

The Fox (Level 5)

Among animals the fox has no rival for cunning. Suspicious of man, who is its only natural enemy, it will, when pursued, perform extraordinary feats, even alighting on the backs of sheep to divert its scent. Parent foxes share the responsibilities of cub-rearing. Through their hunting expeditions they acquire an uncanny knowledge of their surroundings which they use in an emergency. This is well illustrated by the story of a hunted fox which led its pursuers to a neglected mine-shaft enclosed by a circular hedge. It appeared to surmount the barrier. The hounds followed headlong, only to fall into the accumulated water below. The fox, however, apparently on familiar territory, had skirted the hedge and subsequently escaped. (117 words)

QUESTIONS

- | | |
|---|--|
| 1 Who is the chief enemy of the fox? ☐ | 5 To where did the fox in this story lead the hounds? ☐ |
| 2 Why does the hunted fox sometimes jump onto the back of a sheep? ☐ | 6 Was the mine working? ☐ |
| 3 Who provides food for the cubs? ☐ | 7 How did the fox avoid falling into the water? ☐ |
| 4 How do foxes know the best hiding places in their surroundings? ☐ | 8 Why were the hounds unable to see the danger? ☐ |

PASSAGE TOTALS					
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals
Comprehension:					
Errors:					
Time:					

Migration (Level 6)

Each Spring, at the reappearance of the swallows in their familiar haunts, bird-watchers must marvel at the accurate flights with which birds span the considerable distances between their seasonal abodes. What motivates these regular journeys? The theory that rigorous winters compel birds to migrate is insufficient, as some migrate in summer. Neither can it be argued that the fledglings imitate the older generation, for the offspring generally migrate alone. One reasonable explanation may be that migration is an inborn behaviour, probably originating in the distant past when the flights were essential for survival. Most species favour particular routes. On one occasion when some storks from East Germany were captured and released among storks in West Germany, they did not accompany their relatives along the western migration route. Instead, with unerring instinct, they rediscovered the traditional south-easterly path of their eastern ancestors.

(141 words)

QUESTIONS

- | | |
|--|--|
| <p>1 When can bird-watchers hope to see the swallows reappear? ☐</p> <p>2 Why do bird-watchers think that birds are such remarkable creatures? ☐</p> <p>3 Why is it wrong to say that the cold of winter makes all the birds migrate? ☐</p> <p>4 Do the young birds learn the migration routes from their parents? ☐</p> | <p>5 What do people think causes the birds to migrate in this way? ☐</p> <p>6 Where was an experiment done with storks? ☐</p> <p>7 What route did the eastern storks usually take when migrating? ☐</p> <p>8 In which direction did the eastern storks fly when they were taken to the west? ☐</p> |
|--|--|

PASSAGE TOTALS						Comprehension:
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Errors:
						Time:

Ali (Level 3)

As Ali sheltered in an old temple, his shoulder knocked a secret spring. Instantly, he was thrown into an underground room. In the darkness the walls seemed to be covered with jewels. Ali rested awhile. He knew that desert travellers often imagined strange things. Later, he explored the place for a way to escape. To his amazement, the jewels were still there. He had found a palace that had been buried long ago. (73 words)

QUESTIONS

- | | | | |
|---|--------------------------|--|--------------------------|
| 1 Why did Ali go into the temple? | ☐ | 5 Why did Ali not rush to look at the jewels? | ☐ |
| 2 How did he find the secret spring? | ☐ | 6 After he had rested, what did Ali try to find? | ☐ |
| 3 What happened when he touched the spring? | ☐ | 7 Why was he so surprised? | ☐ |
| 4 What did he see there? | ☐ | 8 How had the jewels come to be there? | ☐ |

PASSAGE TOTALS					
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals
Comprehension:					
Errors:					
Time:					

Jan (Level 4)

Jan buckled on her diving belt of metal weights and dropped from the launch. Skipper Kells supervised her air-hose to prevent tangling. Leo, following the bubbles, guided the dinghy above the diver, as she searched the mysterious underwater world. Jan surfaced frequently clutching crayfish. The required number of specimens was almost obtained when the grey nurse shark advanced directly towards her. Jan retreated cautiously without signalling for assistance. The creature brushed by, ignoring her, as baby sharks emerged from some rocky grooves. Their welfare was more important to the shark than the diver's now motionless figure. (96 words)

QUESTIONS

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 What equipment assisted Jan in her exploration under water? | ☐ | 5 Why did it seem that the shark might attack her? | ☐ |
| 2 What did Skipper Kells do to help Jan? | ☐ | 6 How did Jan avoid trouble with the shark? | ☐ |
| 3 How did Leo know where the diver was? | ☐ | 7 What kind of a home protected the baby sharks from enemies? | ☐ |
| 4 What do you think Jan was diving for? | ☐ | 8 Why was the shark not interested in Jan? | ☐ |

PASSAGE TOTALS					
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals
Comprehension:					
Errors:					
Time:					

Begin Formal Testing Here

Form 1

Bird (Level 1)

A bird hopped up to my window. I gave her some bread. She made a nest in my garden. Now I look after her little ones. (26 words)

QUESTIONS

- 1 Where did the bird hop to? ☐
- 2 What did the little boy/girl give the bird? ☐
- 3 What did the bird do in the garden? ☐
- 4 What does the little boy/girl do now for the bird? ☐

PASSAGE TOTALS						Comprehension:
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Errors:
						Time:

Road Safety (Level 2)

Kim stopped on her way to school. In the middle of the traffic lay two children. Their bicycles had crashed into each other. Kim ran quickly to help. She saw that no-one was hurt. The children pointed to a television camera. 'We are taking part in a road safety lesson,' they said. (52 words)

QUESTIONS

- 1 Where was Kim going? ☐
- 2 Why did Kim stop? ☐
- 3 What had happened to the bikes? ☐
- 4 How do you think Kim felt? ☐
- 5 What did Kim do? ☐
- 6 Were the children hurt? ☐
- 7 What were the children really doing? ☐
- 8 How did Kim find out what was happening? ☐

PASSAGE TOTALS						Comprehension:
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Errors:
						Time:

Neale Analysis of Reading Ability Revised British Edition

Individual Record
FORM 1

Name <i>Lisa Lucy</i>			School <i>Good Shepherd Centre</i>		
Date of birth <i>14.01.80</i>	Date of testing <i>8.03.95</i>	Age at testing <i>15 Yrs 2 Mths</i>	Year group	Language(s) at home	
Test administrator			Class teacher		

RAW SCORE SUMMARY

Passage	Number of words	RATE	ACCURACY			COMPREHENSION
		Time in seconds	Maximum score	-(minus) Number of errors	Accuracy score	Number of correct answers
Level 1 <i>Bird</i>	[26]		16	-	=	
Level 2 <i>Road Safety</i>	[52]		16	-	=	
Level 3 <i>Ali</i>	[73]		16	-	=	
Level 4 <i>Jan</i>	[96]		16	-	=	
Level 5 <i>The Fox</i>	[117]		16	-	=	
Level 6 <i>Migration</i>	[141]		20	-	=	
Total number of words in passages read []		Total Time				
TOTAL RAW SCORES		†				

$$\dagger \text{ Words per minute} = \frac{\text{Total number of words}}{\text{Total time}} \times 60 = \text{ } \times 60$$

- **Rate:** use only those passages that were *actually read* by the child.
 - **Last passage read:** where the permissible number of errors is exceeded do not use that passage in any calculation.
 - **Basal Level:** credit earlier passages fully for Accuracy (i.e. write in 16 for passage score) and Comprehension (i.e. 4 for Level 1 and 8 for Level 2 and above).
- Directions for administering and scoring this form may be found on page 9 of the Manual.

STANDARDIZED SCORE SUMMARY

	RATE	ACCURACY	COMPREHENSION
READING AGE			
EQUIVALENT AGE RANGE			
NATIONAL PERCENTILE RANK			
STANINE			

ERROR COUNT

	Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Total count
Error count (brought forward)							
% of total count*							$\frac{\text{Error count}}{\text{Total count}} \times 100$

Summary and Recommendations:



(Please continue on back cover)

Practice Passages

Practice Passage X (5-7 year olds)

I have a lot of toys. I have them in a box. I like to play with all of them. But at bed-time I like my teddy bear best.

QUESTIONS

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 What was that story about? | ☐ | 3 At night-time what was the little boy's/girl's favourite toy? | ☐ |
| 2 Where did the little boy/girl keep his/her toys? | ☐ | 4 Why do you think teddy was the best toy at bed-time? | ☐ |

Practice Passage Y (7 years and over)

My friend and I made a tree-house. We like to hide in it. We climb up the rope and pull it up after us. Then no-one knows where we are. We play space-ships. At tea-time we slide down fast and are always first for tea.

QUESTIONS

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 What would you say was the best name for that story? | ☐ | 4 How could the children's friends guess that they were playing up in the tree-house? | ☐ |
| 2 Who built the house in the tree? | ☐ | 5 What game did the boys/girls play in the tree-house? | ☐ |
| 3 How did the boys/girls get up into the tree-house? | ☐ | 6 How did the little boys/girls manage to be always first for tea? | ☐ |

						PASSAGE TOTALS
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension:
						Errors:

Qualitative Assessment

PERSONAL DETAILS

- 1 General physical appearance Tall/ Slim
- 2 Hearing Good
- 3 Sight Should wear glasses
- 4 Any emotional difficulties _____
- 5 Attitude to school: Likes school 'a little' ☒ 'a lot' ☐ 'not really' ☐
- 6 Attitude to reading: Likes reading 'a little' ☒ 'a lot' ☐ 'not really' ☐
- 7 Other _____

READING BEHAVIOURS

- Needs encouragement to begin reading _____ Articulation. Poor ☐ Average ☐ Good ☐
- Refuses to try unknown words _____ Holds reading close to face _____
- Repeats words or phrases habitually _____ Can use finger as pointer. Yes ☐ No ☐
- Reads in a quiet ☐ loud ☐ Loses place frequently. Yes ☐ No ☐
- mumbled ☐ hurried ☐ voice _____ Head movements. Marked ☐ Slight ☐
- Spontaneous language: Poor ☐ Average ☐ Good ☐

INFORMAL ERROR ANALYSIS

Grapho-phonetic errors

- Unable to pronounce words _____ ☐ Does not know letters _____ ☐
- Reverses words _____ ☐ Does not know sounds _____ ☐
- Spells out words _____ ☐ Errors cause meaning to be lost _____ ☐
- Sounds out letter combinations but cannot synthesize _____ ☐

Syntactic/semantic errors

- Reads word by word (poor phraseology) _____ ☐ Omissions: _____ Meaning retained _____ ☐
- Ignores punctuation _____ ☐ Meaning lost _____ ☐
- Additions: _____ Meaning retained _____ ☐ Guesses at unknown words _____ ☐
- _____ Meaning lost _____ ☐ Generally ignores context: At sentence level _____ ☐
- Substitutions: _____ Meaning retained _____ ☐ At passage level _____ ☐
- _____ Meaning lost _____ ☐ Both _____ ☐

Conclusions from the qualitative assessment: begin recording these in the space provided on the front page of this Individual Record

Supplementary Diagnostic Tests

Detailed directions for administering and scoring the Supplementary Diagnostic Tests may be found on pages 30–33 of the Manual.

SUPPLEMENTARY DIAGNOSTIC TEST 1: Discrimination of Initial and Final Sounds

(Initial sounds)	(Final sounds)
a e i o u	l g t j a/u

SUPPLEMENTARY DIAGNOSTIC TEST 2: Names and Sounds of the Alphabet

Note: Differentiate between errors of sounding and errors of naming by using different coloured pencils or different markings, e.g. a circle and a cross.

a	c	o	e			A	H	K	F	E	L	I	T	X
f	t	k	h			C	G	O	Q	P	R	D	B	J
p	d	b	g	q	y	M	N	U	V	Y	W	S	Z	
m	w	n	r	u	v									
s	z	x	i	j	l									

SUPPLEMENTARY DIAGNOSTIC TEST 3: Graded Spelling

1	tap	man	rat	11	gift	gives	gears
2	beg	red	pet	12	taught	called	halt
3	tin	lip	ink	13	choice	joints	noise
4	fold	bolt	cold	14	school	skill	shield
5	but	mug	hutch	15	several	average	beverage
6	show	star	sport	16	memory	primary	temporary
7	every	bridge	chicken	17	combination	congregation	publication
8	girl	grid	grumble	18	discussion	compassion	destruction
9	light	late	life	19	abdominal	abominable	indomitable
10	rice	race	right	20	depreciation	anticipation	negotiation

SUPPLEMENTARY DIAGNOSTIC TEST 4: Auditory Discrimination and Blending

three	tree	hat	hat	lend	lend
from	from	not	nut	run	rung
sport	sport	pint	paint	task	task
shop	chop	soap	soap	gives	gifts
brick	click	like	look	self	self
still	still	pin	pen	card	cart
scrap	strap	then	than	thump	thumb
dress	dress	gem	gem	sing	sing

NAME : Luise Percy

D.O.B. : 14.1.80

DATE : 28/3/95

READ THE QUESTIONS CAREFULLY AND THEN ANSWER YES OR NO.

DO YOU

- | | |
|--|------------------|
| 1. Feel shy with strangers ? | <u>NO</u> |
| 2. Find it hard to make friends in a new place ? | <u>NO</u> |
| 3. Sometimes stammer or stutter when you talk ? | <u>NO</u> |
| 4. Find you don't have many friends ? | <u>NO</u> |
| 5. Feel worried about using the telephone ? | <u>NO</u> |
| 6. Find it hard to take orders from a teacher ? | <u>NO</u> |
| 7. Find a lot of other people don't like you ? | <u>NO</u> |
| 8. Feel shy with boys ? | <u>NO</u> |
| 9. Wish that more people liked you ? | <u>NO</u> |
| 10. Feel afraid to talk to a boy at a party or disco ? | <u>NO</u> |
| 11. Find it hard to say 'no' when your friends ask you to join in, to do something wrong ? | <u>Yes</u> |
| 12. Feel worried about going on a bus on your own ? | <u>Yes</u> |
| 13. Find it hard to think of things to say to strangers ? | <u>NO</u> |
| 14. Find it hard to say you are sorry to members of staff ? | <u>NO</u> |
| 15. Find it hard to go into a shop and ask for something ? | <u>NO</u> |
| 16. Find it hard to ask a member of staff for something you want ? | <u>NO</u> |
| 17. Find it hard to own up when you've broken or lost something ? | <u>NO</u> |
| 18. Find it hard to admit when you have been telling lies ? | <u>NO</u> |
| 19. Find it hard to keep your temper when an adult won't let you do something ? | <u>Yes</u> |
| 20. Get slagged a lot ? | <u>NO</u> |
| 21. Find that adults are always telling you off ? | <u>NO</u> |
| 22. Not know what to say to people when you first meet them ? | <u>NO</u> |
| 23. Find that you lose your temper easily ? | <u>Don't now</u> |
| 24. Get embarrassed easily ? | <u>NO</u> |
| 25. Have difficulty looking people in the eye when they are talking to you ? | <u>Yes</u> |

- | | |
|---|------------|
| 26. Often get into fights ? | <u>NO</u> |
| 27. Often butt in and interrupt people when they are talking ? | <u>YES</u> |
| 28. Often lose your temper when people tease you ? | <u>NO</u> |
| 29. Have difficulty keeping out of trouble ? | <u>NO</u> |
| 30. Often have rows with your parents ? | <u>NO</u> |
| 31. Find your friends are a bad influence on you ? | <u>NO</u> |
| 32. Find it hard to talk to adults ? | <u>NO</u> |
| 33. Find it hard to stick up for yourself ? | <u>NO</u> |
| 34. Worry what you would say to a boy if you went out with him ? | <u>YES</u> |
| 35. Feel awkward meeting new people ? | <u>NO</u> |
| 36. Find it hard to talk to people you know ? | <u>NO</u> |
| 37. Get bullied often ? | <u>NO</u> |
| 38. Feel uncomfortable at parties or discos ? | <u>NO</u> |
| 39. Have trouble saying you are sorry to your parents ? | <u>NO</u> |
| 40. Often cheek members of staff ? | <u>NO</u> |
| 41. Find it hard to own up to an adult when you've done something wrong ? | <u>NO</u> |
| 42. Feel nervous with strangers ? | <u>YES</u> |
| 43. Find it hard to talk to boys ? | <u>NO</u> |
| 44. Find it hard to get on with others your own age ? | <u>NO</u> |
| 45. Feel uncomfortable if you are the centre of attraction ? | <u>YES</u> |
| 46. Think you talk too much ? | <u>NO</u> |
| 47. Find it hard to make friends with people your own age ? | <u>NO</u> |
| 48. Have trouble getting on with your parents ? | <u>NO</u> |
| 49. Think you talk too loudly ? | <u>NO</u> |
| 50. Find you are often cheeky to your parents ? | <u>NO</u> |
| 51. Find it hard to go to an adult for help if you have a problem ? | <u>NO</u> |
| 52. Often worry that you might make a fool of yourself in front of people ? | <u>NO</u> |
| 53. Wish you had more friends ? | <u>NO</u> |
| 54. Find it hard to ask other people if you can join in ? | <u>NO</u> |
| 55. Find it difficult to talk in front of a lot of people ? | <u>NO</u> |

56. Find it hard to tell people if you don't understand what they have said?
57. Find it hard to keep your temper when an adult tells you off?
58. Find it hard to keep a conversation going with a stranger?
59. Find you talk too quietly?
60. Find that other people can easily get you to do things that you don't want to do?

NO

NO

NO

Dont know

Yes some
times.

NAME: Lisa Lucy
D.O.B.: 17.01.80

CLASS: 3.
D.O.A.: 22.11.94.

SENTENCE COMPLETION

Complete the following sentences as rapidly as you can. (Be sure to complete every sentence.)

1. My schoolwork is good
2. I hope to become A nurse or a hair dresser
3. I want to know how to spell properly
4. I spend most time With friend and listening to music
5. Our family is a small family
6. What irritates me most My dogs they always get in my way
7. If I was to do something that my mum or dad would do
8. My best friend is [redacted]
9. I sometimes feel I would like to have a job
10. My mind
11. My mother is small and a good leg
12. I like stories about court and things
13. In five years' time I want to have my own home
14. I sometimes dream That I am getting out of care
15. In my ways I am most like my mum
16. There are times When it can be hard to talk
17. Our neighbours are very tidy and nice
18. I sleep in a room with my little sister
19. I sometimes have a habit of clicking my teeth with my nails
20. My greatest longing is to have a house and make my mum happy
21. Doing housework is no problem I'm used to it
22. I think God is true
23. My clothes are nice I keep them clean & tidy
24. The job I want most is nursing
25. I fear that when my family leaves me
26. My greatest trouble is when I took a drink with my friends
27. I secretly is to get out of Good Shepherd forever

28. My teachers
29. My looks
30. I wish I were
31. Some girls
32. I cannot understand what makes me
33. The most unfair thing is
34. I am very
35. My father
36. I sometimes have pains
37. I hate
38. My chief worry
39. What I like best is
40. Little children
41. I get on best at
42. When I
43. The worst time
44. The news which surprised me most
45. My greatest ambition
46. I am sorry
47. At home
48. My temper
49. I get pleasure from
50. I become embarrassed
51. Quarrels are mostly
52. I am ashamed
53. The saddest day
54. Most of all I wish

LISA PERUY

DURRELL SPELLING

LIST 1.

