social services update:-
 No concerns re Dion
 Dion states that **** has extreme views
 Parents have engaged
 Parents are managing by negotiating

CAMHS Update:-
 **** attended appointment on his own. Normal teenager but no eye contact, presents as ASD.
 Emotions are extremes (will hate rather than dislike)
 Hockey stick was a retaliation (at this point Criminal Justice MH team pointed out that **** stated that he liked [DPA] and had no reason to attack him)
 Sense of injustice at home as well
 Doesn't get 1-1 time with Mum and Dad. Lonely.
 No safeguarding concerns re mental health or psychosis
 Needs to be assessed for ASD, on cancellation list.
 Appointment with Forensic CAMHS on 21st Jan.

Prevent Update:-
 Visit and discussion carried out
 Resentment towards brother
 No ideology concerns
 No remorse or regret

Police update:-
 Described CCTV footage of incident as extremely violent. [DPA] lucky not to have been more seriously injured. Medical reports have been sent off and police are now awaiting CPS charging decision.

Education update:-

JH reported that work had been sent home. Discussion with Pita Oates, who stated that this is illegal. JH stated that a full Risk Assessment needed to be completed before any other provision could be put in place. Pita Oates queried why a request for statutory assessment/EHCP wasn't in place. JH reported that **** had only been attending Acorns since October. DC reported that teachers at The Range had not considered him to have learning needs, their concerns were about his behaviour. However they had referred him for ASD assessment in August. JH offered to make the RSA, but the meeting decided that they would pursue a parental request. Pita Oates stated that because of the exceptional circumstances, this would be expedited.

S/W agreed to assess whether **** could be safely tutored at home to start off with, for one hour a day. JH agreed that whilst assessment was being carried out Acorns would write to the family and set out arrangements. Work will be sent out every Friday and will be returned and reviewed on a weekly basis.

Meeting decided not to refer under s47.

Forensic CAMHS scheduled on 21.1.20. JH invited to attend.

Associated Actions

Joanne Hodson

3608

Wed, 22 Jan 2020 14:17

JH attended Forensic CAMHS meeting on 21.1.20. See notes also on T drive.

Notes from meeting with Forensic CAMHS 21.1.20

John Hicklin Clinical Nurse Specialist FCAMHS

Sarah Loughrin CAMHS Criminal Justice

Steph Halloran CAMHS Criminal Justice

Anna Jameson Social Worker

Julie Hamil Family Worker

Jo Hodson Deputy Head The Acorns School

Apologies sent from Scott Morgan Sefton CAMHS

Meeting opened with Steph H describing the incident on 11th December, whereby **** had arrived at Range High School and assaulted a pupil. He had taken a hockey stick and knife to the school with the intention of using it on another pupil, MK. Steph stated that she had interviewed him straight after the incident and **** had described his intentions towards the other child MK. She said that she could understand the rationale behind his actions, given that he said that MK had been bullying him (even though it was still the wrong thing to do). However, she was very concerned because the child that he had assaulted was someone that he liked. **** had stated that he had assaulted him because he knew he was going to be arrested, so he might as well. Steph H then described the assault as severe, and said the child was very lucky not to have been seriously hurt. It was only because he had put his hand up to save himself that he had not been more seriously injured.

Jo H said that the police had described the CCTV footage as being a serious attack.

John H asked whether there were concerns that MK had not actually been bullying ****. Jo H confirmed this and said that there had been similar concerns at The Acorns. **** had accused another learner of bullying him and Dad had phoned and repeated the claims "just like the other boy". Staff had been particularly vigilant and had not picked up on any bullying. On speaking to **** again it turned out that he objected to the other child telling him to put his apron on in cookery. **** had also been targeting certain members of staff and a meeting had been held about this just before the final incident. Jo H described his rising levels of agitation in the days before the incident.

At this point Anna J and Julie H arrived at the meeting. John H asked for people to go round the table and introduce themselves.

He described the work that his team does. They consider higher risk and offending behaviour, this was a professionals meeting. Following this he would decide whether their service would be able to offer anything and whether it was necessary to meet with **** and his family.

John H then turned to Jo H and said I've been thinking about what you said before, I don't have a crystal ball, none of us have! We can't say whether he's likely to offend again. There are kids who have carried out serious offences, they still have a right to an education. Jo H replied that might be so, but she wasn't prepared to explain to a parent why a child at our school has been seriously injured.

Steph H then repeated her concerns from his initial interview, that the child he had assaulted had been someone **** liked, and that there was no reason for the assault on that child. That was why she had referred to Forensic CAMHS. Steph H then updated the meeting on the involvement of other agencies. Prevent had interviewed ****, but had no concerns about radicalisation. All of ****'s devices had been seized, but it was likely to be 2-3 months before analysis was completed. CPS had not yet made a decision about prosecution. However, because **** had been arrested on lower S47 charge, the outcome was likely to be a conditional order with one YOT meeting or NFA. Steph spoke about the family's experiences in Rwanda and that some family members had been killed. **** is not concerned about this as he states that he did not know them anyway. John H asked whether there was any mental illness in the parents, or any evidence of PTSD. It was stated that there was not.

