

Psychological Advice Addendum

Inclusion Service

Educational Psychology Team

CONFIDENTIAL

Children and Families Act 2014.

As requested I submit advice on the following child's special educational needs:

Child/Young Person's Details

First name (s)	Axel	Surname	Rudakubana
Date of Birth	07-Aug-2006	Gender	Male
Year Group	9	Setting	The Acorns School
Home address	10 Old School Close Banks Southport PR9 8SB	SEND Pupil ID:	DPA

Details of Parent(s) or Person Responsible

Name(s)	Mr A Rudakubana	Mrs L Muzayire
Relationship	Parent	Parent
Home Address	As above	As above

Section A: Summary

A. Summary of Identified Strengths and Special Educational Needs.

The limitation of this this report is that it was written based on telephone conversations, a virtual meeting and information contained in the Inclusion Service electronic file because of the current working arrangements during the Covid-19 crisis.

Axel is currently on roll at The Acorns School following a permanent exclusion from Range High School, a mainstream school, for taking a knife into school. Axel has not been attending The Acorns School since January 2020 following an assault on a pupil at Range High School which was committed while Axel was attending The Acorns School. For this offence, Axel has received a 10 month Referral Order to the Youth Offending Team (YOT) which will end in January 2021. Axel has also been assessed by the Child and Adolescent Mental Health Service (CAMHS) Forensic Team and Children's Social Care have completed an assessment. Axel and his family are currently supported by the Children and Family Wellbeing Service via the Team Around the Family (TAF) process.

To my knowledge, no difficulties have been identified with Axel's hearing or vision or with his gross or fine motor skills and no sensory difficulties have been identified.

Axel is currently awaiting an assessment to identify if he has difficulties which are within the autistic spectrum. Axel finds it difficult to accept that others can have a different point of view to himself, to be able to negotiate and compromise and to work in a group.

Cognitive (thinking and problem solving) skills are an area of strength for Axel. Axel scored within average range on all the assessments on the Cognitive Abilities Test 4 (CAT4) and within the above average range on the Verbal assessment. Information from Range High School indicates that Axel made progress with his learning but engaged in some low level disruption in the classroom. Axel is currently not completing the work which is set for him to undertake at home.

Axel has experienced difficulties establishing and maintaining friendships with his peers and with establishing working relationships with adults in school. Axel has also had difficulty in adopting socially acceptable and appropriate responses to situations and his responses have placed others and himself at serious risk. Axel's emotional responses indicate that he has difficulties understanding and managing his own emotional responses and understanding the emotional responses of others. Information on file indicates that Axel has been assessed by CAMHS and was found to have no underlying psychosis or mental illness.

When in school, Axel is described as being well dressed. He has demonstrated some of the organisational, planning and practical skills needed in adult life but has not acquired many of the other skills needed to function responsibly in society.

Axel has the ambition of being a marine biologist.

Axel's Special Educational Needs

Axel has relative strengths in terms of:

- Cognitive skills which are within the average to above average ranges with a particular strength in verbal skills;
- Confidence as a learner;
- Being able to teach himself some basic programming;
- Organisation, planning and practical skills needed in daily life;
- An ambition for the future.

Axel has special educational needs in the areas of:

Communicating and Interacting

- Social communication and interaction including the skills of empathy, negotiation, persuasion and being able to compromise.

Cognition and Learning

- Engagement with learning.

Social, Emotional and Mental Health

- Understanding emotions in others and self and the ability to express, monitor and manage emotions.
- Development of the social skills needed to establish and maintain relationships with adults and peers.
- Being able to make positive choices and the ability to recognise and avoid situations which may place the safety of self and/or others at risk.

Self-help and Independence

- The development of the skills needed to function responsibly in society.

Section B: Sources

B. Sources of evidence used in the advice

This report is based on the following:

- Information held on the Inclusion Service file for Axel.
- Telephone discussion with Mr Rudakubana, Axel's father on 13 May 2020.
- Telephone discussion with Axel on 13 May 2020.
- Telephone discussion with Mrs J Hodson, Deputy Head Teacher and Special Educational Needs Coordinator (SENCO) at The Acorns School on 19 May 2020.
- Attendance at a Team Around the Family (TAF) meeting via Skype on 19 May 2020.
- Further telephone discussion with Mr Rudakubana on 20 May 2020.
- Telephone discussion with and written information from Mr Cregeen, Range High School on 20 May 2020.
- Telephone discussion with Ms A Croll, Operations Social Worker, Youth Offending Team (YOT) on 21 May 2020.