LIST 2.

- 1 run
- 2 work
- 3 back
- 4 look
- 5 call
- 6 hard
- 7 hair
- 8 Time
- 9 Knight
- 10 ~~Back~~ Broken
- 11 Pappas
- 12 Train
- 13 Moving
- 14 Market
- 15 Planted
- 16 Strait
- 17 question
- 18 Mireuit
- 19 Promise

- Back
- Draw
- Thin
- Spend
- money
- question
- minute
- enjoy
- Promise
- furniture
- fallubale
- Shoulders
- Customers
- enretation
- Hospital
- weather
- different
- mesure
- necessary
- disappoint



Bishopton
Renfrewshire
PA7 5PF

Tel: [REDACTED]
Fax: [REDACTED]

Principal: [REDACTED]

REPORT TO THE REPORTER TO THE CHILDREN'S PANEL

[REDACTED] D.O.B. 17.01.80
63 Barshaw Road
Penilee
Glasgow

ADDENDUM TO REPORT SUBMITTED TO REPORTER DATED 1st OCTOBER 1996

UPDATE

Lisa last appeared before a Children's Hearing on the 1st October 1996. The decision of the panel at this time was to continue Lisa's current order of 44(1)b of the Social Work (Scotland) Act 1968 in the short term in order that the Social Work Department assist Lisa in finding alternative accommodation as it was felt Lisa could be at risk if she remained at home in the long term.

Shortly after this hearing [REDACTED] took out an Interim Interdict to prevent [REDACTED] from coming near the family home. Following this [REDACTED] moved to Manchester where he is still residing at present. These circumstances allowed Lisa to reside in the family home with more self assurance and in turn allowed the relationship between Lisa and her mother to strengthen.

Due to the changes in Lisa's life she spends most of her time at home and only visits the Centre once a week.

Although Lisa displayed anxiety about residing within the family home at her last panel due to the uncertainty of the home situation at that time she now, because of the current home situation feels quite confident and has expressed a desire to take charge of her own life.

It is felt that a residential placement has no more to offer Lisa as she has reaped the benefits both educationally and socially this coupled with the more stable environment within the family home leads the Good Shepherd Centre to recommend that Lisa's current order of 44(1)b of the Social Work (Scotland) Act 1968 be terminated.



KEYWORKER

12.2.97

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CORA Foundation. 12.2.97

**SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION**

Authority Reporter: 

MEMORANDUM

From: Reporter's Department
Merchant Exchange
10/20 Bell Street
GLASGOW, G1 1LG

To: Social Work Department
1 Merryland Street
Govan

SUBJECT: REPORTER'S DUTIES, ETC. (SCOTLAND) RULES 1971 - RULE 5

NOTIFICATION OF HEARING

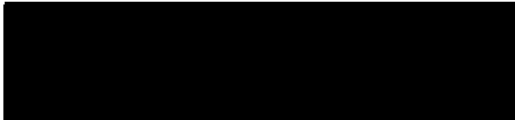
Herewith notification of a Hearing to be held on
Wednesday 12 February 1997 at 5.30pm
within
10/20 Bell Street, Glasgow.

A full list of those cited is undernoted, along with timing of each case.

	Name	Time of Case	Reason for Appearance
J54/94	Lisa Percy (17.1.79) 63 Barshaw Road Glasgow	6.00pm	Review 48(2)

c.c. Good Shepherd Centre

Date: 03/02/97


for Reporter



Bishopton
Renfrewshire
PA7 5PF

Tel: [REDACTED]
Fax: [REDACTED]

Principal: [REDACTED]

REPORT TO THE REPORTER TO THE CHILDREN'S PANEL

Lisa Percy (17.01.80)
63 Barshaw Road
Penilee

BACKGROUND REPORT

Lisa first came to the attention of the Social Work Department on 16 December 1993 after she took refuge in the house of another social work client, whereupon she claimed that she had been assaulted by her father the previous night. It was concluded at this time by the Social Work Department that this was an incident of discipline and chastisement and not of child abuse, however, it was felt that the case should be allocated to look at issues within the family and their ability to work on discipline strategy with Lisa. After the incident Lisa appeared to settle.

She again came to the attention of the social work department on 13 January 1994 when they were contacted by Cardonald Police advising them that Lisa had been reported missing. Although she was found on 15 January 1994, she once again ran away soon after being returned home and on 17 January 1994 [REDACTED] contacted social work standby team requesting that they collect Lisa who was in a house at 135 Redpath Road and take her into care. After negotiations it was agreed that [REDACTED] go and collect Lisa.

On the morning of 18 January 1994 Lisa was brought to the social work department by her mother and it was felt necessary to receive her into care under Section 15 of the Social Work (Scotland) Act 1968 as she categorically refused to return home and threatened to run away if she was made to do so.

Lisa was subsequently received into care at Glenrosa Children's Home on 18 January 1994. Whilst resident in Glenrosa Children's Home she attended Penilee Secondary School where she had a history of truancy. She was also suspended from school for aggressive behaviour toward the French teacher. Due to Lisa's behaviour pattern during her stay in Glenrosa i.e. buzzing deodorant, drinking, abusing herself with bits of glass, it was felt that a more specialised input than was available in Glenrosa and mainstream school was required to meet

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specialised input than was available in Glenrosa and mainstream school was required to meet Lisa's needs. A referral was made to the children's Panel by social work department in March 1994.

At a Hearing on 21 April 1994 Lisa was made subject of a Section 40(7) and 43(4) naming Cardross Park Assessment Centre. Later that month Lisa was made subject of a D.A.S.U. referral with a view to a placement in a residential setting.

On 16 May 1994 Lisa was received into care at Cardross Park Assessment Centre. On 1 June 1994 at an assessment conference held within Cardross Park Resource Centre concluded that Lisa's needs would be best met within the structured setting of either the Good Shepherd Centre or Kerelaw but in the meantime Lisa should remain in Cardross until a placement became available.

At a hearing on 24 November Lisa's supervision requirement was varied to a Section 44(1)b of the Social Work (Scotland) Act 1968 naming the Good Shepherd Centre. Lisa took up her placement at the Good Shepherd Centre on 24 November 1994.

PROGRESS

It is felt that Lisa's time at the Centre has proved to be a beneficial experience as initially, although Lisa settled reasonably well she had a low self-esteem and lack of confidence. Therefore she struggled to show her individuality. However by affirming Lisa, complementing her when appropriate and confronting inconsistencies in her behaviour Lisa began to show signs of more self assurance. Which in turn eventually led to her being able to voice her own opinion.

Lisa left school in December 1995 and in January 1996 she secured employment at Mar Lodge Residential Home for the elderly in the Newlands area of Glasgow. This demonstrated the level of self confidence Lisa had attained.

As Lisa was involved with thru-care at this point she was allocated a bed-sit within the Centre and a semi-independent programme was drawn up. This was a reasonably unproblematic exercise as Lisa adhered to the contract which was drafted out.

Unfortunately Lisa's commitment to the thru-care programme waned as she failed to keep appointments to discuss her future accommodation. However, it must be said that Lisa's work timetable did on occasion prevent her from keeping these appointments. Due to this, no thorough assessment could be made by thru-care.

By April 1996 Lisa began spending more time at home with her family and although it appeared relationships between Lisa and [REDACTED] had improved this was evidently at a superficial level. On speaking to Lisa and [REDACTED] it became clear that there was little or no communication between Lisa and [REDACTED] at this time. However, Lisa continues to spend long periods at home and it would seem that Lisa is able to manage the situation for the most part.

INTERACTION/RELATIONSHIP WITH GIRLS

Lisa has not spent a lot of time within the unit group since starting employment. However, when Lisa has been there she interacts well and although there are a few girls Lisa is not familiar with she uses her communication skills to get to know them. Lisa's personal hygiene and indeed her whole demeanour could be a role model for others as she is frequently being complemented by her peers.

INTERACTION/RELATIONSHIP WITH STAFF

Lisa has two extremes to her personality one of which is mature and affable - the other, unfortunately is demanding which in turn can lead to her being verbally abusive when her demands are not met instantly. On the more amenable occasions she can be conversant and helpful towards staff and has also been known to help diffuse minor situations among her peers.

HOME SITUATION

When Lisa started work in January home leave had broken down due to an argument between Lisa and [REDACTED]. However, Lisa did have day visits home to see her mother. Lisa stayed with a maternal Aunt and her husband, [REDACTED] in February and at one point this seemed to be a permanent arrangement but due to Lisa's change of heart never came to fruition. Home leave resumed again in March and due to her work commitments she started to spend a good deal of her time within the home. However according to Lisa there was little or no communication between herself and [REDACTED]. These extended periods at home have been ongoing since March and it appeared that things at home had settled. However it has been difficult to gauge a reading of the true picture as there has been very little feedback from home. At a Child in Care Review on 22 August 1996 at which [REDACTED] was in attendance, he requested that a panel be called and Lisa's current order be terminated as he wanted her home on a full time basis. At this review Lisa reiterated her father's wishes.

CONCLUSIONS

Lisa has been in the Centre approximately 1 (one) year 10 (ten) months and it is felt that her time here has been a positive experience. Throughout her first year in the Centre the majority of the problems surrounding the case arose during home leave as relationships between Lisa and [REDACTED] were somewhat attentive and this resulted in Lisa's home leave programme being of a sporadic nature. This was the situation up until March 1996 when Lisa began, due to work commitments, spending extended periods of leave at home. Although it appears on the surface that relationships between Lisa and [REDACTED] have improved it had been difficult to get a true picture as there has been little or no feedback from either Lisa or her parents, although [REDACTED] has recently requested that Lisa's current order be terminated and sever all ties with the social work department. The Good Shepherd Centre takes the view that it would be inappropriate to remove not only residential support but also area team support all at once. Over the past twenty two months Lisa has come to rely on her residential placement and the support and advice of staff whenever there were difficulties.

ADDENDUM

Update of Home Leave situation

On 26.9.96 [REDACTED] phoned the Good Shepherd Centre. He said Lisa had physically assaulted him and that, she, Lisa, was accusing [REDACTED] of assaulting her. A home visit was made to the family home, the following facts were established:-

1. Lisa had in fact assaulted [REDACTED] according to [REDACTED] and Lisa who said that she had been provoked by [REDACTED]
2. [REDACTED] stated that [REDACTED] constantly verbally abuses Lisa
3. [REDACTED] had phoned Lisa's place of work and told her employer stories to blacken Lisa's character
4. [REDACTED] was accusing his wife of having an affair thus adding further friction in the house
5. Lisa stated that either she or [REDACTED] would be dead, as they hated each other.

RECOMMENDATIONS

The Good Shepherd Centre staff had been led to believe that the home situation had improved, but in view of this recent incident it would appear that this is not the case. It is felt that Lisa could be at risk if she remained at home in the long term. Lisa is anxious about leaving the Good Shepherd Centre as there is nothing else in place for her. In view of the above situation it is felt that the residential Order 44(1)B naming the Good Shepherd Centre should remain in place in the short term to enable the social work department to assist Lisa in finding alternative accommodation. Both Lisa and [REDACTED] are in agreement with this recommendation.

[REDACTED]
KEYWORKER

[REDACTED]
DEPUTE SOCIAL WORK

1 st October 1996

P. 01

TRANSACTION-REPORT

-NOV-95 WF

TX RECEIVER

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NOTE

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Good Shepherd Centre

Bishopton
Renfrewshire, PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]

*5 min
copy to [REDACTED]*

REPORT FOR THE REPORTER TO THE CHILDREN'S PANEL

Lisa Percy(17.01.80)
63 Barshaw Road
Penilee
Glasgow G53

Lisa was admitted to the Good Shepherd Centre under Section 44(1)b of the Social Work (Scotland) Act 1968 on 24th November 1994. She has therefore been resident in the Centre approximately 10 months.

BACKGROUND TO ADMISSION

GROUND'S FOR REFERRAL: Outwith Parental Control

Lisa first came to the attention of the Social Work Department on 16th December 1993 after she took refuge in the house of another social work client, whereupon she claimed that she had been assaulted by her father the previous night. It was concluded at this time by the Social Work Department that this was an incident of discipline and chastisement and not of child abuse, however, it was felt that the case should be allocated to look at issues within the family and their ability to work on discipline strategy with Lisa. After the incident Lisa appeared to settle.

She again came to the attention of the social work department on 13th January 1994 when they were contacted by Cardonald Police advising them that Lisa had been reported missing. Although she was found on 15th January 1994, she once again ran away soon after being returned home and on 17th January 1994 [REDACTED] contacted social work standby team requesting that they collect Lisa who was in a house at 135 Redpath Road and take her into care. After negotiations it was agreed that [REDACTED] go and collect Lisa. On the morning of 18th January 1994 Lisa was brought to the social work department by her mother and it was felt necessary to receive her into care under Section 15 of the Social Work (Scotland) Act 1968 as she categorically refused to return home and threatened to run away if she was made to do so.

Lisa was subsequently received into care at Glenrosa Children's Home on 18th January 1994. Whilst resident in Glenrosa Children's Home she attended Penilee Secondary School where she had a history of truancy. She was also suspended from school for aggressive behaviour toward the French teacher. Due to Lisa's behaviour pattern during her stay in Glenrosa i.e.

buzzing deodorant, drinking, abusing herself with bits of glass, it was felt that a more specialised input than was available in Glenrosa and mainstream school was required to meet Lisa's needs. A referral was made to the Children's Panel by social work department in March 1994.

At a Hearing on 21st April 1994, Lisa was made subject of a Section 40(7) and 43(4) naming Cardross Park Assessment Centre. Later that month Lisa was made subject of a D.A.S.U. referral with a view to a placement in a residential setting.

On 16th May 1994 Lisa was received into care at Cardross Park Assessment Centre. On 1st June 1994 at an assessment conference held within Cardross park Resource Centre concluded that Lisa's needs would be best met within the structured setting of either the Good Shepherd Centre or Kerelaw but in the meantime Lisa should remain in Cardross until a placement became available.

At a Hearing on 24th November Lisa's supervision requirement was varied to a Section 44(1)b of the Social Work (Scotland) Act 1968 naming the Good Shepherd Centre. Lisa took up her placement at the Good Shepherd Centre on 24th November 1994.

PROGRESS

Relationships with girls

Initially Lisa settled reasonably well in the group but appeared to be a girl who lacked confidence therefore struggled to show her individuality which in turn caused her to veer towards the minority of girls who at that time could display a disruptive behavioural pattern which I as her keyworker believe Lisa through would lead her to eventual acceptance within the group.

However I feel I must add there were occasions when Lisa could detach herself from any form of unsettlement within the group and this would seem to be on the advice of the more mature members of her peers.

In March 1995, Lisa became involved in a very serious incident within the Centre when, along with 4 other girls, barricaded themselves within a unit resulting in police having to be called. Lisa was subsequently charged on three separate counts.

Lisa has also absconded on two occasions with another girl from the Centre. The first occasion was on 26th March 1995 - both girls were missing overnight. The second occasion was 28th March when both girls took off from school. They boarded a train going to Glasgow, however they were intercepted by a ticket collector and handed over to the transport police. They were duly returned to the Centre a few hours later by police, both girls were charged on two counts of fraud.

However since these incidents Lisa has made efforts to detach herself from any unruly influences within the group and is now applying herself to building more positive relationships with her peers.

Relationships with staff

At the beginning of her placement Lisa presented as a pleasant polite girl in her dealings with staff.

After the initial settling in period Lisa showed a more demanding side to her nature which when not met could cause a tirade of verbal abuse toward staff. When confronted with this behaviour Lisa would appear to accept correction knowingly but would also continue in the same vein in the not to distant future.

It became apparent that Lisa was a girl with a low self esteem and quite immature which could have resulted in her verbal outbursts and the fact that she was veering towards the more unruly element within the group.

By continuously addressing all problematic areas Lisa is slowly coming to learn the futility of becoming involved in any form of inappropriate behaviour and is now more able to come to a decision on her own.

Throughout her placement Lisa and her keyworker have steadily built up a trusting relationship. She is now able to relate on a fairly honest level about her feelings, difficulties and wishes for the future.

Home leave

When Lisa was admitted to the Centre she was granted one overnight at home at weekends. This was then increased after three weeks to full weekend leave, i.e. Friday afternoon until Monday morning. At a Child in Care Review held in January a midweek overnight was implemented. Lisa has also had extended periods of leave during school holidays. This pattern of leave would have appeared to be going well with no major problems reported.

However since March home leave has become intermittantly problematic.

Since then it would appear Lisa's time spent at home can go without problem for short periods then there is a complete breakdown. Generally the breakdowns are the result of friction between Lisa and [REDACTED]. Usually at these times [REDACTED] will call the Centre stating very clearly that he wants all Lisa's home leave withdrawn. On the other hand it has been known for [REDACTED] to state the contrary. This situation leaves Lisa and staff somewhat confused, not really knowing what is going on. Staff's decisions at these times are that Lisa remain in the Centre until [REDACTED] can come to an amicable decision that all parties concur with.

Lisa's version of any friction that has occurred can on most occasions be in direct contrast to [REDACTED]

It has been an ongoing difficulty to get all parties concerned to meet to discuss the home situation due mostly to work commitments of both [REDACTED]. However it is only fair to say [REDACTED] does try as much as she possibly can to free herself from her work duties to come to the Centre to discuss the difficulties occurring at home and has stated that Lisa is not solely to blame for the friction that can occur between Lisa and [REDACTED]

[REDACTED] has visited the Centre on two occasions, the first of which was to attend a Child in Care Review in January at which he became extremely aggressive and verbally abusive toward social work staff in attendance. This outburst of anger was the result of an allegation of violence between Lisa and himself. The allegation was made by Lisa on her return to the Centre after Christmas leave, when she told staff that during an argument in the home herself and [REDACTED] both struck each other. [REDACTED] strongly disputed any act of violence toward Lisa at that time. [REDACTED] threatened to remove Lisa from the Centre immediately whereupon the legalities of the situation were explained to him. [REDACTED] then left the review stating he was going to contact a solicitor. The review continued and [REDACTED] spoke in her husband's defence regarding the incident. She stated that Lisa had instigated an argument between herself and [REDACTED] and had punched him and that [REDACTED] merely defended himself. [REDACTED] proceeded to explain [REDACTED] feelings of frustration with the authorities as he feels he is singled out for blame.