Anna J and Julie H then updated on the Social Services assessment. Following the Strategy meetings the family are on a Section 17 CIN plan. Social Services have no concerns, Mum and Dad are working with them, he does not present with any difficulties at home. Jo H stated that Mum and Dad were managing him through negotiation, the other professionals said that this was normal for parents of teenagers. There are concerns about ****'s relationship with his older brother, Dion. Dion uses a wheelchair. [DPA] **** considers him to be a fraud. [DPA] [DPA] Anna J stated that **** [DPA] presents as ASD. Steph H also agreed that this was how he presented in her interview with him.

John H then asked about an ASD diagnosis and whether there was an EHCP. Jo H shared that Range High School had referred **** onto the ASD pathway in August, and Jo H had also referred him before the incident in December. She described his admissions meeting when she had asked him why he had brought a knife on multiple occasions into Range High. When asked why **** had replied "To use it", his thinking was very literal. She described the

frustration of trying to engage with other agencies before the incident in December. Again John H repeated that there were no crystal balls and that he would offer a £5 bet to anyone who could say what was going to happen next. He said that **** clearly needed some sort of specialist provision with ongoing therapy and social stories. "But unfortunately, you've been left holding the baby!"

Steph H said that she had asked the ASD service to put **** on the cancellation list, and he was due to see them early this year. However, the pathway to diagnosis could still take some time.

John H asked about support for parents. Jo H said they were accessing parenting 2000 via Sefton, but it was agreed that this was generic rather than specific for ASD. John H mentioned a course "Riding the Rapids" but this needed an ASD diagnosis. Anna J suggested that parents could access this via **DPA** rather than waiting for **** to be diagnosed.

Jo H stated that she had concerns that the Strategy Meeting had decided that the Request for Statutory Assessment (RSA) would be made via parental request. The EHCP process is long and drawn out and this potentially will delay it further. Julie H agreed that parental requests could be weak because they try to present the best picture possible, rather than the true extent of the problems. Anna J then suggested that an RSA be coordinated via Social Services, with input from all the agencies involved.

Jo H and Steph H then said that they were concerned that the ASD diagnosis would take a long time, the RSA, EHCP and identification of specialist provision would also take a long time. Sefton CAMHs had done some initial work, but there were no underlying mental health issues identified, so they were only planning a short intervention. This meant that **** could be left high and dry with no services supporting him.

John H was concerned that **** would become frustrated by being cooped up in the house all day, and this could lead to another incident. He pointed out that **** was only 13 and had a right to an education. Jo H pointed out that she had other students and staff to consider. **** was bright and articulate and all his actions on that day had been pre-meditated, even to the extent of contacting MK's sister and booking the taxi the day before. Mum had agreed to hide all the knives from him at home after the first incident at The Range, yet he had still managed to obtain one and take it with him in December, along with a modified hockey stick. It hadn't been a spur of the moment, impulse decision.

Anna J said that she had been directed by the Strategy Meeting to carry out a Risk Assessment, but she didn't think she could do this, it should be education. Jo H pointed out that Anna had been asked to do a Risk Assessment just in regards to a tutor visiting **** at home. Anna's response was "Oh, yes, he'll be fine doing that".

John H said that he needed structure and a robust education package with other services supporting him. Jo H left the meeting at this point.

