



CFW - West Lancs

Tel:  
Fax:

**TAF Meeting Outcomes**

**Details of Axel Rudakubana, 14 years**

Family Name	Rudakubana	Given Names	Axel
Actual DOB	07-Aug-2006	Gender	Male
Ethnicity	D2 - African	Primary Language	
Case Number	DPA		
Primary Address	10 Old School Close Banks Southport Lancashire PR9 8SB	Telephone (Mobile Phone)	DPA
		Mobile	DPA

**Meeting Dates**

Meeting Planned Date	04-Nov-2020 11:00
Meeting Due Date	
Meeting Actual Date	04-Nov-2020 11:00

**Meeting Details**

Meeting Type	Meeting
Planned Meeting Date	04-Nov-2020
Actual Meeting Date	04-Nov-2020
Meeting Duration (in minutes)	45 mins
Meeting Location	Acorns school, Ormskirk

**Meeting Attendees**

Attendee	Role	Invited	Attended	Chair
ORMSKIRK - THE ACORNS SCHOOL	School	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Mr Alphonse Rudakubana	Father	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Andrea Fontaine	Key Worker	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes

**TAF Meeting Notes**

Please provide an overview of new or additional information shared in the TAF Meeting	<p>Discussed action plan</p> <p>Axel has been doing well at school and has built a good relationship with his teacher and works well for her. Axel requires a lot of support and explanation to complete his work, and Mrs Allred is working with him on the basis of him displaying ASC traits and this is proving beneficial to him.</p> <p>Alphonse was interested in progression in terms of Axel's education as he is currently attending for 1 hour per day and does not engage in home/online learning. Alphonse would ideally like Axel to return to mainstream. Joanne provided a reintegration plan for Axel which slowly introduces other young people to the classroom, leading eventually to him joining the year 10 class. This would consist of Monday, Wednesday &amp; Thursday 3 hours doing English, Maths and Science, then on Tuesday and Thursday Axel could have 1:1 with Mrs Allred on Tuesdays and Thursdays which could work around social stories and nurture etc. It is important that Axel is part of the process and that his emotional wellbeing is considered throughout so the process is at his space. It was also shared that Axel can still achieve GCSEs even if he ends up staying at Acorns.</p> <p>This will work alongside support for Axel's anxiety. Axel has shared that he isn't struggling with anxiety at the moment, because he isn't in any situations that would make him anxious. Transitioning into a classroom would be anxiety inducing so Axel would benefit from strategies to help manage this.</p>
Please provide a brief overview of agreed actions	<ul style="list-style-type: none"> <li>● Direct work sessions with Axel supporting with managing his anxiety</li> <li>● Direct work sessions with Axel and Alphonse to support their communication with each other.</li> <li>● School to support Axel with transition to year 10 class, social interactions and nurture</li> <li>● Follow up contact to be made with CAMHS to ensure that Axel is on the ASD pathway</li> </ul>
Highlight how the voice of the child has been taken into account	Axel has been heavily involved in the CAF process and has shared he would like support with his anxiety and building his relationship with
Highlight how the voice of the parent(s)/carers (including absent parent and fathers) has been taken into account	Alphonse and Laetitia would like Axel to meet his full potential and to do well. They are willing to engage as Axel has expressed a desire to have this support

**Attachments (0)**

There are no attached documents