The second occasion when [REDACTED] came to the Centre was on 4th July. [REDACTED] had brought Lisa back to the Centre after another breakdown in the home leave situation which was once again due to friction between Lisa and [REDACTED]. An impromptu meeting was held attended by bUnit Manager, Keyworker, [REDACTED] and Lisa to discuss current problems. During this discussion [REDACTED] arrived unannounced displaying an extremely aggressive attitude whereby he proceeded to throw a knife on the floor stating with verbal expletives that Lisa had brandished it at him earlier that morning during an argument. He also accused Lisa of staying out all night during home leave and taking drugs. However [REDACTED] totally

refuted these allegations. [redacted] further accused [redacted] and Lisa of colluding against him. As his language continued to be more verbally abusive [redacted] was asked by staff to either control himself in order that we could discuss the latest breakdown or he would be asked to leave the premises. [redacted] chose to leave.

[redacted] then stated that the incident with the knife was the result of Lisa defending her against a display of temper by her husband. It was decided by staff that Lisa remain in the Centre in order to give respite to both Lisa and her parents. Later that evening [redacted] phoned the Centre asking if Lisa could be allowed home whereupon it was explained to [redacted] that although as he said he wished to discuss the situation with Lisa it was felt she should remain in the Centre until the social worker could be contacted the following day.

Lisa's home leave was reinstated on 6th July at [redacted] request and social worker's agreement and at this point the home situation appeared to be satisfactory.

On 14th August when school resumed after the summer holidays, Lisa failed to arrive and although staff tried to contact both [redacted] throughout the day it was 8.15pm that evening before a reply was received from [redacted] who informed staff that the last sighting of Lisa was 8.45pm the previous evening. On hearing this staff at the Centre immediately reported Lisa as missing to the police.

Lisa was subsequently missing for seven days after which she contacted her mother who duly returned her to the Centre where, after [redacted] left, Lisa stated she had stayed with friends in the Penilee area of Glasgow but would not divulge any names, although she did state that [redacted] throwing a cup of hot tea over [redacted] and herself was the reason for the initial absconcion. As Lisa was of a gaunt and dishevelled appearance on her return there were concerns about her general health, therefore she was taken to the local G.P.

An emergency Child in Care Review was then scheduled for 25th August but as [redacted] could not be contacted the Review was rescheduled for 30th August. At the request of [redacted] spent an overnight at home on 27th August.

On the morning of 30th August [redacted] contacted staff at the Centre stating that as she had just received notification from the social work department regarding Lisa's Child in Care Review, neither she or her husband would be able to attend due to work commitments. The Review was therefore cancelled.

At a later review held on 7th September [redacted] main objective was for Lisa to have increased home leave. However after an in depth discussion regarding Lisa's home leave situation [redacted] accepted that although Lisa's full home leave would be implemented it would be monitored for one month, after which a planning meeting would take place where extra access for Lisa would be considered. A further recommendation at this review was that the social worker involve the "Through Care Team" as a backup with regards to Lisa's future. Following on from this review, Lisa spent three consecutive weekends at home which presented as being unproblematic.

Unfortunately on Monday 2nd October [redacted] contacted the social worker saying that he wanted Lisa's home leave withdrawn because of her behaviour. [redacted] stated that not only had he been kicked by Lisa but also that her language toward him was offensive during the weekend leave. In response to this allegation Lisa on her return to the Centre stated that she kicked [redacted] in self defence.

At the time of compiling this report all Lisa's home leave has been withdrawn and it is now felt that the "Through Care Team" become involved as a more viable solution.

Education

A copy of Lisa's most recent school report is attached for your information.

CONCLUSION

Lisa has been in the Centre for 10 months. Although Lisa settled reasonably well she did have a tendency to veer toward the more troublesome element within her peer group for reasons of acceptance. Lisa can, with effort, detach herself from any disorderly behaviour but has on occasion shown a distinct lack of the necessary effort. However it must be said Lisa has made progress within the Centre in as much as she has on occasion shown signs of more self assurance so much so that she has been able to openly criticise others for their inappropriate behaviour.

There are concerns surrounding the home leave situation as there would appear to be ongoing friction, particularly between Lisa and [REDACTED] and it has been extremely difficult to get [REDACTED] together to discuss ongoing problems. Due to conflicting stories which arise after a breakdown in home leave I feel it is imperative that all parties concerned get together to discuss what would be most advantageous to Lisa's future needs.

RECOMMENDATION

It is our recommendation that the supervision order under Section 44(1)b of the Social Work(Scotland) Act 1968, naming the Good Shepherd Centre as place of residence be continued at this present time to allow all parties concerned to help and support Lisa to plan her immediate future.

[REDACTED]
KEYWORKER

[REDACTED]
DEPUTE SOCIAL WORK

25th October 1995

SCHOOL REPORT

ENGLISH	Lisa has almost completed her communications module - it has taken a long time! She is generally well behaved in class but can sometimes be loud and a bit unsettled.
MATHS	Programme of work completed June 1995 - Soc & Voc "Numbers in Everyday Situations" - this module included the topics Money, Time and Measurement.
NEEDLEWORK	Lisa has finished making a skirt - the work involved was quite intricate and she completed it to a good standard.
EUROPEAN STUDIES	Lisa is a pleasant girl to have in class and her work has greatly improved. However Lisa does tend to be absent a lot and this undoubtedly interfered with the progress of her work.
ART	Pleasant girl when in class - often absent - has a lot of artistic ability.
CONTEMPORARY STUDIES	Lisa achieved a Standard Grade 5 in her exams in May of this year. Lisa has always given 100% effort in class and worked really this term. I don't see Lisa at all due to timetable alterations.
SOCIAL AND VOCATIONAL	Lisa achieved a level 4 on her Soc & Voc Standard Grade - this included the following topics - Community Event, Making an Item, Residential Stay and Leisure Activity.
HEALTH STUDIES	Lisa copes well in class when she concentrates, however she appears distracted lately.
HOME ECONOMICS	Lisa works well in Home Economics - she seems to enjoy the subject and participates enthusiastically. She has been unsettled at times recently.
TYPING	Lisa has only done a little typing but this has been fairly accurate, she appears to enjoy the subject.
HAIRDRESSING	Lisa is covering a course involving basic skills in hairdressing. Lisa is very interested in her appearance, experiments with makeup etc. If Lisa's choice of work was hairdressing she would be an advantage to this field.
HEALTH STUDIES	Lisa has been excellent in Health Studies. She has completed her Introduction to First Aid with excellent results. She has matured very well.

PHYSICAL EDUCATION Lisa is a pleasant girl. She is enthusiastic in P.E. and coped extremely well on a recent ski course. She was capable of going away on her own and practising the skills shown by the ski instructor. She is also very able in trampolining. I hope that the leisure activities Lisa participates in will inspire her to continue when she leave the Good Shepherd Centre.

RELATIONSHIPS WITH STAFF/PEERS Lisa is an outgoing person who gets on well with both staff and peers, although she can be rather loud at times.

ACADEMIC POTENTIAL Lisa worked well to achieve the Standard Grades and modules which were offered to her - these were selected at a level appropriate to her abilities.

Glasgow City Council
Scottish Children's Reporter Authority
Merchant Exchange, 10 Bell Street, Glasgow G1 1LG

Authority Reporter: [REDACTED]

Tel Direct Line [REDACTED]

Our Ref: [REDACTED]

Your Ref: [REDACTED]

Date: 19 September 1996

If phoning or calling please ask for: [REDACTED]

FAX

The Officer In Charge
Good Shepherd Centre
Bishopton
RENFREWSHIRE

Dear Sir/Madam

RE: LISA PERCY (17.1.80) - 63 BARSHAW ROAD, GLASGOW

The above named child is required to attend a children's hearing within the Hearing Centre, 130 Langton Road, Pollok, Glasgow on Tuesday 1 October 1996 at 10.00 am.

I shall be grateful if you would make arrangements for the child's conveyance to the Hearing Centre.

Yours sincerely

[REDACTED]
Reporter

17/03/94

SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

Authority Reporter: [REDACTED]

MEMORANDUM

From: Reporter's Department
Merchant Exchange
10/20 Bell Street
GLASGOW, G1 1LG

To: Social Work Department
1 Merryland Street
Glasgow

SUBJECT: REPORTERS' DUTIES AND TRANSMISSION OF INFORMATION, ETC (SCOTLAND)
RULES 1971 - RULE 6(1)(2)(3)

In accordance with instruction contained in Rule 6 of the above Statutory Instrument the decision(s)
made by a Children's Hearing is undemoted.

Annexed herewith copy requirement where appropriate.

Date of Hearing: 1 October 1996

Name:

Lisa Percy (17.1.80)
63 Barshaw Road
Glasgow

Details of referral:

Supervision Requirement Continued

SW: [REDACTED]

c.c. The Person In Charge, Good Shepherd Centre [REDACTED]

for Reporter

Date: 11/10/96



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION
SOCIAL WORK (SCOTLAND) ACT 1968
THE CHILDREN'S HEARINGS (SCOTLAND) ACT 1986

At 130 Langton Rd
Pellok

Date: 1st October 1990

A children's hearing for the City of Glasgow, considering that the supervision requirement attached and docketed with reference hereto is due to expire on 06.11.90

and being satisfied that it is proper so to do, hereby continue the said requirement in force.

Name LISA PEECE
Address 63 BARNHAW RD
GLASGOW

D.O.B. 17.01.80

Chairman of the children's hearing

DATE: 20.7.76

POSITIVE/ADVERSE REPORT

NAME: Christine Beagles CLASS: (1961)

HOUSE: St. Marys.

REASON FOR REPORT

Foul Language.

Christine objected to "drawing," in class saying that she couldn't. At this point she hadn't been asked to do anything. In the space of 20 minutes or so Christine had used the E-- word six times towards me.

ACTION TAKEN

Telephoned unit - Reported incidents
Telephoned Fergus McCann - Reported incident
Report completed
Copies to St. Marys & Mrs Sloan

SUBJECT TEACHER:

Carolyn Smith

Glasgow City Council
Scottish Children's Reporter Authority
Merchant Exchange, 10 Bell Street, Glasgow G1 1LG

Authority Reporter: [REDACTED]

Tel: Direct Line [REDACTED]

Our Ref:

Your Ref:

Date: 19 September 1996

If phoning or calling please ask for: [REDACTED]

The Officer In Charge
Good Shepherd Centre
Bishopton
RENFREWSHIRE

Dear Sir/Madam

RE: LISA PERCY (17.1.80) - 63 BARSHAW ROAD, GLASGOW

The above named child is required to attend a children's hearing within the Hearing Centre, 130 Langton Road, Pollok, Glasgow on Tuesday 1 October 1996 at 10.00 am.

I shall be grateful if you would make arrangements for the child's conveyance to the Hearing Centre.

Yours sincerely

[REDACTED]
Reporter

17/05/94



SWD/19
Reporters' Duties and Transmission of
Information, etc. (Scotland) Rules 1971
Rule 6(1)(2)(3)

**STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF REPORTER TO THE CHILDREN'S PANEL**

Reporter: [REDACTED]

MEMORANDUM

From: Reporter's Department
Merchant Exchange
10/20 Bell Street
GLASGOW, G1 1LG

To: Social Work Department
1 Merryland Street
Glasgow

**SUBJECT: REPORTERS' DUTIES AND TRANSMISSION OF INFORMATION, ETC (SCOTLAND)
RULES 1971 - RULE 6(1)(2)(3)**

In accordance with instruction contained in Rule 6 of the above Statutory Instrument the decision(s) made by a Children's Hearing is undenoted.

Annexed herewith copy requirement where appropriate.

Date of Hearing: 7 November 1995

Name:

Lisa Percy (17.1.79)
63 Barshaw Road
Glasgow

Details of referral:

Supervision Requirement Continued

SW: [REDACTED]

c.c. The Person In Charge, Good Shepherd Centre

Date: 13/11/95

[REDACTED]
for Reporter

C P Area 11 13/11/95



Form 12
Instrument continuing supervision
requirement. Rule 34

STRATHCLYDE REGIONAL COUNCIL
SOCIAL WORK (SCOTLAND) ACT 1968
THE CHILDREN'S HEARINGS (SCOTLAND) ACT 1986

At 10/20 Bell Street
Glasgow

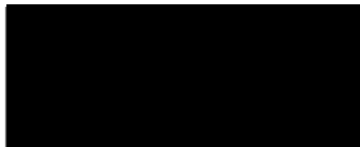
Date: 7.11.95

A children's hearing for Strathclyde Region, considering that the supervision requirement attached
and coqueted with reference hereto is due to expire on 23.11.95

and being satisfied that it is proper so to do, hereby continue the said requirement in force.

Name LISA PERCY
Address 63 BALSAN LANE
GLASGOW

D.O.B. 17.1.80


Chairman of the children's hearing



SWD/19
*Reporters' Duties and Transmission of
Information, etc. (Scotland) Rules 1971
Rule 6(1)(2)(3)*

**STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF REPORTER TO THE CHILDREN'S PANEL**

Reporter: [REDACTED]

MEMORANDUM

From: Reporter's Department
Merchant Exchange
10/20 Bell Street
GLASGOW, G1 1LG

To: Social Work Department
130 Langton Road
GLASGOW

**SUBJECT: REPORTERS' DUTIES AND TRANSMISSION OF INFORMATION, ETC (SCOTLAND)
RULES 1971 - RULE 6(1)(2)(3)**

In accordance with instruction contained in Rule 6 of the above Statutory Instrument the decision(s) made by a Children's Hearing is undemoted.

Annexed herewith copy requirement where appropriate.

Date of Hearing: 24 November 1994

	Name:	Details of referral:
J54/94	Lisa Percy (17.1.80) 63 Barshaw Road Penilee	Supervision requirement varied to reside in the Good Shepherd School, Bishopton

c.c. The Officer in Charge, Good Shepherd
The Officer in Charge, Cardross Assessment Centre

Date: 01/12/94

[REDACTED]
for Reporter

CP Area 11 01/12/94



Form 11(A)
Supervision requirement varying existing
supervision requirement. Rule 24

STRATHCLYDE REGIONAL COUNCIL
SOCIAL WORK (SCOTLAND) ACT 1968
THE CHILDREN'S HEARINGS (SCOTLAND) ACT 1986

At Pollok Hearing Centre
130 Langton Road, Glasgow

Date: 24/11/94

A children's hearing for Strathclyde Region, by way of variation of *[and in substitution for] the
supervision requirement dated 31/5/94

to which Name LISA PERCY
Address 63 BARSAN ROAD
GLASGOW

D.O.B. 17/1/80

is subject, hereby require *him/her [to reside in THE GOOD SHEPHERD CENTRE
BISHOPTON

[to be under the supervision of DIRECTOR OF SOCIAL WORK STRATHCLYDE

subject to the conditions noted below and the said requirement dated 31/5/94
is hereby revoked.


Chairman of the children's hearing

**CONDITIONS REFERRED TO IN THE FOREGOING
SUPERVISION REQUIREMENT**

1. The child is required to observe the rules of conduct of the residential establishment.
2. The requirement to reside is subject to the discretion of the managers of the residential establishment to grant leave of absence from time to time.
- 3.


Chairman of the children's hearing

CP Area 11 06/10/94

Strathclyde Regional Council

Department of Reporter to the Children's Panel
Merchant Exchange, 10 Bell Street, Glasgow G1 1LG

Regional Reporter: [REDACTED]

Tel: Direct Line [REDACTED]

Our Ref: [REDACTED]

Your Ref: [REDACTED]

Date: 27 October 1995

If phoning or calling please ask for: [REDACTED]

The Officer In Charge
Good Shepherd School
Bishopton
RENFRESHIRE



Strathclyde
SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

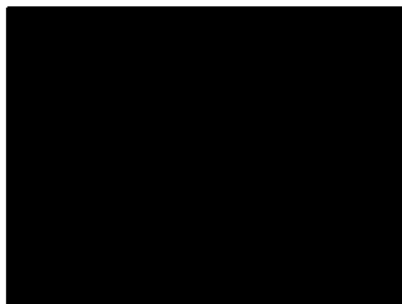
Dear Sir/Madam

RE: LISA PERCY (17.1.80), 63 BARSHAW ROAD, GLASGOW

The above named child is required to attend a children's Hearing within the Hearing Centre, 10 Bell Street, Glasgow on Tuesday 7 November 1995 at 6.30 pm.

I shall be grateful if you would make arrangements for the child's conveyance to the Hearing Centre.

Yours sincerely



17/05/94

Strathclyde Regional Council

Department of Reporter to the Children's Panel
Merchant Exchange, 10 Bell Street, Glasgow G1 1LG

Regional Reporter: [REDACTED]

Tel: Direct Line [REDACTED]

Our Ref: [REDACTED]

Your Ref: [REDACTED]

Date: 18 October 1995

If phoning or calling please ask for: [REDACTED]

The Officer In Charge
Good Shepherd School
Bishopton
RENFRESHIRE



Strathclyde
SCOTLAND



A nuclear-
free zone
authority



An equal
opportunities
authority

Dear Sir/Madam

RE: LISA PERCY (17.1.80), 63 BARSHAW ROAD, GLASGOW

The above named child is required to attend a children's Hearing within the Hearing Centre, 130 Langton Road, Pollok, Glasgow on Thursday 26 October 1995 at 11.00 am.

I shall be grateful if you would make arrangements for the child's conveyance to the Hearing Centre.

Yours sincerely

[REDACTED]

17/05/94



Bishopton
Renfrewshire
PA7 5PF

Tel: [REDACTED]
Fax: [REDACTED]

Principal: [REDACTED]

[REDACTED]
63 Barshaw Road
Penilee
Glasgow

28 August 1996

Dear [REDACTED]

Further to our telephone conversation today, I spoke to [REDACTED] Unit Manager, who informed me that she is awaiting the return from holiday of [REDACTED] Lisa's keyworker, to further investigate the situation re Lisa's missing clothing. Hopefully this will enable us to conclude our investigation.

I will get back to you by the end of next week.

Yours sincerely [REDACTED]

[REDACTED]
PRINCIPAL

*Committed to Christian
Social Care and Education*



Bishopton
Renfrewshire
PA7 5PF

Tel
Fax

Principal

63 Barshaw Road
Penilee
Glasgow

3 September 1996

Dear

I promised to get back to you after I had had the opportunity to discuss with the issue of Lisa's missing clothes. returned to work on Monday when I spoke to her about Lisa's clothing.