Edited Tue, 11 Feb 2020 11:46 by Jane Eccleston

<p>Joanne Hodson 4814</p> <p>Tue, 17 Dec 2019 15:29</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Screenshot of cpoms incident from Range</p> <p>Screenshot.png</p>
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<p>Joanne Hodson 5032</p> <p>Tue, 17 Dec 2019 10:00</p> <p>Safeguarding Care Plan</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>JH and JL attended Strategy Meeting held at Youth Zone, attended by Social Services, Lancashire and Merseyside police, Criminal Justice MH team, school nurse, Prevent, Sefton CAMHs, Range High School.</p> <p>Description of the incident:-</p> <p>Arrested s47 carrying bladed article.</p> <p>Seen on CCTV throwing bag over fence. Then goes through gate and is challenged but takes bag back from teacher. Bag contains knife and modified hockey stick.</p> <p>Target is [DPA] but he is not in school, assaults [DPA] 2-3 times. When arrested tells MH team that [DPA] is his friend and he had no reason to attack him other than he knew he was going to be arrested anyway.</p> <p>Has prepared statement:-</p> <p>Admits going to school</p> <p>Admits assaulting [DPA] but for no reason</p> <p>Computers, laptop, PS4 and phone seized, will take 3-4 months to analyse.</p> <p>****s behaviour was concerning, laughing throughout the interview, not challenged by Mum.</p> <p>Bail conditions:-</p> <p>Not to be within 400 metres of Range High School</p> <p>Not to contact witnesses</p> <p>Not to attend Acorns</p> <p>Sent [DPA] Instagram messages the day before.</p> <p>DC from The Range reported that there were no concerns when he first started school. Last year assaulted a boy after claiming he'd been teasing him. ****s Dad had raised concerns about [DPA] On 5.10.19 contacted by Childline claiming that **** had brought knife into school on more than 10 occasions. DC also shared concerns previously logged about **** expressed views over MEN bombings. (See screenshot).</p> <p>Next steps:-</p> <p>S/W had carried out initial assessments. No immediate risk to **** or family but no remorse. S/W believe that parents manage **** by negotiating with him and appeasing him.</p> <p>On waiting list for ASD team, likely to be brought forward and seen early in the New Year.</p> <p>Sefton CAMHs to carry out an assessment for additional mental health needs.</p> <p>Referral for Forensic CAMHs.</p> <p>Prevent to visit.</p> <p>JH to contact Pupil Access Team re educational provision.</p> <p>Decide not to make s47 referral at this stage.</p> <p>Next meeting 6.1.20</p>
<p>Associated Actions</p>	
<p>Janet Lewis</p> <p>4056</p> <p>Tue, 03 Mar 2020 12:24</p>	<p>Strategy discussion minutes from 17/12/2019 received . See attached file.</p> <p>03-Mar-2020_12_05_Record_of_Strategy_Discussion__17-Dec-2019_Child_Axel_Rudakubana_(Ref [DPA]) (1).pdf</p>
<p>Joanne Hodson 4812</p> <p>Fri, 13 Dec 2019 15:16</p> <p>Child Protection</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>CAMHs Adler Hey rang and asked for our address to send forms to. They have been asked to see him urgently by Criminal Justice Mental Health Team</p>
<p>Janet Lewis 4726</p> <p>Fri, 13 Dec 2019 14:43</p> <p>Safeguarding</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>Phone call from Lucy Parkinson-Early Help to inform that AR and his family have been referred to CSC. The S/W overseeing the C and F assessment is Anna Jameson .</p> <p>Her contact number is [DPA] and mobile number is [DPA]</p> <p>Email address is:</p> <p>Anna.Jameson@lancashire.gov.uk</p> <p>The C and F assessment will be delayed due to the Christmas break-Lucy stated that it should be completed by 2nd January-usually takes 10 days.</p> <p>**** has been released on conditional bail-one of the conditions includes not attending Acorns School . He has had a mental health assessment and he has stated that he had been planning the incident since last Saturday 7th December.</p> <p><i>Edited Fri, 13 Dec 2019 15:14 by Janet Lewis</i></p>
<p>Jane Eccleston 4670</p>	<p>8.45 - 10am:</p> <p>AM - I took a call from Avacab Taxis to inform me that the taxi had arrived at AR's address and witnessed him getting</p>

Wed, 11 Dec 2019 10:32

Safeguarding Child Protection

Police

Status: Active

Assigned to: Nobody

into another firms ('All Whites') taxi. I spoke with dad who was unaware that this taxi had been arranged and I informed dad that we didn't arrange for this to happen either. I waited for the 'All Whites' taxi to arrive as I wanted to speak with the driver to establish how he came to bring AR in. The taxi didn't arrive at school with AR so I rang the 'All Whites' taxi firm to ask them where the taxi was, they informed me that due to data protection they couldn't hand over any details of any jobs that they have.

JE - Spoke to Mr R (dad). Explained situation re **** not getting into Avacab taxi and that 'Mark' (Avacab driver) saw **** get into a white Toyota parked up behind. Dad does not know why he got into a different taxi. I confirmed that we do not know why either, when Avacab was waiting as per usual. Dad has contacted the firm [DPA] and they can't reveal who has made the booking but it was made from ****'s phone the previous afternoon. Agreement to keep either party informed if any further information come to light. Avacab contacted to see if reg no of white Toyota could be seen on Mark's dashcam. Decision made to contact police via 101 to alert from school's viewpoint and previous history re risk factor.

AM - I rang this through to Lancashire police. Advice given to contact Range High in case he turned up. JE contacted Range High.