Section C: Background

C. Relevant Background

The purpose of this report is to provide updated information regarding Axel's special educational needs. This Addendum removes a sentence from the section on cognition and learning where Mrs Hodson's opinion was misreported.

Axel is currently on roll at The Acorns School having started attending there in October 2019 following a permanent exclusion from Range High School, Formby. Axel was permanently excluded for taking a knife on to the school premises. The available information indicates that Axel had taken the knife to school as he considered he was being bullied by another pupil. Axel had contacted Child Line to report that he was doing this.

Although Axel has been on roll at The Acorns School he has not been attending school since January 2020 following an incident in December 2019 where Axel returned to Range High School to seek out the pupil he considered was bullying him. Information provided indicates that Axel organised a taxi to call at his home address at the same time as the school taxi would take him to The Acorns School in order to travel to Range High School. At the school, Axel attacked another pupil with a hockey stick having been unable to find the pupil he was seeking and was found to have a knife in his bag. Following this incident, Axel was given a 10 month Referral Order to YOT. The Order started in March and will end in January 2021.

Following the incident in October, a referral was made to Children's Social Care and an assessment was undertaken. Currently, the Children and Family Wellbeing Service is involved to support Axel's access to education and issues related to family isolation.

Axel was also referred to Prevent and an assessment was undertaken but no further action was deemed necessary. There was also involvement from the Forensic Child and Mental Health Service (CAMHS). The record of the discussion indicates that Axel had been referred by Range High School for an assessment to identify if he had difficulties which were within the autistic spectrum and was on a waiting list for this.

Currently, Axel is being provided with online learning resources. Axel's return to school is being considered and potentially he could return to school with 1:1 support from a specialist teacher for one hour per day when the school opens following a risk assessment and the current restriction being eased.

Axel lives at home with his parents and older brother DPA
DPA who uses a wheelchair.

Section D: Views

a) View of Child/Young Person

Axel made the following points in the discussion in response to questions he was asked:

- The good things about Range High School were easy lessons like drama. This was not because of the lessons but because he was able to talk to his friends.
- Axel described English as 'okay' but he didn't like the teachers. Axel didn't consider that he had any problems with the work he was given. Axel said Maths was 'fine'.
- Axel was asked if he could choose to do just one lesson which lesson would it be and he chose Art because he said he got to talk to his friends.
- When he was asked about the not so good things about Range High School Axel said that he didn't like some of the students/teachers. This was because one of the students was bullying him and the teachers were strict and unfair.
- When Axel was asked if there was one thing which would have made Range High School better for him he said 'removing annoying students and the ones I didn't like'.
- Axel was asked if there was anything or anyone who helped him he said that there was 'nothing that helped' and no one he could talk to.

- Axel said that 'normal school' would be the option he would prefer when we talked about the type of school he would like to attend. Axel said that he wouldn't want someone in class to help him when he was asked about this.
- In the future Axel said his ambition is to be a marine biologist and explained that he likes animals but not science lessons in school.
- Axel said that he has a Play station and computer and has been trying to program but he just done the basics.
- Axel explained that he used to have friends but not really as in friends – people he knew.

Axel will also have outlined his views and aspirations in the 'All About Me' document and this should be referred to.

b) View of Parents/Carers

Mr Rudakubana made the following points in the discussion:

- In primary school, Axel had no difficulties; he was in the middle of the class and coping with school. The problems started for Axel in high school when he moved schools as his brother had to move because of wheelchair access. Mr Rudakubana described this as having 'hit him hard'. Axel did not want to go to school at his new school. There was no one else in his class that he knew and he said that some of the children did not like him.
- Mr Rudakubana is of the opinion that The Acorns School environment does not help and support Axel and it is not the right provision for Axel. It annoys Axel that staff write down everything he does wrong and Mr Rudakubana said that he dreads Friday because school staff ring and tell him all the things Axel has done wrong. Mr Rudakubana considers that when he was attending The Acorns School, Axel was missing out on his education because of other children's behaviour.
- Currently, Axel is not doing the work which is being sent home and which is available electronically and says will only do it when he goes back to school. Mr Rudakubana is of the view that Axel needs a home tutor.
- Mr Rudakubana explained that he believes that Axel has a way of learning that he prefers. This is self-directed learning e.g. taught himself computer programming. He considered that when Axel is in the classroom he feels he is repeating what he already knows, it is boring and he switches off.
- Mr Rudakubana explained that he wants Axel to be assessed for attention deficit with hyperactivity disorder (ADHD) and an autistic spectrum disorder (ASD). There is a paediatrician involved as are the Child and Mental Health Service (CAMHS) but everything is on hold because of COVID-19. The Youth Offending Team (YOT) are involved in assessing Axel's safety.
- Axel had stopped doing everything at home but he is now saying that he wants to go back to playing tennis.