I think the first point that has to be made is that there is a rule that girls are not allowed to lend clothes to other girls. The reasons for this are obvious. Also girls are advised strongly to be very careful about leaving clothes lying around especially expensive 'designer' label clothes. Girls should also make sure that staff are aware of new clothes so that in the event of a dispute about ownership a record is available.

It seems that Lisa has been less than conscientious about sticking to the rules both for lending and ensuring that clothes are kept safely stored.

The 'Kicker' jumper £65, I understand Lisa got this back. Her white jeans seem to have been stolen. The grey cardigan (£19.99) - staff have no knowledge of. No member of staff actually saw this garment. The long black skirt (£14.99) appears to have been stolen. Another long black skirt (£9.99) Lisa collected on 22.08.96. A black Kangall hat (£21.99) I understand Lisa was lending out freely and of course it has not been returned.

Each girl has a responsibility to look after her own clothing. Where an item is particularly valuable this can be given to staff for safe keeping.

With regard to the items which appear to have been stolen, i.e. - White Jeans (£25) and long black skirt (£14.99) I am prepared, on this occasion, to reimburse for the loss and enclose a cheque for £39.99.

It is unfortunate that this difficulty arose at the end of what was for Lisa a very positive placement. I hope her time at the Good Shepherd Centre will stand her in good stead for the future, though I know it will be a year or two before she fully realises and appreciates all that she has gained. Lisa's contribution to the life of the Unit was also valuable and she played a full part, and I am sure in many ways she helped other girls to cope with their difficulties. We wish her all the best for the future.

Yours sincerely,

PRINCIPAL
Encl.

Committed to Christian
Social Care and Education

Cheque No
000017



Good Shepherd Centre

Bishopton
Renfrewshire PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]

[REDACTED]
127 Arnes Crescent
Mosspark
Glasgow
G52 1PQ

20th March 1996

Dear [REDACTED]

There is to be a Planning Meeting held in the Good Shepherd Centre for Lisa Percy on Tuesday 26th March at 2.00pm.

Yours sincerely

[REDACTED]



Good Shepherd Centre

Bishopton
Renfrewshire, PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]

[REDACTED]
63 Barshaw Road
Penilee
Glasgow

20th March 1996

Dear [REDACTED]

There is to be a Planning Meeting held in the Good Shepherd Centre for Lisa on Tuesday 26th March at 2.00pm.

Yours sincerely

[REDACTED]
KEYWORKER
[REDACTED]



Good Shepherd Centre

*Bishopton
Renfrewshire, PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]*

[REDACTED]
Social Work Department
Merryland Street
Govan
Glasgow
G51 2OG

20th March 1996

Dear [REDACTED]

There is to be a Planning Meeting held in the Good Shepherd Centre for Lisa Percy on Tuesday 26th March at 2.00pm.

Yours sincerely

[REDACTED]



Good Shepherd Centre

*Bishopton
Renfrewshire, PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]*

[REDACTED]
Social Work Department
Merryland Street
Govan
Glasgow
G51 2OG

20th March 1996

Dear [REDACTED]

There is to be a Planning Meeting held in the Good Shepherd Centre for Lisa Percy on Tuesday 26th March at 2.00pm.

Yours sincerely

[REDACTED]

STRATHCLYDE REGIONAL COUNCIL
SOCIAL WORK DEPARTMENT

GOVAN AREA TEAM (SW1)
1 MERRYLAND STREET
GOVAN
GLASGOW
G51 2QF

FAX. NO.
TEL. NO.



Strathclyde

SCOTLAND



A nuclear-
free zone
authority

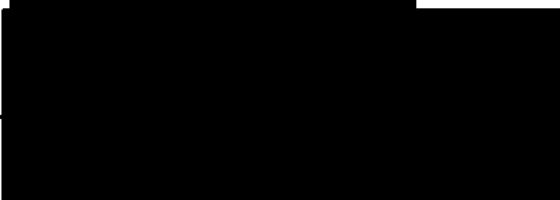


An equal
opportunities
authority

TO:



FROM:



PAGES:

MESSAGE:

Five horizontal lines for the message body.

Strathclyde Regional Council
Social Work Department
South West 1 (Govan), 1 Merryland Street, Glasgow G51 2QG

Director: [REDACTED]

Telephone No: [REDACTED]

Our Ref: [REDACTED]

Your Ref:

Date: 12.10.1995

If calling or phoning please ask for: [REDACTED]



Strathclyde

SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

[REDACTED]
63 Barlogan Road
Pennilee
Glasgow

Dear [REDACTED]

Further to your phone call this morning I wanted to write to you to clarify a few points.

It was unfortunate that you did not confirm whether the meeting at the Good Shepherd Centre on Wednesday 11th October at 9.15 am was going ahead, as your presence would have been valuable in discussing plans for Lisa.

As you are probably aware, the staff at the Good Shepherd Centre and myself are very concerned about the conflicting information we receive from you and [REDACTED]

At the meeting it was recognised that being in the Good Shepherd Centre without any leave was placing Lisa under considerable strain to maintain her current standards of good behaviour.

Without any leave what so ever, whether to her own home, her grandmothers or one of her aunts, Lisa feels very rejected and cut off from her family.

We are also extremely concerned that this pressure may have the effect of pushing Lisa into running away, as it has done in the past.

To date Lisa has been fortunate in not being harmed or affected while on the run, but the dangers she exposes herself to remain considerable.

[REDACTED] as you are aware would be happy for Lisa to have leave at home or to a member of her family, but in the face of your adamant refusal, this cannot go ahead.

Given that Lisa is close approaching her 16th birthday, and has to plan for leaving the Good Shepherd, it is vitally important that we meet with yourself and [REDACTED] to form appropriate plans.

I would therefore be grateful if you would reconsider Lisa's home leave this weekend, and confirm if you and [REDACTED] could attend a meeting at the Good Shepherd Centre first thing on Monday morning as you suggested on the phone this morning.

Yours sincerely

[REDACTED]
SOCIAL WORKER
EHJPLT

Strathclyde Regional Council
Social Work Department

Director: [REDACTED]

South West 1

Govan Area Team, 1 Merryland Street, Glasgow G51 2QG

Tel 041-445 3178

Our Ref: [REDACTED]

Your Ref:

Date: 12/12/94



Strathclyde
SCOTLAND



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authority



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authority

[REDACTED]
KEYWORKER
GOOD SHEPHERD CENTRE

Dear

RE : LISA PERCY

A Child Care Review has been arranged in respect of the above
named on 20/12/94 at 3pm
in GOOD SHEPHERD CENTRE

Please complete and return the tear off slip below, at your
earliest convenience.

Invitations as follows :

[REDACTED] GOVAN

[REDACTED] KEYWORKER, GSC

A.D.S.

Yours sincerely,

[REDACTED]
Review Co-ordinator

RE : LISA PERCY

I* will/will not be able to attend the Child Care Review on the
above named on 20/12/94 at 3pm
in GOOD SHEPHERD CENTRE

* Delete as appropriate.

Signature : _____

Date : _____

[REDACTED] KEYWORKER, GSC

DATE	START SENDER	EX T.	TYPE	NOTE
13-OCT 14:57	041 425 1062	1'20	RECEIVE	OK

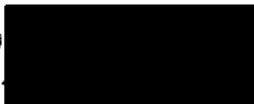
13 OCT '95 14:37 FROM SW 1 GOVAN AREA OFFICE

PAGE.001

STRATHCLYDE REGIONAL COUNCIL
SOCIAL WORK DEPARTMENT

GOVAN AREA TEAM (SW1)
1 MERRYLAND STREET
GOVAN
GLASGOW
G51 2QF

FAX. NO
TEL. NO



Strathclyde

SCOTLAND



A nuclear-free zone
authority



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authority

TO:



FROM:



PAGES:

1

MESSAGE:

Have is authentication sum [redacted] just
in case we can't get [redacted]



Good Shepherd Centre

Bishopston
Renfrewshire, PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]

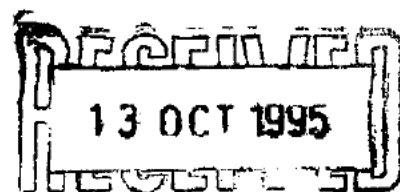
FAX TO: [REDACTED]

FROM: [REDACTED]

Good Shepherd Centre

I give permission for Lisa Percy to go on holiday from Monday 16th October 1995 to Friday 20th October 1995 to Blackpool in the company of two members of staff from the Good Shepherd Centre - [REDACTED] and [REDACTED]

The holiday address is to be:- Strides Hotel
29 Hannly Road
Blackpool
Tel: [REDACTED]



Signed [REDACTED]