JE - Father rang back. He has been contacted by Range High as he has arrived there. He was on his way there. Confirmed by Range High that **** is on the premises. Merseyside police in attendance. Police and headteacher with **** awaiting father. SLT in a meeting, DSL Mr David Cregeen (direct line [DPA] Range High School Formby) contacted me 5 minutes later and provided the following information;

**** came to the school with a modified hockey stick and knife. He intended to kill a male pupil with the hockey stick and if that if it did not work, use the knife. The individual concerned was absent from school. Instead he assaulted a different pupil. Witnessed by members of staff. **** was arrested for assault and possession of the knife (section 47 assault). There was a lack of emotion from ****. Father displayed a lack of emotion despite **** in handcuffs and in the custody of the police. Statements to be taken from staff re what they had witnessed.

further information :Mr Cregeen considered that there had been a drastic change in ****'s personality in the months preceding his exclusion. He also said that issues raised with parents about ****'s behaviour had started to indicate that there were issues with his behaviour in a number of classes with different teachers 'not just isolated incidents'. **** had the view that the 'staff were having a go at him'. I concurred that this was our experience also. Mr Cregeen had determined the concerns to be at level 4 but it was considered by CSC to be at Early Help level.

Please find below details of the log numbers given by the police:

Lancs Constab. – 20191211 – 0343 (This number has been issued by Lancashire police and also transferred over to Merseyside Police)

MerPol. – 20191211 – 0223 (This number has been issued by Merseyside police after The Range High School contacted them)

Edited Wed, 11 Dec 2019 14:09 by Jane Eccleston

Associated Actions

Jane Eccleston

3218

Wed, 11 Dec 2019 14:01

Police

PC Paul Harrison visited school approx. midday. He was aware of the incident and police logs. He confirmed that **** had been taken to St. Anne's police station in Liverpool. Situation in early stage of assessment as to next steps. He advised that WPEH also aware of the incident and that meeting on Friday would probably not go ahead. I informed him that school needed to be kept informed of the situation and that until we had any further information wold not be able to have **** on the school premises until a full risk assessment. He agreed. School awaits clarification from other agencies.

Approx 3pm Dad confirms **** still in St. Anne's police station awaiting questioning. JE explained **** unable to come into school pending decisions and assessment re risks.

Approx 3.30pm [Officer B] Prevent [DPA] made contact to ascertain if school up to date with information. Confirmed yes.

Edited Fri, 13 Dec 2019 09:33 by Jane Eccleston

Janet Lewis

3900

Wed, 12 Feb 2020 15:28

Update regarding ****'s case requested from Paul Harrison Early Action from Merseyside police:

Harrison, Paul - 554 <Paul.Harrison3@lancashire.pnn.police.uk>

Tue 11/02/2020 14:24

Mrs Lewis

Hi Jan.

Please find attached from Merseyside Police.

He will plead either guilty or not on that date but it wont be finalised then .

Cheers

Paul H 554

From: Murphy Paula Maria <Paula.M.Murphy@merseyside.pnn.police.uk>

Sent: 11 February 2020 14:19

To: Harrison, Paul - 554 <Paul.Harrison3@lancashire.pnn.police.uk>

Subject: RE: ****. - [OFFICIAL]

Hi Paul,

CPS have recently charged him with S47 Assault, possession of an offensive weapon and possession of a bladed article. He will appear at Merseyside Youth Court on 19th February 2020..

The download of the electrical items is still underway.
 Kind regards
 Paula
 Paula Murphy
 D/Con Level 2 Investigation
 Merseyside Police
 Direct Line Tel: DPA

Joanne Hodson 4662
 Tue, 10 Dec 2019 14:21
Cause for Concern
 Status: Active
 Assigned to: *Nobody*

**** made a comment about hating Miss Heaton. PA told him to "shut up and stop calling Miss Heaton names, cause she's sound". Mrs Whitehead and Mr Baker asked **** not to refer to staff in such a way. **** continued repeating his statement. PA again told him to stop it or he would "spark him". **** laughed and repeated his statement. Mrs Whitehead asked him to stop and tried to steer the conversation away from ICT and Miss Heaton. **** continued to antagonise PA, so PA squared up to him and **** backed off. PA said "I thought so". **** then looked at PA and said "What you going to do, I hate Miss Heaton". PA grabbed **** and started pulling his jumper, **** retaliated and grabbed at PA and started kicking him. Mr Baker got between them and Mrs Whitehead escorted PA out of class, to calm down. While Mr Baker escorted **** towards the opposite side of the classroom.

ACTION TAKEN:

- PA was removed from class to deputy heads office to be allowed time to calm down. He returned to class later and PA apologised to **** and they shook hands.

Edited Wed, 11 Dec 2019 11:25 by Janet Lewis

Associated Actions

Joanne Hodson 3178
 Tue, 10 Dec 2019 14:33

JH spoke to Dad and went through incidents. Dad agreed to speak to ****.