- Mr Rudakubana explained that he has completed a parenting course.
- In the future, Mr Rudakubana would like Axel to go back to a mainstream school with some support during breaks and to encourage him to do work in the classroom.
- The Outcomes Mr Rudakubana would want for Axel are for him to be:
 - Attending school, learning and making progress;
 - Able to understand that people have a different point of view and to respond in a socially appropriate way e.g. being able to disagree;
 - Able to make friends more easily.
 - Able to persist with tasks and;
 - Able to recognise his emotions and to regulate them e.g. being able to be calm.

Other information provided by Mr Rudakubana is included elsewhere in this report.

In addition to this, the family's story so far will have been outlined in the 'All About Me' document. This will also include what is important to the family now and what they would want Axel to achieve in the future.

Section E: Psychological Assessment

Observation and Assessment details

The current working arrangements during the COVID-19 crisis means that no observation or assessments were undertaken.

Section F: Identified Strengths and Special Educational Needs

a) Sensory and Physical

To my knowledge, there are no concerns regarding Axel's hearing or vision. No difficulties have been reported with Axel's gross or fine motor skills and no sensory difficulties have been identified. Mr Rudakubana, Axel's father reports that Axel is fussy about what he eats and he eats the same foods each day.

b) Communication and Interaction

When Axel was attending The Acorns School, Mrs Hodson described him as not making eye contact. Axel would stand with his head down looking at the floor when he came in to school and would not interact with anyone. If another pupil said something he did not agree with, Axel would struggle with this and get really angry and use the phrase, 'This is my opinion' and be unable to accept that others can have a different view or be able to negotiate, compromise or show empathy. Mrs Hodson described Axel's understanding of language as being very literal and his thinking as 'black and white'. She found that Axel was unable to let go of any form of perceived injustice. It was also noted that Axel found it difficult to pick up on social nuances in conversations and to work in a group with other pupils.

Axel is currently waiting to be assessed to identify if he may have difficulties within the autistic spectrum.

The assessment of Axel's cognitive (thinking and problem solving) skills on the Cognitive Abilities Test 4 (CAT4) indicated that verbal skills are an area of strength for Axel and he scored in the above average range on the assessment.

c) Cognition and Learning

When Axel was attending The Acorns School there was no evidence that he had any learning needs. Mrs Hodson explained that Axel completed the work given to him but said it was too easy. She considers that Axel is confident as a learner and if he says he will not complete work it is not because he is unable to understand or complete it, it is because he is choosing not to do the work.

When Axel was attending Range High School, the information indicates that he made progress with his learning but engaged in some low level disruption in the classroom.

Information provided both from school and by home indicates that Axel is not engaging with the work which has been provided while he has not been in school and while the school has been closed because of the current restrictions. There was a home visit by school staff where Axel indicated that he would complete online learning but he only attempted some of the Maths work. Axel is reported as saying that he will do the work when he is in school and he has been doing some computer programming which he has found himself.

Mr Rudakubana explained that when he had observed Axel completing homework he was restless and he said that he would not describe Axel as liking to learn. When things are too challenging, Axel will stop work and not be engaged. Mr Rudakubana considers that he needs things that interest him e.g. programming and then he will concentrate, focus and persist. Otherwise, Axel cannot be encouraged to persist with tasks.

At home, Mr Rudakubana explained that when Axel was at Range High School he would do his homework straight from school but would not let anyone look at it. Mr Rudakubana later found out that Axel was not doing any work or he would do the easy things and would only write a paragraph when a longer piece of work was required. This resulted in Axel having a number of detentions for not doing homework. Mr Rudakubana also described Axel as engaging in low-level disruption in class such as talking and answering back although Axel would say it was others who were doing this. This only became apparent to Mr Rudakubana at the parents evening. Eventually, Axel did not care about detentions and would not attend.