Date

13/10/95


```

*****
*
*                                     P. 01
*
*      TRANSACTION REPORT
*
*                                     13-OCT-95 FRI 10:23
*
*      DATE  START RECEIVER      TX TIME PAGES  TYPE      NOTE
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*      13-OCT 10:22 041 425 1062      1' 12"    2    SEND      OK
*
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```



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]

FAX TO: [REDACTED] [REDACTED]

FROM: [REDACTED]

Good Shepherd Centre [REDACTED]

I give permission for Lisa Percy to go on holiday from Monday 16th October 1995 to Friday 20th October 1995 to Blackpool in the company of two members of staff from the Good Shepherd Centre - [REDACTED] and [REDACTED]

The holiday address is to be:- Strides Hotel
29 Hannly Road
Blackpool
Tel: [REDACTED]

Signed

Date



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PF
Telephone: [REDACTED]
Fax: [REDACTED]

[REDACTED]
Social Work Department
7 Merryland Street
Glasgow G51 2OG

14th November 1994

Dear [REDACTED]

LISA PERCY

I am pleased to inform you that I am able to offer a place to Lisa with effect from Tuesday 22nd November 1994.

Lisa will be in St Margaret's where the Unit Manager is [REDACTED]. I would be grateful if you could bring Lisa along at 4.00p.m. and if you think it would be helpful for her parents to be involved in the admission, they will be very welcome.

I have informed Cardross of this development and hope that there is no delay in fixing a panel date.

Any queries in the meantime, please contact [REDACTED] or myself.

Yours sincerely

[REDACTED]
DEPUTE - SOCIAL WORK



Telephone:
Fax:

[REDACTED]
Pollock Area Team
Social Work Department
130 Langton Road
GLASGOW
G53

Dear [REDACTED]

LISA PERCY (17.01.80)

Thankyou for papers in respect of a residential placement for the above named. I enclose an application form which should be completed and returned as soon as possible.

Please contact me in order to arrange a mutually suitable time for Lisa to come for an informal visit.

Yours sincerely

[REDACTED]
DEPUTE - SOCIAL WORK

EASTER LEAVE PLAN - 4TH APRIL TO 21ST APRIL 1996

NAME: Lisa Percy

HOUSE: ST. MARGARET'S

KEYWORKER: [REDACTED]

GENERAL INFORMATION

LISA WILL BE AT WORK WED - SAT BOTH WEEKS OF EASTER HOLIDAY. OPTON HAS BEEN LEFT OPEN TO LISA THAT SHE CAN RETURN WEEK AFTER WORK OR STAY AT HOME. IT HAS BEEN STRESSED TO LISA IF SHE OPTS FOR HOME SHE MUST CALL CENTRE AND LET US KNOW. THIS PLAN ALSO APPLIES TO DAYS LISA IS NOT WORKING

	DP	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
THURSDAY 4TH APRIL							
FRIDAY 5TH APRIL							
SATURDAY 6TH APRIL							
SUNDAY 7TH APRIL							
MONDAY 8TH APRIL *							IN CENTRE FOR OVERNIGHT.
TUESDAY 9TH APRIL							
WEDNESDAY 10TH APRIL							
THURSDAY 11TH APRIL							
FRIDAY 12TH APRIL							
SATURDAY 13TH APRIL							
SUNDAY 14TH APRIL							
MONDAY 15TH APRIL *							IN CENTRE FOR OVERNIGHT.
TUESDAY 16TH APRIL							
WEDNESDAY 17TH APRIL							
THURSDAY 18TH APRIL							
FRIDAY 19TH APRIL							
SATURDAY 20TH APRIL							
SUNDAY 21ST APRIL							

- DP = Girl at home on a day pass
- O/N = Girl at home on an overnight
- DV = Girl in Centre on a day visit
- TC = Girl to phone Centre
- HV = Staff to make home visit
- PD = Panel date

CHRISTMAS LEAVE PLAN - 26TH DECEMBER 1994 - 9TH JANUARY 1995

NAME: LISA PERCY

HOUSE: ST MARGARETS

KEYWORKER: [REDACTED]

GENERAL INFORMATION

LISA WILL BE BACK FOR CH 27th 28th 29th BUT
WILL GO HOME 30th DEC. SHE WILL THEN BE BACK
3RD 4th 5th JAN BUT WILL GO HOME 6th JAN.
HOWEVER IF [REDACTED] HAS ANY DIFFICULTY WITH
LISA AT ANY TIME DURING LEAVE LISA WILL BE RETURNED
HERE.

WEEK 1

	DP	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY		✓					
WEDNESDAY		✓					
THURSDAY		✓					
FRIDAY							
SATURDAY							
SUNDAY							

WEEK 2

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY		✓					
WEDNESDAY		✓					
THURSDAY		✓					
FRIDAY							
SATURDAY							
SUNDAY							

DP = day pass; ON = overnight; DV = day visit; TC = telephone call; HV = home visit;
PD = panel date

EASTER LEAVE PLAN - 7TH TO 23RD APRIL 1995

NAME: Lisa Percy

HOUSE: St Margaret's

KEYWORKER: [REDACTED]

GENERAL INFORMATION

ALTHOUGH LISA SHOULD HAVE TWO DIA IN CENTRE ONE EACH WEEK IN MRS PERCY FEELS THINGS AT HOME ARE GOING OK - SHE WILL KEEP LISA THERE THROUGHOUT THE HOLIDAYS [REDACTED] WILL CONTACT US RE CHANGING LEAVE PLAN.

	DP	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
FRIDAY 7TH							
SATURDAY 8TH							
SUNDAY 9TH							
MONDAY 10TH							
TUESDAY 11TH		✓					
WEDNESDAY 12TH							
THURSDAY 13TH				✓			

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
FRIDAY 14TH							
SATURDAY 15TH							
SUNDAY 16TH				✓			
MONDAY 17TH							
TUESDAY 18TH							
WEDNESDAY 19TH		✓					
THURSDAY 20TH							

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
FRIDAY 21ST							
SATURDAY 22ND							
SUNDAY 23RD							
MONDAY 24TH							

DP = day pass; ON = overnight; DV = day visit; TC = telephone call; HV = home visit;
PD = panel date

LEAVE PLAN - FRIDAY 13TH - MONDAY 23RD OCTOBER 1995

NAME:

LISA PERCY

HOUSE:

ST. MARGARETS

KEYWORKER:



GENERAL INFORMATION

HOME LEAVE HAS RECENTLY BROKEN DOWN. THERE HAS BEEN NO CONTACT FROM HOME. LISA COULD POSSIBLY HAVE DAY PASSES. BUT WILL BE IN CENTRE O/N. UNLESS OTHER ARRANGEMENTS MADE BY MUM.

	DP	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
FRIDAY 13TH		✓					
SATURDAY 14TH		✓					
SUNDAY 15TH		✓					
MONDAY 16TH		✓					
TUESDAY 17TH		✓					
WEDNESDAY 18TH		✓					
THURSDAY 19TH		✓					
FRIDAY 20TH		✓					
SATURDAY 21ST		✓					
SUNDAY 22ND		✓					
MONDAY 23RD		✓					

SUMMER LEAVE PLAN - 3RD JULY TO 14TH AUGUST 1994

NAME: LISA REEM

HOUSE: ST MARGARET'S

KEYWORKER: [REDACTED]

GENERAL INFORMATION LISA WILL COME IN FOR 24 VISITS OVER SUMMER HOLIDAYS. ARRIVAL TIME AT CENTRE FOR VISITS IS 10.30AM DEPARTING TO GO HOME AT 7.30AM. IF HOWEVER, LEAVE IS GOING WELL AND THERE ARE NO PROBLEMS AND YOU WOULD LIKE LISA TO STAY AT HOME PLEASE GIVE US A CALL TO LET US KNOW NOT TO EXPECT HER.
[REDACTED]

WEEK 1

	DP	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY			✓				
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

WEEK 2

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY							
WEDNESDAY			✓				
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

WEEK 3

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY			✓				
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

DP = day pass; ON = overnight; DV = day visit; TC = telephone call; HV = home visit;
PD = panel date

WEEK 4

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY							
WEDNESDAY			✓				
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

WEEK 5

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY			✓				
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

WEEK 6

	D.P.	O/N	D.V.	T.C.	H.V.	P.D.	OTHER INFO
MONDAY							
TUESDAY			✓				
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

DP = day pass; ON = overnight; DV = day visit; TC = telephone call; HV = home visit;
 PD = panel date

MEMORANDUM

FORM MC1

From : Officer in Charge
Good Shepherd Centre

To : District Manager (For Child)

NAME: LISA PERCY D.O.B. 17.01.80

ADDRESS: 63 BARSHAW RD, PENILEE

Missing Child

This is to inform you that the above named has been missing since

13.08.95 at 8.45 pm

This child is in care under Section 44(i)b.

The following have been notified of ~~his~~/her disappearance.

	<u>Name and Address</u>	<u>Date</u>	<u>Time</u>
1) Police	RENFREW.	14/8/95	10.30pm
2) Parent/Guardian			
3) Area Team/ Social Worker			
4) Reporters Department			
5) Other			

Other steps *taken and/or *now required to recover the child are

- 1) ~~1~~
- 2)
- 3)

Additional relevant comments/information(including information re: previous absconding)

*Please delete as appropriate

Signature _____

cc: Regional Child Care for Voluntary Establishments

MEMORANDUM

FORM AB2

From : Officer in Charge
Good Shepherd Centre

To : District Manager (For Child)

ABSCONDER ALERT

NAME: LISA PERCY

CANCELLATION

I am pleased to advise you that the above named child, notified as an absconder, returned on 22/3/95 at 12:40 am/pm.

The following have been informed of his/her safe return.

- | | |
|----------------------------|--------------------|
| 1) Police | YES/ NO |
| 2) Parents | YES/ NO |
| 3) Area Team/Social Worker | YES/ NO |
| 4) Other (state whom) | YES/NO |

The following facts have been established about the period in which he/she was missing.

- 1) IN THE AREAS OF PENILEE AND PAISLEY
- 2) FAMILY DISPUTE
- 3)
- 4)

*Please delete as appropriate

cc: or Regional Child Care for Voluntary Organisations

MEMORANDUM

FORM MC1

From : Officer in Charge
Good Shepherd Centre

To : District Manager (For Child)

NAME: LISA Lancy D.O.B. 17-01-80

ADDRESS: 4000 SHELTON PLACE

Missing Child

This is to inform you that the above named has been missing since

25/4/95 at 9.15p.m

This child is in care under Section 44(i)b.

The following have been notified of his/her disappearance.

	<u>Name and Address</u>	<u>Date</u>	<u>Time</u>
1) Police	REMPEN		
2) Parent/Guardian	[REDACTED] 63 ELMWOOD RD	25/4.	9 AM.
3) Area Team/ Social Worker	[REDACTED]	26/4	9.45am
4) Reporters Department			
5) Other			

Other steps *taken and/or *now required to recover the child are

- 1)
- 2)
- 3)

Additional relevant comments/information(including information re: previous absconding)

*Please delete as appropriate

Signature _____

cc: Regional Child Care for Voluntary Establishments

MEMORANDUM

FORM MC2

From : Officer in Charge
Good Shepherd Centre

To : District Manager (For Child)

MISSING CHILD ALERT

NAME: WISA KERRY

CANCELLATION

I am pleased to advise you that the above named child, notified as a missing child returned on 26/04/95 at 6.40 am/pm.

The following have been informed of his/her safe return.

- | | |
|----------------------------|--|
| 1) Police: | YES/NO ☒ |
| 2) Parents | YES/NO ☒ |
| 3) Area Team/Social Worker | YES/NO ☒ |
| 4) Other (state whom) | YES/NO ☐ |

The following facts have be established about the period in which he/she was missing.

1) SAID SHE HAD BEEN SLEEPING ROUGH, IN THE PENWEE AREA

2)

3)

4)

* Please delete as appropriate

cc: or Regional Child Care for Voluntary Organisation.

MEMORANDUM

FORM AB1

From : Officer in Charge
Good Shepherd Centre

To : District Manager (For Child)

NAME: Lisa Percy D.O.B. 17.01.80

ADDRESS: 63, BARSHAW RD PENILEE

ABSCONDER

This is to inform you that the above named has been missing since

26/03/95/ at 9.15 P.M.

This child is in care under Section W4 (1) B

The following have been notified of his/her disappearance.

	<u>Name and Address</u>	<u>Date</u>	<u>Time</u>
1) Police	Renfrew	26/03/95/	9.35 p.m.
2) Parent/Guardian	Dad	26/03/95/	9.25 p.m.
3) Area Team/ Social Worker			
4) Reporters Department			
5) Other			

Other steps *taken and/or *now required to recover the child are

- 1) SEARCHED Building and surrounding area.
- 2)
- 3)

Additional relevant comments/information (including information on previous absconding).

*Please delete as appropriate

Signature _____

cc: Regional Child Care for Voluntary Establishments

Memorandum

FORM 132



From: - Officer in Charge
Good Shepherd Centre

To: District Manager (for child)

ABSCONDER ALERT

NAME Lisa Percy

CANCELLATION

I am pleased to advise you that the above named child, notified as an absconder, returned on 24.3.95 at 10.45 am.

The following have been informed of his/her safe return

- | | |
|----------------------------|--------------------|
| 1) Police | YES/ NO |
| 2) Parents | YES/ NO |
| 3) Area Team Social Worker | YES/NO |
| 4) Other (state whom) | YES/NO |

The following facts have been established about the period in which he/she was missing

- 1)
- 2)
- 3)
- 4)

*Please delete as appropriate

cc:

or Regional Child Care for Voluntary Organisation

TYPEWRITING

NAME: LISA PERCY

CLASS: 1

	WEAK	GOOD	EXCELLENT
Keyboard Skills		✓	
Ability to read and copy	✓		
Transcript		✓	
Ability to type at 20/25 words per minute			
Knowledge of, and ability to display Business Letters	✓		
Knowledge of, and ability to display Memorandums			
Knowledge of, and ability to calculate and set out accurately tabulation work on different sized paper			

COURSE FOLLOWED	PITMANS ELEMENTARY
ATTENDANCE	Lisa has been off 4 times.
BEHAVIOUR	Usually quite good - only 1 adverse report.
ATTITUDE TO WORK	Getting more interested

HOME ECONOMICS REPORT

Lisa Perry

DATE: 13/11/95

	Manages with ease	Needs some assistance	Cannot manage independent
Ability to follow written instructions		✓	
Ability to follow oral instructions	✓		
Can weigh and measure foodstuff accurately	✓		
Selection & effective use of appropriate foods		✓	
Effective and safe use of cooker	✓		
Standard of hygiene and safety	✓		
Presentation of dish		✓	

COURSE FOLLOWED Leavers Food + Meal Planning Programme	
ATTENDANCE	Good
BEHAVIOUR AND ATTITUDE	Lisa has been working steadily & well recently.

SIGNATURE: 

PHYSICAL EDUCATION REPORT

NAME: LISA PERCY

DATE: 13 NOVEMBER 1995

ELEMENT	POOR	WEAK	AVERAGE	GOOD	EXCELLENT
ATTENDANCE					✓
BEHAVIOUR & ATTITUDE				✓	
APPLICATION OF COACHING POINTS					✓
PARTICIPATION					✓
SAFETY AWARENESS				✓	
CO-ORDINATION					✓
CO-OPERATION				✓	
ACTIVITIES PARTICIPATED IN	SKIING, BADMINTON, MULTI-GYM, SKATING, 5-A-SIDE FOOTBALL, DANCE, HOCKEY				
COMMENTS	Lisa is a delight to have at P.E. class. She is a skilled performer in trampolining, demonstrating basic and advanced skills alike. She was a worthy member of the 5-A-Side football tournament demonstrating good team work skills. Lisa is able to work independently which she often did during recent string lessons. This is a quality girls do not often have. Lisa is a well co-ordinated performer.				

ART & DESIGNNAME: LISA PERCY.....CLASS: GROUP 1.....

ATTENDANCE	$\frac{8}{9}$
BEHAVIOUR	very good
VISUAL AWARENESS	Extremely perceptive
HANDLING SKILLS	Good hand / eye co-ordination
SAFE USE OF TOOLS, EQUIPMENT, MATERIALS	Competent use of all tools etc.
SPECIAL AREAS OF INTEREST	Graphics.
COURSE BEING FOLLOWED	Gen / Leavers Course

GENERAL COMMENTS

Lisa has a considerable amount of artistic talent. She made an excellent Halloween poster for the competition.

I only see the group for a single period per week and there is a limited amount of time to see work completed.

SIGNATURE

RELIGIOUS EDUCATIONS.E.B. SHORT COURSES

NAME:

hisa Peray

DATE:

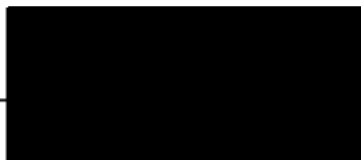
Nov. 95

(11)

COURSE FOLLOWED	S. E. B. Short Course
ATTENDANCE	Satisfactory
BEHAVIOUR AND ATTITUDE	Satisfactory
WORK HABITS	Co-operates with what is being done.

S.E.B.	COURSE:
L/O1	Crime - Punishment
READING FOR UNDERSTANDING	A)
	B)
	C)
L/O2	A) <u>N/A</u>
WRITTEN COMMUNICATION	B)
	C)
	D)
COMMENTS	
On the days I have has been mainly a	seen the group this discussion topic

SIGNATURE:



NEEDLEWORKNAME: LISA PERCYDATE: 13/11/95

	Copes easily	Needs some help	Copes very well
Ability to follow oral instructions		✓	
Ability to measure and cut out material accurately		✓	
Proper and safe use of tools and machines		✓	
Attendance		<i>Good.</i>	
Behaviour			

LEVEL	POOR	WEAK	AVERAGE	GOOD	EXCELLENT
EMBROIDERY			✓		
MACHINE SEWING			✓		
RECORDING			✓		
ORAL INSTRUCTIONS			✓		
HAND KNITTING					
MACHINE KNITTING					

COMMENTS	<i>Lisa has made a tiger pyjama case and a skirt for herself. Both items were satisfactorily completed.</i>
----------	---

SIGNATURE:.....

EUROPEAN STUDIES

NAME: LISA PERCY

CLASS: I

	EXCELLENT	GOOD	FAIR	POOR
KNOWLEDGE		✓		
UNDERSTANDING		✓		
EVALUATION		✓		
BEHAVIOUR		✓		
ATTITUDE TO WORK		✓		
ATTENDANCE				(↔)

COMMENTS:

Lisa is working quite well this year but has missed quite a bit of school. Lisa therefore is v. much behind with her work + will not have her module finished before she leaves

SIGNATURE: 

DATE: 13/11/95

DRAMANAME: Lisa PercyGROUP: 1UNIT: St Margaret

	POOR	FAIR	GOOD	COMMENTS
COMMUNICATION			✓	This term Lisa has worked on First Aid. She scored 80% in her exam, an excellent result. She is a delightful member of her group. She loves dressing up and performing.
CO-OPERATION			✓	
CONTRIBUTION			✓	
CONFIDENCE			✓	
CREATIVITY			✓	
CONCENTRATION			✓	
READING SKILLS			✓	
LISTENING SKILLS			✓	
COMPREHENSION			✓	
ATTITUDE/BEHAVIOUR			✓	
ATTENDANCE			✓	

HAIRDRESSING

PUPIL'S NAME Liza PERCY

CLASS GR1

DATE 13th Nov 95

COURSE COMPONENTS	ASSESSMENT	GENERAL COMMENT
Written Work	✓	<i>hija</i>
Personal Hygiene	✓	
Safety	✓	
Practical work	✓	
Knowledge of understanding	✓	

SIGNATURE OF TEACHER: 

DATE: 13th Nov 95

KEY CODE

✓ Very good

? Fair

X Not satisfactory

TYPEWRITING

NAME: LISA PERCY

CLASS: 1

	WEAK	GOOD	EXCELLENT
Keyboard Skills		✓	
Ability to read and copy	✓		
Transcript		✓	
Ability to type at 20/25 words per minute			
Knowledge of, and ability to display Business Letters	✓		
Knowledge of, and ability to display Memorandums			
Knowledge of, and ability to calculate and set out accurately tabulation work on different sized paper			

COURSE FOLLOWED	PITMANS ELEMENTARY
ATTENDANCE	Lisa has been off 4 times.
BEHAVIOUR	Usually quite good - only 1 adverse report.
ATTITUDE TO WORK	Getting more interested

HOME ECONOMICS REPORT

Lisa Perry

DATE: 13/11/95

	Manages with ease	Needs some assistance	Cannot manage independent
Ability to follow written instructions		✓	
Ability to follow oral instructions	✓		
Can weigh and measure foodstuff accurately	✓		
Selection & effective use of appropriate foods		✓	
Effective and safe use of cooker	✓		
Standard of hygiene and safety	✓		
Presentation of dish		✓	

COURSE FOLLOWED Leavers Food + Meal Planning Programme	
ATTENDANCE	Good
BEHAVIOUR AND ATTITUDE	Lisa has been working steadily & well recently.

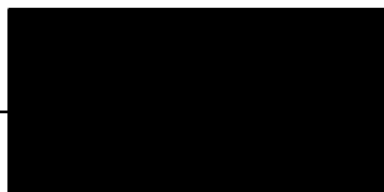
SIGNATURE: ...

PHYSICAL EDUCATION REPORT

NAME: LISA PERCY

DATE: 13 NOVEMBER 1985

ELEMENT	POOR	WEAK	AVERAGE	GOOD	EXCELLENT
ATTENDANCE					✓
BEHAVIOUR & ATTITUDE				✓	
APPLICATION OF COACHING POINTS					✓
PARTICIPATION					✓
SAFETY AWARENESS				✓	
CO-ORDINATION					✓
CO-OPERATION				✓	
ACTIVITIES PARTICIPATED IN	SKIING, BADMINTON, MULTI-GYM, SKATING, 5-A-SIDE FOOTBALL, DANCE, HOCKEY				
COMMENTS	Lisa is a delight to have at P.E. class. She is a skilled performer in trampolining, demonstrating basic and advanced skills etc. She was a worthy member of the 5-A-Side football tournament demonstrating good team work skills. Lisa is able to work independently which she often did during recent skiing lessons. This is a quality girls do not often have. Lisa is a well co-ordinated performer.				



ART & DESIGN

NAME: LISA PERCY

CLASS: GROUP 1

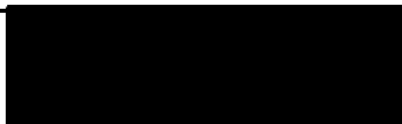
ATTENDANCE	$\frac{8}{9}$
BEHAVIOUR	very good
VISUAL AWARENESS	Extremely perceptive
HANDLING SKILLS	Good hand / eye co-ordination
SAFE USE OF TOOLS, EQUIPMENT, MATERIALS	Competent use of all tools etc.
SPECIAL AREAS OF INTEREST	Graphics.
COURSE BEING FOLLOWED	Can / Learners Course

GENERAL COMMENTS

Lisa has a considerable amount of artistic talent. She made an excellent Halloween poster for the competition.

I only see the group for a single period per week and there is a limited amount of time to see work completed.

SIGNATURE



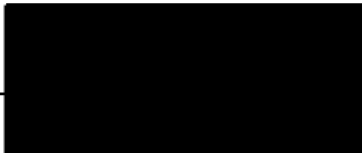
RELIGIOUS EDUCATIONS.E.B. SHORT COURSES

(11)

NAME: Lisa PerryDATE: Nov. 95

COURSE FOLLOWED	S. E. B. Short Course
ATTENDANCE	Satisfactory
BEHAVIOUR AND ATTITUDE	Satisfactory
WORK HABITS	Co-operates with what is being done.

S.E.B.	COURSE:
	Crime - Punishment
L/O1	A)
READING FOR	B)
UNDERSTANDING	C)
L/O2	A) $\frac{1}{12}$
WRITTEN COMMUNICATION	B)
	C)
	D)
COMMENTS	
On the days I have has been mainly a	seen the group this discussion topic

SIGNATURE: 

NEEDLEWORK

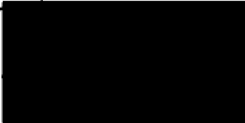
NAME: LISA PERCY

DATE: 13/11/95

	Copes easily	Needs some help	Copes very well
Ability to follow oral instructions		✓	
Ability to measure and cut out material accurately		✓	
Proper and safe use of tools and machines		✓	
Attendance		Good.	
Behaviour			