Charlotte Humphreys 4658
 Tue, 10 Dec 2019 13:03
Cause for Concern
 Status: Active
 Assigned to: *Nobody*

AR was in the tec room during lunch talking about racist songs on the internet. Charlotte shouted at JB for singing a racist Youtube song about black people, but JB had changed the lyric "black" to "fat". He was told this wasn't acceptable. ARI then said 'lets put on songs about Asians *doing accent*, or Chinese, or English songs shall we'. Charlotte said lets not talk about race and eat your dinners.

AR was also saying "Sharon is fat and evil". He shouted about his dinner saying it was burnt and he threw a juice back at P.Walsh and said "I wanted orange". He was challenged and otld no to do this. He walked out of tec room after previously being told to not walk out to go home as someone has to walk him over to the front. He argued with C.Humphreys saying he has to leave the building at 13:00 and be in the taxi by then and C.Humphreys explained it doesn't take 5 minutes to get into the taxi and we can leave at 12:58 so he has two minutes spare to get in.

Edited Wed, 13 Oct 2021 13:32 by Joanne Hodson

Associated Actions

Janet Lewis 3168
 Tue, 10 Dec 2019 13:34

Please add to the chronology on ****. Please log this as a behavioural incident and log in Racist incident file. Please can you get the form tutors to address this?

Joanne Hodson 3180
 Tue, 10 Dec 2019 14:34

JH spoke to Dad and went through incidents. Dad agreed to speak to ****.

Charlotte Humphreys 3200
 Wed, 11 Dec 2019 11:22

CH marked it on chronology/behaviour and informed form tutors and SLT. J.Hodson rang home to inform them of ****s language

Elaine Whitehead 4676
 Tue, 10 Dec 2019 11:15
 Cause for Concern
 Status: Active
 Assigned to: *Nobody*

**** made a comment about hating Miss Heaton. PA told him to "shut up and stop calling Miss Heaton names, cause she's sound". Mrs Whitehead and Mr Baker asked **** not to refer to staff in such a way. **** continued repeating his statement. PA again told him to stop it or he would "spark him". **** laughed and repeated his statement. Mrs Whitehead asked him to stop and tried to steer the conversation away from ICT and Miss Heaton. **** continued to antagonise PA, so PA squared up to him and **** backed off. PA said "I thought so". **** then looked at PA and said "What you going to do, I hate Miss Heaton". PA grabbed **** and started pulling his jumper, **** retaliated and grabbed at PA and started kicking him. Mr Baker got between them and Mrs Whitehead escorted PA out of class, to calm down. While Mr Baker escorted **** towards the opposite side of the classroom.

Edited Wed, 11 Dec 2019 13:50 by Janet Lewis

Associated Actions	
Janet Lewis 3212 Wed, 11 Dec 2019 13:51	Has an incident report been completed for this?
Emily Forrester 3214 Wed, 11 Dec 2019 13:59	Incident form has been added to both boys behaviour log 10.11.19

Stephanie Heaton 4606
 Tue, 10 Dec 2019 11:06
 Cause for Concern
 Status: Active
 Assigned to: *Nobody*

At the start of the lesson **** tried to get onto the internet and adjust the pc settings to allow this despite being asked over 4 times to stop and continue work. He then started pacing around the classroom he stated that Sharon was 'derpy' and when I told him to stop being horrible about people he told me he could have said a lot worse and that derpy was not too bad. I asked him to let Emily in the building with the toast, he walked to the door she was at turned round and said 'No' He saw another student NK walking past outside and he went to the window and said 'that's the drug addict, he talks drugs. When he was challenged he said it was true and he didn't care. Another student in the lesson PA told him to stop saying it and then told us that **** is also saying that TRA [DPA] touches little girls and **** seemed to nod as if in agreement.

Linked Students
 ***** (Archived)
 ***** (Archived)
 *** (Archived)

Associated Actions	
Joanne Hodson 3154 Tue, 10 Dec 2019 11:54	Added to chronology. Emergency TAF on Friday 13th.
Joanne Hodson 3182 Tue, 10 Dec 2019 14:35	JH spoke to Dad and went through incidents. Dad agreed to speak to ****.

Emily Forrester 4600
 Tue, 10 Dec 2019 10:34
 Cause for Concern
 Status: Active
 Assigned to: *Nobody*

**** said 'that indian kid is a drug addict, he is so quiet and shakes all the time'

Linked Students
 ***** (Archived)

Associated Actions	
Janet Lewis 3170 Tue, 10 Dec 2019 13:54	Please add to chronology and address what **** is talking about when in class.
Joanne Hodson 3184 Tue, 10 Dec 2019 14:35	JH spoke to Dad and went through incidents. Dad agreed to speak to ****.