Axel's scores on the Cognitive Abilities Test 4 (CAT4) resulted in scores which were all within the average range with the exception of the Verbal score which was within the above average range. These scores would indicate that Axel would be able to cope with the demands of the curriculum in a mainstream school and Mrs Hodson had no concerns regarding Axel's ability to cope with the work he was asked to attempt in school.

d) Social, Emotional and Mental Health Development

At The Acorns School, Mrs Hodson found that Axel had little or no interaction with other pupils or relationships with the staff. Other pupils were described as finding Axel as being 'quite unsettling' and Axel made accusations about the behaviour of other pupils towards him saying they were bullying him but school staff were unable to find any evidence of this. Axel had been involved in a verbal exchange with another pupil in the school and this had resulted in some physical contact in the form of pushing. Axel appeared to become fixated on particular members of staff. Mrs Hodson reported that Axel had decided a member of staff who had been unwell was contaminating everything they touched and was trying to turn the other children against her. Axel had also alleged that another member of staff had used an abusive term to describe him.

Mr Rudakubana described Axel as being really shy and nervous in groups of people. He explained that Axel had been on his own at break and lunchtime at school. He had only two friends and Axel would not go to eat if they were not there. He said that children had liked Axel when he was in primary school and he had made them laugh

Mrs Hodson expressed concern that there were occasions when Axel would say and do things which she described as 'sinister'; for example, he had graphically described the damage a drill bit could do and he looked at school shootings on the web. She also explained that Axel had appeared quite 'cold and calculating' when he was in a meeting to discuss the issues with school staff and he had not appeared concerned about the seriousness of the meeting. Mrs Hodson also explained that when he had been asked about taking a knife into school, he had thought this was an appropriate response to the situation and the information from Range High School indicated that it was considered that Axel showed a lack of emotion and awareness of the impact of his actions. Mr Rudakubana said that he considered that Axel had been 'damaged' by the incident at Range High and felt that justice had not been done.

Both Mrs Hodson and Axel's father describe him as being unable to let go of any real or perceived injustice.

Mr Rudakubana considers that if Axel is respected by others then there will be no difficulties but if something is said to him then he will react. Axel has difficulty managing when things go wrong and he then becomes angry. If he is angry he can hit out. Mr Rudakubana said that he does not think that Axel knows how to control his behaviour and Axel he does not tell anyone what is happening but keeps things to himself. Mr Rudakubana further explained that he considers it Axel is slow to recognise that for Axel to notice that you do not like him and the dislike has to be noticeable. There are times when Axel feels everyone is looking at him. At these times, he would tremble and rub his hands and arms. There have been times in the past when Axel's eyes have watered and he has had a lot of saliva in his mouth and he was very aware of this. Mr Rudakubana explained that he had taken Axel to their GP who considered this was anxiety related. He said that said that Axel does not run around, play football or sport and does not play rough and described him as being 'really modest'.

It is reported in the Educational Advice for the EHCP assessment that Axel has been assessed by CAMHS and was found to have no underlying psychosis or mental illness. Mr Rudakubana reports that Axel has had counselling which he has paid for privately.

e) Self Help and Independence skills/preparation for adulthood

No concerns have been expressed regarding Axel's self-help and independence skills. He is described as being well dressed and clean in school. Axel was able to demonstrate a degree of organisation and the planning and practical skills needed in adult life when he organised a taxi to take him to Range High School. However, given that this was in order to carry out an assault clearly Axel has not acquired many of the other skills needed to function responsibly in society.

Section G: Outcomes and Recommended Approaches

These suggested outcomes are based on the information currently available and are intended to form the basis of further discussion with Axel, parents, staff and the Special Educational Needs Officer (SENDO). It would be expected that Axel would achieve these outcomes by the end of Key Stage 4.

The following suggested methods and approaches are outlined as a means of supporting Axel in achieving these outcomes:

Outcomes	Approaches towards achieving the Outcome
Communication and Interaction • Axel will have developed more sophisticated language and social interaction skills including those of inference, negotiation and persuasion and be able to recognise and accept that others have a different point of view to himself and also understand figurative language, sarcasm and word play for jokes. • Axel will be able to recognise and ask for help from an adult when this is needed and be able to accept this help to resolve difficult situations.	• Resources such as Talkabout for Teenagers by Alex Kelly and Talkabout Theory of Mind by Alex Kelly and Katherine Wareham may be useful. • Direct teaching of figurative language. • Supporting Axel to think about situations where he might need help and support, identifying barriers to asking for help, developing a script for asking for help and identify who he can ask for help
Cognition and learning • Axel will be engaged with learning and completing work set by his teachers	• A programme of work that Axel finds interesting, relevant and motivating. It will be important that Axel can see 'what is in it for him'. Helping Axel to develop some long term aims i.e. what he would aspire to in the future may help to identify what would be relevant and therefore motivating. • The use of full praise statements i.e. include the behaviour that is being praised in the statement rather than simply saying 'well done, Axel'. In addition to being specific the praise should encourage him towards a growth mindset (see Carol Dweck's website for more on this).