LEVEL	POOR	WEAK	AVERAGE	GOOD	EXCELLENT
EMBROIDERY			✓		
MACHINE SEWING			✓		
RECORDING			✓		
ORAL INSTRUCTIONS			✓		
HAND KNITTING					
MACHINE KNITTING					

COMMENTS	Lisa has made a tiger pyjama case and a skirt for herself. Both items were satisfactorily completed.
----------	--

SIGNATURE: 

EUROPEAN STUDIES

NAME: Lisa Percy

CLASS: I

	EXCELLENT	GOOD	FAIR	POOR
KNOWLEDGE		✓		
UNDERSTANDING		✓		
EVALUATION		✓		
BEHAVIOUR		✓		
ATTITUDE TO WORK		✓		
ATTENDANCE				↔

COMMENTS:

Lisa is working quite well this year but has missed quite a bit of school. Lisa therefore is v. much behind with her work + will not have her module finished before she leaves

SIGNATURE: 

DATE: 13/11/95

DRAMANAME: Lisa PercyGROUP: 1UNIT: St Margaret

	POOR	FAIR	GOOD	COMMENTS
COMMUNICATION			✓	This term Lisa has worked on First Aid. She scored 80% in her exam, an excellent result. She is a delightful member of her group. She loves drilling up and performing.
CO-OPERATION			✓	
CONTRIBUTION			✓	
CONFIDENCE			✓	
CREATIVITY			✓	
CONCENTRATION			✓	
READING SKILLS			✓	
LISTENING SKILLS			✓	
COMPREHENSION			✓	
ATTITUDE/BEHAVIOUR			✓	
ATTENDANCE			✓	

HAIRDRESSING

PUPIL'S NAME Liza PERCY

CLASS GR 1

DATE 13th Nov 95

COURSE COMPONENTS	ASSESSMENT	GENERAL COMMENT
Written Work	✓	<u>high</u>
Personal Hygiene	✓	
Safety	✓	
Practical work	✓	
Knowledge of understanding	✓	

SIGNATURE OF TEACHER: 

DATE: 13th Nov 95

KEY CODE

✓ Very good

? Fair

X Not satisfactory

TYPEWRITING

NAME: LISA PERCY

CLASS: 1

	WEAK	GOOD	EXCELLENT
Keyboard Skills		✓	
Ability to read and copy	✓		
Transcript		✓	
Ability to type at 20/25 words per minute			
Knowledge of, and ability to display Business Letters	✓		
Knowledge of, and ability to display Memorandums			
Knowledge of, and ability to calculate and set out accurately tabulation work on different sized paper			

COURSE FOLLOWED	PITMANS ELEMENTARY
ATTENDANCE	Lisa has been off 4 times.
BEHAVIOUR	Usually quite good - only 1 adverse report.
ATTITUDE TO WORK	Getting more interested

HOME ECONOMICS REPORT

Lisa Perry

DATE: 13/11/95

	Manages with ease	Needs some assistance	Cannot manage independent
Ability to follow written instructions		✓	
Ability to follow oral instructions	✓		
Can weigh and measure foodstuff accurately	✓		
Selection & effective use of appropriate foods		✓	
Effective and safe use of cooker	✓		
Standard of hygiene and safety	✓		
Presentation of dish		✓	

COURSE FOLLOWED Leavers Food + Meal Planning Programme	
ATTENDANCE	Good
BEHAVIOUR AND ATTITUDE	Lisa has been working steadily & well recently.

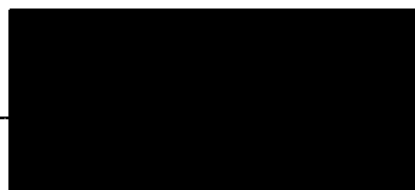
SIGNATURE: ...

PHYSICAL EDUCATION REPORT

NAME: LISA PERCY

DATE: 13 NOVEMBER 1995

ELEMENT	POOR	WEAK	AVERAGE	GOOD	EXCELLENT
ATTENDANCE					✓
BEHAVIOUR & ATTITUDE				✓	
APPLICATION OF COACHING POINTS					✓
PARTICIPATION					✓
SAFETY AWARENESS				✓	
CO-ORDINATION					✓
CO-OPERATION				✓	
ACTIVITIES PARTICIPATED IN	SKI-ING, BADMINTON, MULTI-GYM, SKATING, 5 A-SIDE FOOTBALL, DANCE, HOCKEY				
COMMENTS	Lisa is a delight to have at P.E. class. She is a skilled performer in trampolining, demonstrating basic and advanced skills while. She was a worthy member of the 5-A-Side football tournament demonstrating good team work skills. Lisa is able to work independently which she often did during recent skiing lessons. This is a quality girls do not often have. Lisa is a well co-ordinated performer.				



ART & DESIGN

NAME: LISA PERCY

CLASS: GROUP 1

ATTENDANCE	$\frac{8}{9}$
BEHAVIOUR	very good
VISUAL AWARENESS	Extremely perceptive
HANDLING SKILLS	Good hand / eye co-ordination
SAFE USE OF TOOLS, EQUIPMENT, MATERIALS	Competent use of all tools etc.
SPECIAL AREAS OF INTEREST	Graphics.
COURSE BEING FOLLOWED	Cur / Leavers Course

GENERAL COMMENTS

Lisa has a considerable amount of artistic talent. She made an excellent Halloween poster for the competition.

I only see the group for a single period per week and there is a limited amount of time to see work completed.

SIGNATURE



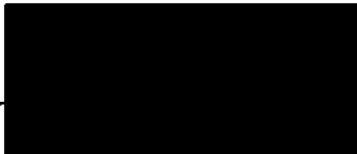
RELIGIOUS EDUCATION**S.E.B. SHORT COURSES**

(11)

NAME: hisa PercyDATE: Nov. 95

COURSE FOLLOWED	S. E. B. Short Course
ATTENDANCE	Satisfactory
BEHAVIOUR AND ATTITUDE	Satisfactory
WORK HABITS	Co-operates with what is being done.

S.E.B.	COURSE:
	Crime - Punishment
L/O1	A)
READING FOR	B)
UNDERSTANDING	C)
L/O2	A) $\frac{1}{17}$
WRITTEN COMMUNICATION	B)
	C)
	D)
COMMENTS	
On the day I have has been mainly a	seen the group this discussion topic

SIGNATURE: 

NEEDLEWORK

NAME: LISA PERCY

DATE: 13/11/95

	Copes easily	Needs some help	Copes very well
Ability to follow oral instructions		✓	
Ability to measure and cut out material accurately		✓	
Proper and safe use of tools and machines		✓	
Attendance		<i>Good.</i>	
Behaviour			

LEVEL	POOR	WEAK	AVERAGE	GOOD	EXCELLENT
EMBROIDERY			✓		
MACHINE SEWING			✓		
RECORDING			✓		
ORAL INSTRUCTIONS			✓		
HAND KNITTING					
MACHINE KNITTING					

COMMENTS	<i>Lisa has made a tiger pyjama case and a skirt for herself. Both items were satisfactorily completed.</i>
----------	---

SIGNATURE: 

EUROPEAN STUDIES

NAME: Lisa Percy

CLASS: I

	EXCELLENT	GOOD	FAIR	POOR
KNOWLEDGE		✓		
UNDERSTANDING		✓		
EVALUATION		✓		
BEHAVIOUR		✓		
ATTITUDE TO WORK		✓		
ATTENDANCE			↔	

COMMENTS:

Lisa is working quite well this year but has missed quite a bit of school. Lisa therefore is v. much behind with her work + will not have her module finished before she leaves

SIGNATURE: 

DATE: 13/11/95

DRAMANAME: Lisa PercyGROUP: 1UNIT: & Margaret

	POOR	FAIR	GOOD	COMMENTS
COMMUNICATION			✓	This term Lisa has worked on First Aid. She scored 80% in her exam, an excellent result. She is a delightful member of her group. She loves dressing up and performing.
CO-OPERATION			✓	
CONTRIBUTION			✓	
CONFIDENCE			✓	
CREATIVITY			✓	
CONCENTRATION			✓	
READING SKILLS			✓	
LISTENING SKILLS			✓	
COMPREHENSION			✓	
ATTITUDE/BEHAVIOUR			✓	
ATTENDANCE			✓	

HAIRDRESSING

PUPIL'S NAME hiza PERCY

CLASS GR 1

DATE 13th Nov 95

COURSE COMPONENTS	ASSESSMENT	GENERAL COMMENT
Written Work	✓	hiza
Personal Hygiene	✓	
Safety	✓	
Practical work	✓	
Knowledge of understanding	✓	

SIGNATURE OF TEACHER: 

DATE: 13th Nov 95

KEY CODE

- ✓ Very good
- ? Fair
- X Not satisfactory

ENGLISH REPORT

S4 & S5

NAME: LISA PERCY

DATE: NOVEMBER 1995

COURSE FOLLOWED	SCOTVEC MODULE COMMUNICATION I - WRITTEN
L/OI Understanding of simple written communication	LISA HAS COMPLETED THIS MODULE AND HAS MANAGED THE READING AND UNDERSTANDING OF SIMPLE SHORT EXTRACTS.
L/OII Simple written communication	ALL WRITTEN TASKS HAVE ALSO BEEN COMPLETED SATISFACTORILY.

SPECIFIC REMARKS

ATTENDANCE	VERY GOOD.
BEHAVIOUR AND ATTITUDE	LISA HAS A GOOD POSITIVE ATTITUDE TO THE WORK IN THIS CLASS.
WORK HABITS	LISA WORKS VERY SLOWLY BUT SHE HAS MANAGED TO FINISH THIS MODULE - A BIG ACHIEVEMENT.

SIGNATURE OF TEACHER: 



SCOTTISH CERTIFICATE OF EDUCATION

The Scottish Examination Board

hereby certifies that **Lisa Percy**

presented for the Scottish

Certificate of Education in 1995 by The Good Shepherd Centre

gained the following award(s):

Subject	Grade	Award	Profile of Performance	
CONTEMPORARY SOCIAL STUDIES	Standard	6	Knowledge and Understanding Evaluating Investigating	6 6 6
SOCIAL AND VOCATIONAL SKILLS	Standard	4	Communicative Abilities Practical Abilities	5 4

SCOTTISH
EXAMINATION
BOARD



7/0124421-943041261

CHIEF EXECUTIVE

PENILEE SECONDARY SCHOOL

CONDUCT REPORT FORM

7/12/92

NAME: Lisa Peral CLASS: 2e DATE: 2/12/92

This is LP's 3rd time without ket. in
a short space of time!

P.Ex. issued.

Teacher: [REDACTED]

LISA PERCY 2E.

English: [REDACTED] Volunteers to read
No bother. Written work still for but lots

Maths: [REDACTED]

L.S. [REDACTED]

PE: [REDACTED]

Great. Mustang Kids

SC

HE

Practical work better
OK - chewing, holding back

Art

RE

Mods:

Geog:

Hist:

OK - So utterly poor.
OK.

General Much better re
behaviour OS

Some silly incidents - aunts
Buddhist Sheet

Library tape - 1 lost (found)
- Cover broken
- Danned in meantime

Still very dependent on
[redacted] also [redacted]

Skill in making wee things + things

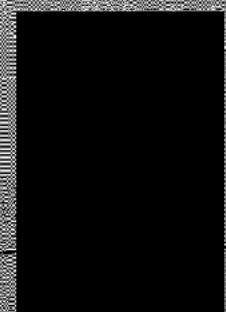
glasses OK -

Extended writing support wheel with
whose
Instructional repetition of

[redacted] to see class teachers

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PUPIL'S PROGRESS RECORD
ADMINISTRATIVE INFORMATION



CHRISTIAN NAMES (capitals)
LISA

Address 226 GLENORA DRIVE GLASGOW G53
changed to 63 BAPSHAM ROAD
(iii)

Tel. No. 881 1266
830 7260
882-3807
(iii)

DATE OF BIRTH (i)
(in figures)
Day: 17 Month: 01 Year: 80

SERIAL NUMBER

POSITION IN FAMILY (ii)
1 2 3 4 5 6 7 8 9 10

NAME OF PARENT OR GUARDIAN
JAMES
changed to
(iii)

Mother's employer
Tel. No.
changed to
(iii)

Relationship (Sister) Aunt
91 Pottershill Road
changed to
(iii)

changed to
(iii)

[illegible]

2

[illegible][illegible]

Attendance

CLASS	DATE	Pos.	ABS.	ACTUAL
P1a	28-6-85	400	44	356
P2	85/86	400	55	345
P3	86/87	388 348	31	317
P		46	0	46
87/88		378	37	331
	88/89			
	89/90	378	23	355
P6/7	90/91	268	30	238

ACTIVITIES DURING SECONDARY SCHOOL CAREER

Positions of responsibility in school:
(eg prefect, magazine editor, club official)

Membership of school clubs/societies:

Positions of responsibility outside school:
(eg youth club leader)

Membership of outside clubs/societies:
(eg youth club, Scouts/Guides)

Strathclyde Regional Council
Department of Education

Director: [REDACTED]

Penilee Secondary School

Head Teacher: [REDACTED]

11 Craigmuir Place, Glasgow G52 4DL

Tel: [REDACTED]



Strathclyde
SCOTLAND



A nuclear-
free zone
authority



An equal
opportunities
authority

With Compliments

Glasgow Division
129 Balm Street
Glasgow G2 2ST



Regional
Council

Divisional Education Officer

RECEIVED
20 OCT 1992
RECEIVED

The Head Teacher

Penilee

Secondary

School

A nuclear-free zone authority

An equal opportunities authority

Tel Direct Line

Our ref

Your ref

If phoning or
calling ask for

Date 16 October 1992

Dear Head Teacher

NAME OF CHILD

Lisa Percy

DATE OF BIRTH

17 1 80

ADDRESS

15 Oxtan Drive

Glasgow G52

PARENT SCHOOL (if any)

PARENT (GUARDIAN)

A Record of Needs has been opened in respect of the above child.

A copy of the Record of Needs and the relevant SEN Forms in respect of the child are enclosed.

Disclosure should not be made to any party of the content of this Record but it should be used by yourself as a basis for the provision for this pupil's special educational needs. Any person seeking sight of or information from the Record should be referred to me.

Yours sincerely

Divisional Education Officer

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PART II

PARENT *

Surname Percy Forename(s) Agnes

Relationship to recorded child or young person Mother

Address:— Change of Address:—

..... 15 Oxtan Drive

..... Glasgow

Postcode G52 Postcode

(For completion only where Parent/Guardian is a member of the Armed Forces)

Arm of Service

Rank

Number

NAMED PERSON

Surname Forename(s)

Address for Contact

Postcode

Telephone No.

**"Parent" is defined in the Education (Scotland) Act 1980 as including guardian and any person who is liable to maintain or has the actual custody of a child or young person.*

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PART III

ASSESSMENT

A ASSESSMENT PROFILE

In terms of early development Lisa needed no follow up treatment after birth and reached developmental milestones within normal parameters.

Lisa has been involved with the psychological services for a number of years and was first referred in 1987 from Gowanbank Primary regarding behavioural and learning difficulties.

She then transferred to Lavern Primary and was supported there by a psychological services specialist teacher regarding difficulties in concentrating and in slow progress generally.

Lisa completed primary education in Hillington Primary, where it was noted that she displayed immature social behaviour and that she needed a lot of individual attention to enable her to make progress.

On transfer to Penilee Secondary in August 1991 it became immediately apparent that Lisa had difficulties with classwork and had some problems interacting with peers - thus a formal re-referral was made to psychological services.

Assessment indicates that Lisa is in the low average/below average range of general intellectual ability. She needs individual attention, an individualised programme of work and extra time in order to meet the demands of a Secondary School curriculum.

In reading she has good self-correction skills but needs to build on 'reading for meaning'.

She shows difficulty in retaining basic number bonds, and in all areas of the curriculum she needs help to plan, monitor and check work.

Lisa's/

B SUMMARY OF IMPAIRMENTS GIVING RISE TO SPECIAL EDUCATIONAL NEEDS

NATURE OF IMPAIRMENT	EDUCATIONAL IMPLICATIONS *			
	Physical Access	Curriculum	Facilities	Location
Slow Learner		✓	✓	

10 July 1992

Date

* Tick aspects requiring provision for special educational needs.

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PART IV

STATEMENT OF SPECIAL EDUCATIONAL NEEDS

SIGHT, HEARING AND COMMUNICATION

Lisa has poor vision in her left eye which cannot be rectified. She has glasses for TV, reading and writing but does not wear them in school and in actual fact may not need them. Vision should be checked again by optician re need for glasses.

Hearing and Communication are satisfactory - no special needs - routine checks.

INTELLECTUAL / CURRICULAR

Lisa has general learning difficulties and will need an individualised programme which enables her to access the curriculum at her own rate of learning.

Lisa should build on skills re reading for meaning by using the context in a more productive manner.

She will need help in generating ideas before beginning written work, and thereafter requires help in structuring these ideas.

Lisa still needs some consolidation of basic number concepts and also practice at more practical number activities.

She needs help to work through problem-solving activities in a concrete step-by-step manner.

She needs varied activities to ensure that her concentration 'on task' is maintained, and help to build up her concentration skills.

She needs to develop her listening skills, attending more specifically to the information and instructions presented orally to her.

In all areas of the curriculum, Lisa should be encouraged to plan, monitor and check work that she undertakes.

Lisa needs a programme which will build on her social reading and writing skills, ie form-filling, reading instructions etc.

It may benefit Lisa to explore some alternative methods in presenting work, eg computer work, taping work, scribing etc.

Lisa needs extra time to complete work undertaken.

All of the above indicates that Lisa will need more individual attention either on a one-to-one basis or in a small group in order to meet the demands of a Secondary School curriculum.

10 July 1992

Date

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PART V

MEASURES PROPOSED BY THE AUTHORITY TO MEET SPECIAL EDUCATIONAL NEEDS

A EDUCATION AUTHORITY SERVICES:—

Learning support directed to Lisa's individual learning needs and additional to that already available in the school will be sought.

B OTHER SERVICES:—

Regular monitoring by CMO.

10 July 1992

Date

CONFIDENTIAL

PART VI

SCHOOL TO BE ATTENDED

NAME..... Penilee Secondary School

ADDRESS..... 11 Craigmuir Place

..... Glasgow

..... G52 4DL

Head 

Telephone No. 

Nature of Placement * Day

10 July 1992

Date

*e.g. — day, residential, part-time, part-residential.

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PART VII

VIEWS OF (RESPONSIBLE PARTY *)

* See footnote to Part I of Record of Needs.

The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

REPORT BY HEAD TEACHER ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Note: The parent(s) should be interviewed and informed of the child's difficulties in school before this form is forwarded to the Child Guidance Service.

1. School PENILEE SECONDARY Division GLASGOW
 Surname of child PERCY Other names LISA
 Date of birth 17.1.80 Sex FEMALE
 Religion PROTESTANT Name of parent or guardian [REDACTED]
 Telephone Number [REDACTED]
 Child's home address 15 OXTON DRIVE
GLASGOW G52
 Address (if different from child's home address)

2. School attendance

School	Attended from	Attended to	Actual and possible attendances
GOWANBANK PRIMARY	16.8.84	12.6.87	
LEVERN PRIMARY	29.5.87		
HILLINGTON PRIMARY	15.3.91	28.6.91	
PENILEE SECONDARY	14.8.91		160 182

3. Give a brief description of child's difficulties and when they were first noted.

First referred, 1987, Gowanbank - behavioural and learning difficulties - assessed by [REDACTED]
 Levern Primary, 1989, again referred - report from [REDACTED] Remedial Specialist - difficulties in concentrating, in written work and some visual-auditory confusion.
 1990 Referred as "well below the class standard - very slow progress".
 Break at this point - records not transferred to Hillington.
 Penilee Secondary - problems were apparent immediately in classwork and in September there were a number of bullying incidents hence referral to [REDACTED]

4. Do you suspect any physical condition, e.g. defect of speech, hearing or vision, which might cause or contribute to the difficulties?

None Known.

5. Do you think that the child's difficulties could be caused, wholly or partly, by circumstances outside himself, e.g. late enrolment, irregular attendance, frequent changes of school or teacher, etc?

No.

6. What special attention has already been provided in the school, e.g. group teaching methods or remedial education in school or elsewhere? Please indicate in some detail the measures taken and methods employed, and the extent of any progress.

A Learning Support Teacher works with Hiba one period in Maths and English. When she is given support and guidance she is very hard but has great difficulty with close reading and writing if left to try on her own. In Maths she is working on a very low level of material. The biggest problem is again interpreting the questions and she has no memory of how she tackled them before - "constructive" home is regularly issued and usually attempted. Hiba attends a paired-reading session at lunchtime 4 days a week. She has been diligent in preparing her work and has gained in confidence and performance.

7. Educational Level:

Has he repeated any classes? No.

With children of what age is he working? 12.

Has he made any progress in the last 12 months? Yes but painfully slowly.

If so, in what directions and to what extent? General reading.

If not, are there any signs of deterioration?

State clearly what the child can do in the following areas.

(a) Level of speech and understanding of speech:

Lisa is often rather immature in expressing herself using vocabulary/constructions you would expect of a younger child. Given simple instructions (Drama) she can cope: anything more complex (than Economics) and she forgets sequences.

In close reading she often fails to understand the questions. Her reading problems are severe - but she can cope when work is read to her, or with her.

(b) Reading:

Can he copy from the blackboard or from a printed book? If so, please append a specimen of his work, indicating from where it is copied.

Has difficulty copying from blackboard or information sheets.

(c) Writing:

(d) Number: Again, Lisa's biggest problem is interpreting the question and she rarely knows which process to use to solve it. When she knows how to do a particular kind of sum she can work through a few examples but if the wording is changed she is lost.

(e) Spelling:

Spelling is often phonic.

(f) Practical abilities and creative skills and abilities:

Lisa is quite enthusiastic in Technical but gets a lot of help from other pupils.

(g) Physical skills and co-ordination:

Lisa is easily distracted and doesn't listen to instructions so has little understanding of many practices and activities when they are demonstrated. She is not particularly well co-ordinated and can be very childish in her behaviour in the 'freer' environment of the P.E. class.

In drama she can respond to a more able/imaginative partner but left to her own devices shows no initiative or creativity.

8. Play

(a) Does he associate with younger children at play?

Yes.

(b) Does he join intelligently in school games?

No.

(c) Does he ever lead at play?

No.

(d) In what play activities (if any) does he show sustained attention?

9. Home Environment

Give any important facts already known to you concerning the child's background, e.g. delinquency, absence from home, home conditions, and relevant family history.

Attach any previous reports by social worker, etc. which are in your possession.

10. Interests

Does the child have any special interests at home or in school?

Msia enjoys swimming and listening to her hi-fi. In school she shows enthusiasm in most subjects but has such a poor concentration span this affects her involvement with considerable support from the teacher, and the other pupils she can focus her attention but without this concentration she achieves little and can be a "pest": in Home Economics, for example, where she wanders!

11. Behaviour Rating Scale

Below are a series of descriptions of behaviour often shown by children. After each statement are three columns: "Doesn't Apply", "Applies Somewhat" and "Certainly Applies". If the child definitely shows the behaviour described by the statement place a cross in the box under Column 2 "Certainly Applies". If the child shows the behaviour described by the statement but to a lesser degree or less often place a cross in the box under Column 1 "Applies Somewhat". If, as far as you are aware, the child does not show the behaviour, place a cross in the box under Column 0 "Doesn't Apply".

Please complete on basis of child's behaviour **IN THE PAST 12 MONTHS.**

Put ONE cross against EACH statement.

STATEMENT	0 Doesn't Apply	1 Applies Somewhat	2 Certainly Applies	FOR USE BY PSYCHO- LOGIST
1. Very restless, has difficulty staying seated for long	☐	☐	☒	☐
2. Truants from school	☒	☐	☐	☐
3. Squirmy, fidgety child	☐	☐	☒	☐
4. Often destroys or damages own or others' property	☒	☐	☐	☐
5. Frequently fights <i>or</i> is extremely quarrelsome with other children	☐	☐	☒	☐
6. Not much liked by other children	☐	☐	☒	☐
7. Often worried, worries about many things	☐	☒	☐	☐
8. Tends to be on own—rather solitary	☐	☒	☐	☐
9. Irritable. Touchy. Is quick to 'fly off the handle'	☐	☐	☒	☐
10. Often appears miserable, unhappy, tearful or distressed	☒	☐	☐	☐
11. Has twitches, mannerisms, or tics of the face or body	☐	☒	☐	☐
12. Frequently sucks thumb or finger	☒	☐	☐	☐
13. Frequently bites nails or fingers	☒	☐	☐	☐

STATEMENT

0
Doesn't
Apply1
Applies
Somewhat2
Certainly
AppliesFOR USE BY
PSYCHO-
LOGIST

14. Tends to be absent from school for trivial reasons	☒	☐	☐	☐
15. Is often disobedient	☐	☒	☐	☐
16. Cannot settle to anything for more than a few moments	☐	☐	☒	☐
17. Tends to be fearful or afraid of new things or new situations	☐	☒	☐	☐
18. Fussy or over-particular child	☒	☐	☐	☐
19. Often tells lies	☐	☒	☐	☐
20. Has stolen things on one or more occasions in the past 12 months	☒	☐	☐	☐
21. Unresponsive, inert or apathetic	☐	☒	☐	☐
22. Often complains of aches or pains	☒	☐	☐	☐
23. Has had tears on arrival at school or has refused to come into the building in the past 12 months	☒	☐	☐	☐
24. Has a stutter or stammer	☒	☐	☐	☐
25. Resentful or aggressive when corrected	☐	☒	☐	☐
26. Bullies other children	☐	☐	☒	☐

Is there anything else unusual about this child's behaviour?—or are there any other comments you would like to make?

☐☐

Lisa enjoys school but tends to treat it as 'play'. She will often take the easy way out and relies very heavily on individual support from staff and other pupils to cope - in Science experiment work for example. Given this attention she responds wholeheartedly and as she has proved in the paired-reading scheme - can get some satisfaction from her work.

☐

12. Attitude to adults (e.g. teacher)

Lisa talks readily and honestly to adults. She likes attention and "chatting" so her relationships with adults in school are generally good because she doesn't overstep the mark and is eager to please.

13. Parents' attitude

Give date of interview with parent(s) and indicate their reaction to the report of the child's difficulties and their likely attitude to any form of special education that may be decided.

Mid-September I discussed referring Lisa to Anna Ramage and her parents were both in agreement. They were fairly aggressive in defending Lisa over bullying incidents (although quickly reversed this attitude when the "case was proven") but were keen she should get any help possible as regards her learning difficulties of which they were aware.

14. Conclusions (including your opinion as to this child's future education).

Any progress Lisa is making is painfully slow and heavily dependent on individual assistance. She needs a far greater level of classroom / specialist support than we can provide and whenever possible differentiated material.

Date

24/1/92

Signed

[Redacted Signature]
(Principal Teacher, Guidance)

The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

MEDICAL REPORT ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Surname of child PERCY

Other names LISA

Date of birth 17. 1. 80. Sex F

School attended PENILEE SEC

Name of parent or guardian [REDACTED]

Division GLASGOW SOUTH.

Telephone number [REDACTED]

Child's home address
15 OXTON DR. G52 2EL

Address (if different from home address)

Name of general practitioner [REDACTED]

Address of general practitioner

POLLACK M.C.

Does parent consent to G.P. being informed of final decision?

Siblings and place in family
(Tick for subject and ring as appropriate for others)

1 ☒ M ☐ F

2 ☐ M ☒ F

3 ☒ M ☐ F

4 M F

5 M F

6 M F

7 M F

Present at interview:

Mother

☒

Father

☐

Other

☐

(State Relationship)

SUMMARY

Referred by: [REDACTED]

For what reason:

Date of examination

5. 3. 92

*To record his special educational needs
and to obtain maximum learning
support
moderate learning difficulties.*

DIAGNOSIS (see Notes below):

The child is handicapped only in the following areas
(Please place tick in appropriate box(es)):

1. Vision
2. Hearing
3. Speech and Language
4. Motor function
5. Physical health
6. Behaviour and emotional development
7. Intellectual development
8. Ability to care for himself

Degree of Impairment							
	DEGREE OF IMPAIRMENT	VISION	HEARING	MOBILITY		PHYSICAL HEALTH	SOCIAL AND EMOTIONAL BEHAVIOUR
				UPPER LIMB	LOWER LIMB		
☐	NO IMPAIRMENT	☒	☒	☒	☒	☒	☒
☐	SLIGHT IMPAIRMENT						
☐	MODERATE IMPAIRMENT						
☒	SEVERE IMPAIRMENT						
☐	TOTAL IMPAIRMENT						

- Notes: 1. The section below DIAGNOSIS on this page and sections 1 to 8 on the following pages need be completed only for the particular handicap(s) which the child has. If the child is not regarded as handicapped, none need be completed. Sections 9 and 10 following should be completed where appropriate.
2. Specialist reports (e.g. surgical or psychiatric) may be required before certain sections of the form can be completed.
3. Where there is an asterisk, delete alternative(s) not applicable.

1. VISION

a. Vision is impaired:

Visual acuity UNAIDED distance
near
AIDED distance
near

Lt
 $\frac{6}{36}$

Rt
 $\frac{6}{6}$

Binoc
 $\frac{6}{6}$

Child has slightly reduced acuity Lt/Rt*
which is corrected by
spectacles/contact lens* ☐

Child has amblyopia/squint/field defects* ☐

Child is significantly visually handicapped
(reduced acuity both eyes which cannot
be fully corrected by optical aids) ☐

Child is severely visually handicapped
(cannot be educated by sighted methods) ☐

*Has glasses for TV, reading and
writing. Does not wear them
to school. Has poor vision left eye
which cannot be rectified.*

b. Diagnosis

Treatment required:

surgical ☐

orthoptics ☐

Prognosis

likely to improve ☐

unlikely to improve ☐

likely to deteriorate ☐

uncertain ☐

	Lt	Rt	Both
Optical aids: spectacles	☐	☐	☐
contact lens	☐	☐	☐
low visual	☐	☐	☐
none	☐	☐	☐

c. Teaching/management implications

Individual optical aids should be worn (specify within brackets)

constantly () ☐

for close work () ☐

for distant viewing () ☐

Classroom aids (e.g. magnifiers) should be available ☐

Position needed in classroom (specify):

Child needs to work where lighting is:

restricted ☐

average ☐

better than average ☐

Child needs Braille/other non-visual methods* (specify) ☐

Physical activities should be unrestricted ☐

restricted (specify) ☐

2. HEARING

a. Hearing is impaired: *No impairment*

AUDIOGRAMS

Left

Right

Child has slight loss of hearing Lt/Rt* (which is well compensated by hearing aid)

☐

Child has fluctuating reduction of hearing

☐

Child has "high tone" deafness

☐

Child is partially hearing (severely reduced hearing Lt/Rt* which is NOT fully compensated by hearing aid)

☐

Child is deaf

☐

b. Diagnosis

Prognosis

likely to improve

☐

unlikely to improve

☐

likely to deteriorate

☐

uncertain

☐

Treatment required

c. Teaching/management implications

Hearing aid should be worn: constantly

☐

for class work only

☐

Child should keep close enough to the teacher for hearing and lip reading to be made easy, e.g. towards the front of a class and the side nearest the window

☐

Attention from teacher of the deaf

☐

Teaching methods based primarily on tactile approach

☐

3. SPEECH AND LANGUAGE

a. Speech defect/language disorder* is present *no defect*Speech-sound production is: intelligible to stranger ☐understood with difficulty ☐unintelligible to stranger ☐seldom/never* used ☐Spoken language (expression) is retarded ☐Comprehension of spoken language is limited ☐

b. Diagnosis

Prognosis

likely to improve ☐unlikely to improve ☐likely to deteriorate ☐uncertain ☐Speech therapy required ☐

c. Teaching/management implications

Communicates satisfactorily in school

4. MOTOR FUNCTION

a. Motor disability is present: *No defect*Lt/Rt* finger/hand*
movements:

weak

☐

Gait unsteady

☐

clumsy

☐

Agility poor

☐

Lt/Rt* arm movements

weak

☐

Walks with aids

☐

clumsy

☐

Cannot climb stairs

☐

Cannot sit without support

☐

Cannot walk

☐

b. Diagnosis

Prognosis

Surgical treatment required

☐

likely to improve

☐

Physiotherapy required

☐

unlikely to improve

☐

Wear appliances (specify)

☐

likely to deteriorate

☐

Use walking aids

☐

uncertain

☐

Use wheelchair

☐

c. Teaching/management implications

Needs physical help in class: some

☐

a lot

☐

5. PHYSICAL HEALTH

a. A disorder is present, with the following signs and symptoms†

1989 was investigated for 2 seizure-like attacks. EEG (KMSC) was normal.
 No recurrence. No therapy
 General health is satisfactory

b. Diagnosis Regular medication (specify) ☐ Surgical dressings ☐ Special diet (specify) ☐ Medical surveillance ☐ Other (specify) ☐	Prognosis likely to improve ☐ unlikely to improve ☐ likely to deteriorate ☐ uncertain ☐
---	--

c. Teaching/management implications

- Needs protective environment (specify) ☐
- Restrictions on physical activities (specify) ☐
- Midday rest period ☐
- Other (specify) ☐

† If the child has epilepsy, brief details should be given of the nature and frequency of the seizures.

See above

6. BEHAVIOUR AND EMOTIONAL DEVELOPMENT

a. These present a problem

The child is over-active

☐

aggressive

☐

quiet/withdrawn

☐

antisocial

☐

Other behaviour described by parent and/or teacher, or observed by doctor:

*Mother states she is average in her behaviour and emotional presentation
Psychologist states she is immature*

b. Diagnosis	Prognosis
Requires psychiatric treatment (specify)	likely to improve
☐	☐
Requires psychiatric surveillance	unlikely to improve
☐	☐
	likely to deteriorate
	☐
	uncertain
	☐

c. Teaching/management implications

Teaching in a unit or small school capable of giving special attention to children with behaviour problems

☐

A regime which can tolerate and provide for a wide range of disordered behaviour

☐

A regime which expects conformity to usually accepted patterns of behaviour

☒

7. INTELLECTUAL DEVELOPMENT

- a. Observations on mental function from neuro-developmental and other examination if a learning difficulty is suspected:

WISC - R Verbal IQ 70
 Perf IQ 80
 Full Scale IQ 73.

- b. Cannot guard against common dangers ☐
- c. Cannot find way about alone ☐

8. ABILITY TO CARE FOR HIMSELF

- | | | | | | |
|----------------|------------|--------------------------|-------------------|--------------------------|--------------------------|
| Requires help: | dressing | ☐ | | washing | ☐ |
| | feeding | ☐ | | toileting | ☐ |
| Incontinent: | never | ☐ | sometimes | ☐ | frequently |
| | night/day* | ☐ | wears urinary bag | ☐ | |
| Soils: | never | ☐ | sometimes | ☐ | frequently |
| | night/day* | ☐ | | | |

9. FAMILY, SOCIAL AND PERSONAL HISTORY

- a. Normal as far as is known ☐

- b. Father's occupation

*Business management course at Cardonald College. Formerly in the army
 Also did security jobs*

- c. Mother's occupation

Nursing auxiliary (Elderly nursing home). Night duty

- d. Otherwise, essential information only:

Liverthorne well man, deaf and 2 subs

17. 1 80 Subject
 3 8 84 Sub
 9 - 7 85. Sub

10. OTHER SPECIAL NEEDS

a. Nil ☐

b. Professional nursing care:

over 24 hours ☐day time only ☐surveillance ☐

For what reason?

Daily transport to school ☐Residential school or hostel ☐Other (specify) ☐

For what reason?

11. REPORTS FROM SPECIALISTS

The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

REPORT BY EDUCATIONAL PSYCHOLOGIST ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

1. Surname of child Percy Other names Lisa
 Date of birth 17.1.80 Sex F School attended Penilee Secondary
 Division Glasgow Name of parent or guardian James
 Child's home address
 15 Oxtan Drive Address (if different from child's home address)
 Glasgow G52
 Telephone number

2. Intellectual assessment (give details of all tests used including dates of administration)

February 1987: Stanford Binet Form L-M IQ = 89
 May 1989: WISC-R - Verbal IQ = 70
 Performance IQ = 80
 Full Scale IQ = 73

3. Perceptual and motor skills

No real evidence of any difficulties in this area.

4. Evaluation and interpretation of above results and their educational implications:

Lisa is in the low average/below average range of general intellectual ability. She will need an individualised programme which enables her to access the curriculum at her own rate of learning.

She will need more individual attention and extra time in order to meet the demands of a Secondary School curriculum.

5. Educational assessment (including results of any standardised or diagnostic tests and difficulties noted)

(a) Language assessment

Lisa's language comprehension and expression seem satisfactory, though the content of her conversation can be quite immature.

(b) Literacy skills

October 1991 - Vernon Spelling Age Equivalent = 8.2 years.

Neale Analysis of Reading Ability - Reading Accuracy = 8.9 years
Reading Comprehension = 8.8 years

Lisa relies on phonic cues in word attack skills and needs encouraged to build on contextual cues. She has good self-correction skills.

(c) Mathematical skills

Lisa has grasped the basic number concepts but has great difficulty retaining basic bands. Her grasp of number concepts is much more secure than her mastery of number skills.

(d) Special interests or abilities noted

Lisa enjoys music, dancing and swimming.

She also feels good at art and drawing.

(e) Educational implications of above findings

Lisa needs to build on skills re 'reading for meaning', ie using the context in a more productive manner.

She will also need help to build on concentrating on a given task as opposed to approaching it impulsively.

She also needs help in generating ideas before she begins written work, and thereafter requires help on structuring these ideas.

Lisa still needs some consolidation of basic number concepts and also practice at more practical number activities. She needs help to work through problem-solving activities in a concrete step-by-step manner.

In all areas of the curriculum Lisa should be encouraged to plan, monitor and check work she undertakes.

(For severely/profoundly mentally or physically handicapped)

5. Assessment

(a) Communication

(b) Self-help skills

(c) Social skills

(d) Motor skills

(e) Play

(f) Special interests

(g) Educational implications of above findings

6. Social and emotional development (including results of tests or inventories)

(a) Relevant developmental history

Lisa's was a normal birth and she reached developmental milestones within the 'normal' range.

Lisa attended three different Primary schools and required extra learning support in each of these.

Some of the lack of progress through the curriculum was seen as being due to Lisa's poor concentration span and poor listening skills.

(b) Current social and emotional status

Socially and emotionally I feel Lisa is quite immature and requires encouragement to develop to a more age appropriate level in this area.

Some of Lisa's frustration socially and emotionally can present itself in occasional aggressive outbursts.

Lisa tends to stick very much with one friend, not confident about developing relationships with a variety of peers. She is sensitive and self-conscious.

(c) Educational/management implications of above observations

Lisa needs a firm but supportive approach from staff, to take account of her immaturity and to encourage her in a secure and gradual way to develop socially and emotionally.

School outings, social and lifeskills courses, groupwork and drama activities would help Lisa to develop in this area and develop her self-confidence.

Lisa also requires and responds to a great deal of praise.

7. Assessment of home environment

- (a) Relationships within the family (including degree of support and interest, parental understanding of child's disability and parental ability and readiness to promote his growth and development)

I have as yet only met with [REDACTED] who is concerned and supportive re Lisa's progress in Secondary education.

[REDACTED] has quite a degree of insight into Lisa's social and emotional needs and spends a lot of time with her.

- (b) Other relevant information about home environment

Lisa has two younger siblings: [REDACTED] - age 7 years

[REDACTED] - age 6 years

- (c) Parent's reactions to recommendations of the Educational Psychologist

In agreement to opening a Record of Needs.

- (d) Implications of the above for the child's education

With the continued cooperation of [REDACTED] Lisa should make progress educationally, socially and emotionally in mainstream secondary.

8. Summary of handicap(s)

Degree of Impairment	Expressive Language	Language Comprehension	Specific Learning (if any)	Current Intellectual Functioning	Social and Emotional Behaviour
No Impairment	✓	✓	✓		
Slight Impairment				✓	✓
Moderate Impairment					
Severe Impairment					
Total Impairment					

9. Recommendations for placement

- (a) does not at present require any special arrangements other than a continuing review of progress ☐
- (b) education in ordinary school with special help (specify) Mainstream Support Teacher ☒
- (c) placement in a day special school or class (specify) ☐
- (d) placement in a residential special school (specify) ☐
- (e) home tuition ☐

Recommendations for teaching arrangements

- (a) remedial education (for children functioning markedly below their potential) ☐
- (b) facilities and curriculum designed for slow learners ☒
- (c) teaching designed to develop practical and social skills leading to independence within the community ☐
- (d) teaching, within a carefully structured environment, designed for children who are unlikely to be able to live independently within the community ☐