<p>Emily Forrester 4596</p> <p>Tue, 10 Dec 2019 09:59</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p> <p>Linked Students</p> <p>*** ***** (Archived)</p>	<p>**** said he thinks its 'weird' that TDA will be reading to a young girl on Friday, he sniggered at this when challenged by Mr Finnegan. PA and LR took exception to this and said 'TDA will bang you, you're sick in head'</p>
<p>Associated Actions</p>	
<p>Janet Lewis</p> <p>3172</p> <p>Tue, 10 Dec 2019 13:56</p>	<p>Add to chronology and continue to address any inappropriate language in class</p>
<p>Joanne Hodson</p> <p>3186</p> <p>Tue, 10 Dec 2019 14:36</p>	<p>JH spoke to Dad and went through incidents. Dad agreed to speak to ****.</p>

<p>Stephanie Heaton 4564</p> <p>Mon, 09 Dec 2019 10:16</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>During DT lesson 2 today **** tried to access the internet. When he realised he had been blocked he tried to access the setting of the computer and internet setting to override the blocking.</p>
<p>Associated Actions</p>	
<p>Joanne Hodson</p> <p>3112</p> <p>Mon, 09 Dec 2019 10:21</p>	<p>Added to chronology.</p> <p><i>Edited Mon, 09 Dec 2019 10:33 by Joanne Hodson</i></p>

<p>Jane Eccleston 4550</p> <p>Thu, 05 Dec 2019 13:53</p> <p>Safeguarding</p> <p>Contact External agencies</p> <p>Communication</p> <p>with parents/guardian</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>An emergency meeting held at 11.30am with father, Early Help and Wellbeing Service manager (Ann) to discuss concerns raised recently by different staff and allegations made by ****. Jane Eccleston and Jo Hodson in attendance. Chronology discussed and handed to parent. **** was invited in later on and left prior to meeting finishing at 12.30. EHW to arrange a TAF with invited agencies asap. Jan Lewis awaiting response from MASH also.</p> <p>Chronology_of_Axel_Rudakubana_at_The_Acorns_School.docx</p>
<p>Associated Actions</p>	
<p>Jane Eccleston</p> <p>3102</p> <p>Fri, 06 Dec 2019 13:50</p>	<p>Prevent referral completed by JL on advice of WPEH.</p> <p>Mr ***** has telephoned twice to speak to me (JE). I returned his call. He queried 2 aspects of the chronology relating to conversations he has had. He considers that school staff are apportioning blame to ****. He states that **** is a good boy. I re-iterated the main point of raising our concerns is to ensure that **** and everyone else is safeguarded and that it would be negligent for staff not to be concerned following on from an exclusion resulting from bringing a knife into school. I informed him that we referred to Prevent and explained why. A TAF meeting has been set up for Friday 13th at 10am @ Acorns. I clarified that this would be a better opportunity to discuss the issues in more detail with other services present.</p>
<p>Janet Lewis</p> <p>3104</p> <p>Fri, 06 Dec 2019 14:27</p>	<p>Phone call from PREVENT requesting that the referral be completed again due to too many attachments being forwarded for the Police to go through. JL to email referral form again with details just on the form.</p>

<p>Sharon Evans 4542</p> <p>Wed, 04 Dec 2019 15:44</p> <p>Cause for Concern</p> <p>Status: Closed</p> <p>Assigned to: <i>Nobody</i></p> <p>Linked Students</p> <p>***** (Archived)</p>	<p>During PSHE, CMcC used a swear word to comment on an image of Nicola Sturgeon on the worksheet students were completing. There were other Political Party leaders on the sheet and AR said, 'He looks like a retard,' in regards to these. SE explained that this was inappropriate and considered 'politically incorrect'; SE also asked AR not to use this word again. He responded by stating that he had heard it used before. SE attempted to explain how the meaning of words changes over time, but AR was not listening and was talking over SE. At the end of the lesson, SE asked SM to log two instances of inappropriate language by AR, who challenged this as 'I've not used swear words.' SE explained that the log kept by SM was about inappropriate language not just taboo language, and that using the word 'retard' as an adjective describe someone was wrong and hurtful.</p> <p style="text-align: right;"><i>Edited Mon, 20 Jan 2020 14:39 by Carol Rooney</i></p>
<p>Associated Actions</p>	
<p>Sharon MURPHY</p> <p>3088</p> <p>Wed, 04 Dec 2019 10:49</p>	<p>Monitor and record inappropriate language and behaviour</p>