Social, Emotional and Mental Health • Axel will recognise and understand a range of emotional response both in himself and others and to be able to express his emotions and monitor and manage his own responses in a socially appropriate way. • Axel will have acquired the social skills needed to establish appropriate relationships with his peers and adults including recognising that others may interpret the same event or happening differently and be able to respond in a socially appropriate way when he encounters difficulties in his relationships with others. • Axel will be able to identify and avoid inappropriate behaviours including those which place self and/or others at risk and which may lead to serious consequences both inside and outside of the educational context.	• Axel will require support to extend his understanding of his own emotional needs and those of others. Axel may benefit from being given feedback i.e. labelling and acknowledging emotions. • Developing Axel's emotional vocabulary through resources such as: – Bothered: Helping teenagers talk about their feelings by Margot Sunderland, Speechmark ISBN: 978-0-8638-908-0 – Helping Teenagers with anger and low self-esteem ed. Margot Sunderland, Hinton House ISBN: 978-1906531-30-0 • Skill Streaming pro-social skills training may be an approach that would be beneficial for Axel. • Axel could be encouraged to think about situations which he finds difficult and to develop scripts to help him to respond in a way that enable him to retain his credibility but at the same time allow him to stay safe and choose a different course of action. Axel would need opportunities to role play these situations.
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Section H: Provision

Recommended Provision

Communication and Interaction

- A structured approach to developing Axel's communication skills and his understanding and use of spoken language. This could include the opportunity to develop key language skills such as; skills of persuasion and negotiation and the ability to switch language styles according to situation as well as conversation skills.
- Interventions to enable Axel to develop his social communication skills should be delivered on a regular basis during the week with opportunities to generalise what has been learnt in the teaching context.

Cognition and Learning

- Axel would benefit from an environment which is positive, supportive and nurturing and also one where he can access lessons which academically challenge him and where he can learn alongside equally able pupils.
- Axel should have access to a broad and balanced curriculum including the National Curriculum.
- Axel should have an Individual Education Plan (IEP) or equivalent which outlines SMART (Specific, Measurable, Achievable, Realistic and Time limited) targets, indicates what strategies are to be used to achieve this and the resources i.e. personnel, opportunities and physical resources needed. Axel's IEP should be a working document for staff and should be reviewed on a regular basis i.e. half-termly. Axel should have the opportunity, along with his parents, to be involved in reviewing his progress and setting new targets.

Social, Emotional and Mental Health

- Axel is going to require the coordinated involvement of a range of agencies to ensure his safety and to promote his social and emotional development as well as reinforcement by specialist support outside the school day to enable him to have guided situational practice so that he can develop and internalise models of positive behaviour.
- An environment where Axel can have:
 - Access to a key adult with whom Axel can discuss worries and concerns and who can support Axel in coping with situations he may find difficult. This could be a counsellor or learning mentor. It will be important to promote the development of Axel's independence and coping skills and avoid unrequired dependence and reliance. In practical terms there will usually need to be at least one well known adult in 'reserve' who can step in if the key person is unavailable.
 - Opportunities to practise exerting reasonable degrees of autonomy via e.g. making choices, taking the lead in appropriate activities, expressing individual preferences, contributing to appropriate levels of decision making etc.

- Opportunities to develop an understanding of how different young people and adults might see and interpret the same event or happening. This can be effectively modelled through e.g. different people displaying different reactions to the same thing.
- Adults who are consistent and supportive and who give individual attention.
- Adults who are able to persist in their encouragement of Axel's talents and interests with the aim of promoting self-confidence.
- Regular, positive feedback about his achievements, being assisted in identifying his strengths and being setting tasks that allow him to experience success and for provide him with opportunities to develop his strengths.
- A structured approach to developing Axel's social skills.
- Structured opportunities to develop Axel's skills in recognising his feelings, understanding himself and his emotional responses and developing his ability to self-regulate. It will be important to assist Axel in identifying socially appropriate strategies which enable him to self regulate. There will need to be opportunities to use these consistently and frequently with the eventual aim of Axel using them independently or with minimal adult prompting.
- A risk assessment to be completed to identify and minimize the risk for Axel and those working with him.
- Close liaison between Axel, his family and all agencies involved in supporting them.
- Opportunities to be provided for Axel to be involved in reviewing his progress, to set future goals, to consider what he will need to do in order to achieve these goals and who will be able to support him in achieving them.

Advice Giver's Details:

Date	27.05.20
Signature	SIGNATURE
Name	Dr Janet Ramsay
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