<p>Emily Forrester 4540</p> <p>Wed, 04 Dec 2019 12:35</p> <p>Cause for Concern</p> <p>Status: Active</p> <p>Assigned to: <i>Nobody</i></p>	<p>AR said 'SM is a sexist, she made a joke about men at work'. AR then said 'she is a homophobic as she was drinking out of a 'mrs' cup and shouted when we asked was she a lesbian'. AR then said 'she is a racist as well she said Coon earlier. She actually said to me AR you are a coon'.</p> <p style="text-align: right;"><i>Edited Thu, 05 Dec 2019 09:06 by Janet Lewis</i></p>
<p>Associated Actions</p>	
<p>Janet Lewis</p> <p>3078</p> <p>Wed, 04 Dec 2019 13:31</p>	<p>JE spoke to Dad-Emergency review arranged for 5/12/2019 at 11.30am at Acorns.</p>
<p>Janet Lewis</p> <p>3082</p> <p>Wed, 04 Dec 2019 13:49</p>	<p>JL contacted Lucy Parkinson from Early Help to inform of emergency review-Ann Cookson her Senior Practitioner and either Jason Ellwood or Paul Harris from the Community Safety Team to attend also.</p>
<p>Janet Lewis</p> <p>3086</p> <p>Thu, 05 Dec 2019 08:59</p>	<p>Email received from Paul Harrison regarding AR: rom: Harrison, Paul - 554 <Paul.Harrison3@lancashire.pnn.police.uk> Sent: 04 December 2019 16:04:38 To: Mrs Jaeger <admin@westlancspcss.lancs.sch.uk> Subject: AR Hi acorns. We have been made aware by Lucy Parkinson of child and family well being service at the grove in Burscough of the incidents and concerns regarding the above. As requested by Lucy could you please refer this information to the MASH as a matter of urgency so it can be referred to the appropriate departments in the police and other agencies. With thanks Pc 554 Paul Harrison Community safety team (west lancs) Ormskirk Police station JL emailed Mrs Lewis Thu 05/12/2019 08:49 Paul.Harrison3@lancashire.pnn.police.uk; Mrs Eccleston; Mrs Hodson Good morning Paul Thank you for your email regarding AR. My name is Jan Lewis and I am the DSL here at Acorns. I have already tried to refer this young person to MASH on 3/12/2019-I tried to contact Matt Chipchase and left a message for a call back for advice. I also sent an urgent email to MASH requesting advice and have had no response to the email as of yet. Please can you offer any further advice? The meeting for AR will still be going ahead here at Acorns at 11.30am-can you confirm your attendance? Kind regards Jan Lewis Lead DSL/Assistant SENCo Acorns School DPA</p> <p style="text-align: right;"><i>Edited Thu, 05 Dec 2019 09:06 by Janet Lewis</i></p>
<p>Janet Lewis</p> <p>3092</p> <p>Thu, 05 Dec 2019 13:53</p>	<p>Email reply received from Paul Harrison: Mrs Lewis Good morning Jan. Thanks for getting back to me. I was in contact with the mash yesterday evening. They advised me they could find no referral so there must be some confusion. Either way I have forwarded your e mail to a contact in the mash so I hope they will get in touch . With thanks Paul. Ps. I have been advised not to attend the meeting as this info on the face of it is of a higher risk than community safety to deal with.</p>
<p>Janet Lewis</p> <p>3176</p> <p>Tue, 10 Dec 2019 14:09</p>	<p>Referral made to PREVENT after taking advice. 6/12/2019-PREVENT contacted JL and requested that the information on the attachments were put on the referral form to enable the police officers to access the information directly. 10/12/2019-PREVENT referral resubmitted</p>

<p>Anthony McCann 4528</p> <p>Tue, 03 Dec 2019 12:05</p> <p>Cause for Concern</p> <p>Status: Closed</p> <p>Assigned to: <i>Nobody</i></p>	<p>In the workshop AR was discussing different YouTubers and YouTube videos. I couldn't concentrate on exactly what he was talking about or who but I think he was discussing with another pupil videos of people hurting themselves. He also made a comment about if a drill bit broke it could fly off and kill someone, he was quite graphic.</p> <p style="text-align: right;"><i>Edited Mon, 20 Jan 2020 14:40 by Carol Rooney</i></p>
<p>Associated Actions</p>	
<p>Sharon Evans</p> <p>3054</p> <p>Wed, 04 Dec 2019 07:40</p>	<p>ACTION: SE spoke to JHo about the possibility of an additional member of staff being added to practical lessons, like DT, Food and Science, in order to support the monitoring of **** during these periods.</p> <p>ACTION: SE to arrange review with parents as a matter of urgency.</p>
<p>Janet Lewis</p> <p>3080</p> <p>Wed, 04 Dec 2019 13:35</p>	<p>JL tried to contact Matt Chipchase for advice from MASH -left message-regarding referring AR to Sefton Targeted Youth Prevention services on previous recommendation by Alder Hay CAMHS.</p> <p>JL sent email: Mrs Lewis Tue 03/12/2019 16:22 cypreferrals@lancashire.gov.uk; Mrs Hodson; Mrs Eccleston AR Good afternoon I have tried to contact Matt Chipchase in regards to a query about the student named below without success. This young person falls between two local authorities and requires a referral to Sefton on targeted youth prevention as his GP is based in Sefton and he is based in Banks West Lancashire. Unfortunately we are unable to refer without a MASH referral-please can you advise? See link https://www.sefton.gov.uk/schools-learning/targeted-youth-prevention.aspx Kind regards Jan Lewis Lead DSL/Assistant SENCo 4/12/2019-awaiting response from CSC to above email</p> <p style="text-align: right;"><i>Edited Thu, 05 Dec 2019 09:08 by Janet Lewis</i></p>
<p>Janet Lewis</p> <p>3198</p> <p>Wed, 11 Dec 2019 10:19</p>	<p>Response from MASH received 6/12/2019: 'j.lewis@westlancspcss.lancs.sch.uk' Sent Friday, December 6, 2019 9:25 AM Subject **** *****</p> <p>Hello Jan, I'm Jenny and I work with Matt as Education Officer, unfortunately Matt is [DPA] which is why he's not responded to your enquiry. I'm not sure who you've sent your email to in MASH for advice? I note that you have spoken to CFW on 3 Dec who advised you to contact the Hub, however the concerns do not present as level 4. The concerns regarding **** searching on the internet for violent images, can be managed with level 2 support such as Police Community Safety Officer and Emotional Wellbeing Services / CANW. Children with Autism (which **** may have) often develop obsessions around death, violence and crime. This is due to their neurodevelopment and I wasn't sure whether **** was being assessed for Autism by the Community Paediatrician? I hope this advice is of help. Kind Regards Jenny Ashton MASH Education Officer Lancashire House Lancashire County Council T: [DPA]</p>

Stephen Baker 4526
 Tue, 03 Dec 2019 09:00
 Cause for Concern
 emotional Related
 Status: Active
 Assigned to: *Nobody*

Within Art lesson, working with oil pastels colouring in Call of duty images. AR commented saying "Why can we have these with guns but cant look at guns on the Internet" and then said "can we have a picture of a severed head then", Mr Baker replied, this is not appropriate and changed the subject and explained that Art can be drawn with different topics such as still life which looks at the body form. He then tried to mention the topic again and I told him that everything you say is recorded and that the images have been allowed by Miss Cutts.

Associated Actions

Joanne Hodson 3048
 Tue, 03 Dec 2019 13:56

SE to call emergency meeting with parents. JH to contact police officer who was involved in the original incident.

Stephanie Heaton 4494
 Fri, 29 Nov 2019 13:34
 Cause for Concern
 Status: Closed
 Assigned to: *Nobody*

At the start of the lesson AR refused to sit down and opted for walking up and down near his seat punching his hand hard. He was told to stop as he would hurt himself. He then sat down and started to work with SM very reluctantly. SM was trying to give him ideas how to promote his business and one suggestion was to tell people that his business was new to the area. He insisted that this would not be good because people would think he would kill them as they did not know him. He said that people don't trust others they don't know in case they get murdered. He was regularly out of his seat and then he walked to the highest part of the ceiling, jumped up and punched a laminate hanging from it very hard

Edited Mon, 20 Jan 2020 14:50 by Carol Rooney

Associated Actions

Joanne Hodson 3028
 Tue, 03 Dec 2019 10:02

Sharon, can you phone Dad and let him know about this, please?

Sharon Evans 3056
 Wed, 04 Dec 2019 07:43

ACTION: SE to arrange review as a matter of urgency.

Stephanie Heaton 4300
 Fri, 15 Nov 2019 13:17
 Cause for Concern
 Status: Closed
 Assigned to: *Nobody*

During ICT lesson today I found AR searching school shootings in America. When I told him to stop and get on with his work he tried to engage in a conversation about the subject but was told this was not going to happen.

I have been told that we can no longer log student web history.

Edited Mon, 20 Jan 2020 14:50 by Carol Rooney

Associated Actions

Joanne Hodson 2764
 Fri, 15 Nov 2019 13:32

Sharon,
 Can you contact home please? Could you also ask them about the referral to CAMHs

Sharon Evans 2772
 Mon, 18 Nov 2019 07:56

SE telephoned dad and informed him of incident. SE asked dad to reinforce that this was not an appropriate use of the internet during school. SE asked dad for update regarding CAMHs and was told that he was waiting for school to refer, as this had been agreed at admissions. SE informed JHo.

Dad returned call a few minutes later, informing SE that AR said he had only copied behaviour of another student, and that he had clicked on a hyperlink to a news story. Mrs Martindale was present during the telephone conversation and said that she would need a few days to get a copy of AR's browser history. SE then informed dad that she would get back to him once this information was available.

Edited Thu, 05 Dec 2019 09:11 by Janet Lewis