- (e) education appropriate to a child of high ability or special aptitudes (specify) ☐
- (f) educational measures designed to overcome specific learning difficulties, e.g. in auditory or visual perception ☐

- (g) a supportive regime which is able to tolerate a wide range of behaviour disorders ☐
- (h) a regime which expects conformity to usually accepted patterns of behaviour ☒
- (i) continuing help from supportive services (indicate which, e.g. doctor, psychologist, therapist) to enable him to remain in ordinary school. ☐
- (j) other (specify) ☐

Date 5/3/92

Signature

Designation Educational Psychologist
Psychological Services (Govan Office)
102 Copland Road
Glasgow G51 2RR

10. Review assessments

The information on this form must be restricted to those professionally concerned with the child

FORM SEN 4

Strathclyde Regional Council

SUMMARY AND ACTION SHEET ON A CHILD WHO HAS SPECIAL EDUCATIONAL NEEDS

Surname of child Percy Other names Lisa
 Date of birth 17.1.80 Sex F School attended Penilee Secondary
 Name of parent or guardian [REDACTED] Division Glasgow
 Telephone No. [REDACTED] Address (if different from home address)
 Child's home address 15 Oxton Drive
Glasgow G52
 Agency making initial referral School Date of referral May 1986
 Date of completion April 1992

DEGREE OF IMPAIRMENT	VISION	HEARING	MOBILITY		PHYSICAL HEALTH	EXPRESSIVE LANGUAGE	LANGUAGE COMPREHENSION	SPECIFIC LEARNING (IF ANY)	CURRENT INTELLECTUAL FUNCTIONING	SOCIAL AND EMOTION BEHAVIOUR
			UPPER LIMB	LOWER LIMB						
NO IMPAIRMENT	✓	✓	✓	✓	✓	✓	✓			
SLIGHT IMPAIRMENT									✓	✓
MODERATE IMPAIRMENT										
SEVERE IMPAIRMENT										
TOTAL IMPAIRMENT										

ACTION

- Recommended action Open a Record of Needs.
- Review not later than: Future Needs Assessment.
- Initial placement (state name and type of school or unit)
Penilee Secondary School - Mainstream Secondary
- Changes in placement
- If this form was completed on the basis of a meeting or case-conference, indicate its composition:

<u>[REDACTED]</u> (SCMO)	<u>[REDACTED]</u> (Parent)
<u>[REDACTED]</u> (PT Guidance)	<u>[REDACTED]</u> (Educational Psychologist)
- Signed [REDACTED] Designation Educational Psychologist

SUMMARY

sensory
and
language

7. Teaching methods involving Braille or other non-visual methods. ☐
8. Teaching methods requiring special assistance to vision. ☐
9. Methods of developing a hearing impaired child's communication which, although making use of residual hearing, rely mainly on a visual approach. ☐
10. Teaching methods, based primarily on hearing, which foster the natural development of speech and language in a hearing impaired child. ☐
11. Attention from peripatetic teacher. ☐
12. Teaching methods based primarily on a tactile approach rather than on vision or hearing. ☐
13. Teaching methods designed to deal with specific disorders of speech and language, of a receptive or expressive nature. ☐
14. Speech therapy. ☐

15. A protective environment. ☐

16. Supervision by a medical specialist (non psychiatric). ☐

17. Twenty four hour nursing cover. ☐

physical/
medical

18. Special therapy (e.g. physio, hydro, occupational)
Specify: ☐

19. Special dietary arrangements. ☐

20. Special facilities for the treatment of asthma, epilepsy, haemophilia, diabetes, etc.
Specify: ☐

physical/
medical
(continued)

21. Arrangements to overcome difficulties in manipulation.
Specify:

☐

22. Arrangements to overcome difficulties in locomotion.
Specify:

☐

23. Remedial education for children who are functioning markedly below their potential.

☐

24. Teaching facilities and curriculum designed for the slow learner.

☒

cognitive

25. Teaching designed to develop practical and social skills leading to independence within the community.

☐

26. Teaching, within a carefully structured environment, designed for children who are unlikely to be able to live independently within the community.

☐

Tick
only
one
of 23,
24, 25
and 26

27. Additional help from child guidance service or child psychiatric service.
Specify:

☒

Monitoring by psychological services.

28. Teaching in a unit or small school capable of giving specialist attention to abnormalities of behaviour.

☐

emotional

29. A regime which tolerates and provides for a wide range of behaviour disorders.

☐

30. A regime which expects conformity to usually accepted patterns of behaviour.

☒

31. Siblings and place in family
(tick for subject and ring as appropriate for others).

¹
 M F ☒
²
 M ☒ F
 ³
☒ M F
 ⁴
☒ M F
 ⁵
 M F
 ⁶
 M F
 ⁷
 M F

32. Parental attitude to special education:
- | | |
|-------------|-------------------------------------|
| in favour | ☐ |
| indifferent | ☐ |
| unknown | ☒ |
| opposed | ☐ |

home
background
and
parental
attitude

33. Other factors.
Specify:

34. Special need for school to enlist home support if
placement is to be effective.

35. Need for counselling of parents before special education
may be initiated.
Specify appropriate agency:

36. Nursery provision
Specify:

37. Day school/residential school/hostel (underline which). ☐

type of
school or
education
etc.

38. Ordinary school. With a Mainstream Support Teacher ☒
Special school or unit. ☐
Hospital school or unit. ☐

39. Home tuition. ☐

40. Education appropriate to a child of high ability or one
designed for special aptitudes. ☐
Specify:

41. Extended/further education indicated. ☐

42. Date of latest medical report: 5.3.92

43. Date of latest psychologist's report: 5.3.92

reports

44. Date of latest school report: 24.1.92

45. Other reports.
Specify with dates:

THE INFORMATION ON THIS FORM WILL BE RESTRICTED TO THOSE PROFESSIONALLY
CONCERNED WITH YOUR CHILD

STRATHCLYDE REGIONAL COUNCIL—DEPARTMENT OF EDUCATION

**PARENT'S VIEWS ON A CHILD
WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS**

Your Child's Name:

Lisa Percy

1. What do you think are your child's main difficulties?

*All subjects give Lisa some difficulty
particularly Maths and English.
Spelling is difficult for Lisa.
Socialising in groups can be difficult
for Lisa - she can feel left out.*

2. Do you think your child needs special help?

*Yes, more support in 1-1
or in a small group.*

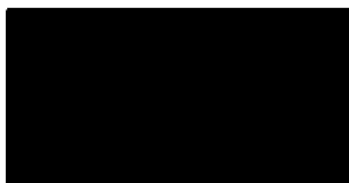
3. If so, what kind of help would benefit your child?

*Extra teaching support.
more individual attention.*

4. Additional Comments:

/

Signed:



Date:

5/3/92

Strathclyde Regional Council
Cardross Park Child Resource Centre
Main Road,
Cardross, G82 5EX

Director: [REDACTED]

Telephone No [REDACTED]

Our Ref [REDACTED]

Your Ref:

Date: 20 May 1994

If calling or phoning please ask for: [REDACTED]



Strathclyde

SCOTLAND



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Social Worker
Snr Social Worker
DO : Child Care Team
Rep: Penilee Secondary School
[REDACTED] Psychologist
[REDACTED] Glenrosa CH
[REDACTED] Mainstream Support Teacher

Dear Sir / Madam

Re : **LISA PERCY (DOB 17 1 79)**

You are invited to attend the assessment conference on the above child to be held at Cardross Park Child Resource Centre on **Wednesday 1 June 1994 at 9.30am**

Conferences are timed around our school hours to enable staff to be able to attend while free from supervising responsibilities. It is therefore important that every effort is made to be punctual. It is also important as there is normally more than one conference scheduled on any given day.

Please contact me if the time arranged presents any difficulties.

Yours faithfully

The Good Shepherd
[REDACTED]

[REDACTED]
A/Asst Officer in Charge

Strathclyde Regional Council
Department of Education

Director: [REDACTED]

Penilee Secondary School

Head Teacher: [REDACTED]

11 Craigmuir Place, Penilee, Glasgow G52 4DL

Tel: [REDACTED]

Our Ref:

Your Ref:

Date:

24.5/4



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Dear [REDACTED]

I enclose my report on
Lisa Percy as requested. Unfortunately I will
not be able to attend the assessment
conference on Wednesday 1 June as I
have previous school commitments.
However I did speak to [REDACTED] on
the phone and would be most
willing to provide any other information

23.9.93 Contract Meeting again.

Social work involved early Dec. Father reported by Lisa
Physical abuse - beatings

13.1.94 Lisa runaway - (at [REDACTED]?) Returned ^{now} SAT EVE? -
[REDACTED] phoned again.

19.1.94 back to school. Now in Glen Rose Children's Home
427 1687.

(Contact [REDACTED])

→ Left school between p576 in afternoon

24.1.94 Begging [REDACTED] (with [REDACTED])

17.2.94 p4 + p6 Begging " " " " fixed DAC.

18.2.94 - 'Have not' change pattern. Also phoned Glen Rose
to tell me. ex. to be done as a result of abuse.

24.2.94 Fight with [REDACTED] - Kicking swearing Not
suspended but will be out next time. Contact

* Dana re. meeting. In and out like a p-yo.

25.2.94 SUSPENDED - Jumping fr ps. Totally unacceptable
behaviour.

3.3.94 Meeting - Case referred OASH.

[REDACTED] (Damage, Smell, etc.)

Incident in Tech Sandpapered Chong's face

15.3.94 Suspended again → Gaster. Further comments with [REDACTED]
admitted comments not swearing.

17.3.94 Panel Report completed - Care and protection.

23.1.95 Now enrolled Good Shepherd.

May 1992

Lisa Percy 1E

English	5530	2
French	6550	3
History	4464	2
Modern Studies	6550	2
Art	4440	2
Physical Education	2450	4
German		

Mathematics	6600	4
Science	6625	3
Geography	4300	2
Home Economics	5550	3
Technical Subjects	2330	1
Music	2200	2
Religious Education	6400	1

Apr 1993

Lisa Percy 2E

English	5550	2
French	3666	5
History	6666	1
Modern Studies	5660	4
Art	3434	2
Physical Education	3330	3
German		

Mathematics	6600	3
Science	6553	2
Geography	6650	4
Home Economics	4640	3
Technical Subjects	4344	2
Music	2300	1
Religious Education	6550	2

13.9.91 Argument in Tech. With Louise Rush - fight - Warned both but Lisa totally overreacted + started it up later. Aggressive behaviour.
Fight at 4.10 on way home - other girl Alice McFadyen
[redacted] also involved later + [redacted]

16.9.91 [redacted] at school. To refer Lisa to Dr. [redacted] Damage.

18.9.91 Report Lisa now bullying [redacted] IC. Plan to see [redacted]
[redacted] interviews with parents.
Accepted SEN to be completed.

Jan 92 - SEN -

26.3.92 letter to parents pointing out recent poor att.

30.4.92 Struggling to write notes. Severe row + most contribute.

15.5.92 14th Incident in French with [redacted] - Kicking chair, lying and generally disrupting. Constantly answering back [redacted]
Ref [redacted]

25.8.92 [redacted] Teacher to work with Lisa

~~Feb~~ 93 - Att starting to be a problem. Struggling with Aunt/Gran etc. Warned re. (Also left school on 2 occasions after Reg + went to Auntie Bobel) - Reg. Visit from mother - 20.2.93

30.4.93 Phoned [redacted] Lisa harassing [redacted] (after fight outside school). Late in today + gone by p.4.

6.5.93 [redacted] for 2 hours Lisa trouble OS. Bad crowd. Running away. Trouble with father. DAC issued + long discussion with Lisa. Many problems at home. See damage.

27.5.93 Review Meeting - Record of needs

25.3. ↓

(See other sheet.)

25.3.94 Excluded 8 days → to Easter Hols.

11.4.94 Returned with [redacted]

21.4.94 PANISH 'Place of Safety' → Adress → ?



24.5.94

Present/Previous School Assessment

Name of Pupil: LISA PERCY

School: PENILLEE SECONDARY DoB: 17.1.79
11 CRAIGMUIR PLACE
GLASGOW G52 4DL

It would assist us greatly if this Report were available for our internal Assessment Meeting on _____

Centre Class Teacher: _____

Any enquiries may be directed to the Principal Teacher or Class Teacher

1 Attendance

Last year: Possible 380 Actual 338

This year to date: Possible 316 Actual 218

Please comment on main reasons for absence and any observed patterns.

What special arrangements, if any, have been made to ensure attendance?

Have they been successful?

Truancy has been a problem this year and Lisa was at a daily attendance card which had little effect initially although it did work earlier in the session. Kopt Glenrosa informed daily.

2 Curriculum

What is the level of work expected of this pupil? Are any subjects being studied at certificate level? If so, please give details. Please supply a photocopy of the most recent pupil profile/report card (This will be treated in the strictest confidence by the Centre School Teachers).

Foundation

I enclose the December profile. The pupils have just completed May exams which Lisa has missed so I'm afraid this is the only profile but it is fair to state re. Performance

3 Attitudes

What is the pupil's general attitude to school and school work?

Lisa is extremely erratic. She works well in a one-to-one situation and can be motivated but she can also be extremely inattentive and disruptive. She is an emotional volcano and this affects her work. Lack of consistent effort, extremely poor concentration and the general turmoil of her life have meant little honest progress. She is noticeably more disruptive this term.

4 Aptitude

Please include details of specific strengths and weaknesses, any remedial or other special help given, and details of sports or practical skills.

Lisa enjoyed Music, Home Economics and History and could work well in P.E. but again there was no consistency. She has a 'mainstream' support teacher three times a week (I enclose a copy of the purposes of these periods) Lisa is Recorded because of learning difficulties so is struggling in most areas but she did try - until events overtook her and school became the least of her worries.

Does this pupil have a record of needs? YES / ~~NO~~

Is there any intention to open a record of needs? YES / NO

5 Health

Please include any physical or medical restrictions placed on this pupil.

6 Adjustment

With what aspects of school life is the pupil not adequately coping?

Barely coping academically and certainly not coping socially as she has been noticeably more aggressive in her reactions and insolent to staff.

7 Behaviour

Please comment on general behaviour in and out of class, and give details and dates of any critical incidents since admission to the school. Please indicate position with regard suspensions/exclusions. Please include attitude to adult management and response to controls.

Hisa has always been a problem because of aggressive behaviour and foul language. Odd day suspensions in S₁+S₂ but S₃ has been more serious - 2 suspension - 3 day and 8-day so she is building towards exclusion. These incidents have involved fighting, swearing and extreme violence to a member of staff. There have been other minor "upsets" which have been dealt with calmly and quietly to try to contain Hisa but we simply can't cope with her current behaviour, for the sake of the other children as much as for the maintenance of peace and a harmonious working situation which Hisa herself desperately needs. When handled carefully Hisa does calm down but is as likely to explode in another hour or so

8 Relationships - in exactly the same manner.

a) With children: Please mention choice of friends, degree of acceptance, problems of bullying, or any other social difficulties.

Hisa is attracted to troublemakers. At the start of this session (August) she was hanging about with a known troublemaker - a girl involved in a lot outside school. She hasn't maintained any real friendships in school, moving from group to group, in fact some of her peers are now quite scared of her.

b) With adults: Please comment on manner, response to different personalities and any general problems.

In general Hisa gets along with adults especially those who can tease / cajole / encourage her. She is perfectly communicative although is also an accomplished liar if she feels the need. Where there is confrontation or with more abrasive personalities, she reacts with aggression. She can also be extremely manipulative.

9 Personality

Please give a brief description of the pupil's general disposition.

Lisa is an emotional minefield subject to whatever feeling sweeps over her. She has a sense of humour and used to enjoy chatting and being involved, however over the last six months she has become more calculating, defensive and generally non-cooperative going out of her way to create frictions. She still wants to feel some rapport but almost can't help destroying any there is.

10 Background

Please give briefly any information relating to the pupil's background which you feel may be of help. Please include any known hobbies or outside interests. Please comment on level of co-operation afforded to the school by parents.

The major problem is Lisa's home situation which has been breaking down for a long time. Mr Percy and Lisa cannot form a working relationship at any level. [redacted] has always been most co-operative in coming to school but seems to have little effective control in Lisa's behaviour although Lisa knows she cares.

11 General

Please use this space to give further information, personal assessments or any other comments you feel may assist us.

Please indicate if the school is willing/able to accept the pupil back.

I am extremely sorry that this stage has been reached but have watched the disintegration for a while. We have given Lisa all the support we can - hours of "guidance" time, mainstream support teacher, keeping her when she should have been suspended and generally ^{monitoring} watching her frantically and trying to make her feel worthwhile but there seems no way we can meet her current needs and given the pattern of behaviour this year it is quite likely she will be permanently excluded if it continues.

All material provided will be treated in confidence by the Centre Teaching

Date:

24/5/94

Signed:

Designation

Principal Teacher, Guidance

Lisa Percy

3E

June 15 1994

Subject	Grade	(%)	Rating
English	Standard	-	Did not sit
Mathematics	Standard	-	Did not sit
History	Standard	-	Did not sit
Science	Standard	-	Did not sit
Home Economics	Standard	-	Did not sit
French	Standard	-	Did not sit
Music	Standard	-	Did not sit
Craft & Design	Standard	-	Did not sit

Days absent: 49 out of 167 (29%). 34 times recorded late.

Date: 16/03/94

PENILEE SECONDARY SCHOOL

Time: 10:27

Exclusion Notification

Admission number: J105

Pupil name: Lisa Percy

Class: 3E

Authorised by: [REDACTED]

First day excluded: 16/03/94

Duration: 8 days

Last day excluded: 25/03/94

Date: 28/02/94

PENILEE SECONDARY SCHOOL

Time: 09:32

Exclusion Notification

Admission number: J105

Pupil name: Lisa Percy

Class: 3E

Authorised by: [REDACTED]

First day excluded: 28/02/94

Duration: 3 days

Last day excluded: 02/03/94

Lisa Percy 3E December 21 1993

Subject	Grade	(%)	Rating
English	Standard	-	Grade 5
Mathematics	Standard	-	Grade 7
History	Standard	-	Grade 5
Science	Standard	-	Grade 6
Home Economics	Standard	-	Grade 6
French	Standard	-	Grade 5
Music	Standard	-	Grade 4
Craft & Design	Standard	-	Grade 4

Attendance: 101 out of 138 (73%). 12 times recorded late.

English: Standard Grade			
Overall Assessment	5	Reading	4
Effort	3	Writing	5
		Talking	5
Mathematics: Standard Grade			
Overall Assessment	7	Knowledge & Understanding	7
Effort	3	Reasoning & Applications	7
		Investigating	5
History: Standard Grade			
Overall Assessment	5	Knowledge & Understanding	5
Effort	2	Evaluating	6
		Investigating	0
Science: Standard Grade			
Overall Assessment	6	Knowledge & Understanding	6
Effort	3	Problem Solving	7
		Practical Abilities	6
Craft & Design: Standard Grade			
Overall Assessment	4	Knowledge & Understanding	5
Effort	3	Designing	3
		Practical Abilities	4
Home Economics: Standard Grade			
Overall Assessment	6	Knowledge & Understanding	7
Effort	4	Handling Information	6
		Practical & Organisational Skills	6
French: Standard Grade			
Overall Assessment	5	Reading	5
Effort	2	Listening	1
		Speaking	7
Music: Standard Grade			
Overall Assessment	4	Solo Performing	3
Effort	3	Group Performing	0
		Inventing	0
		Listening	4

The assessments are based on 'S' grades rates 1 to 7.

Effort marks are based on a scale 1 to 6 : 1 being excellent, 3 adequate, 6 not acceptable.

PSYCHOLOGISTS REPORT

NAME : Lisa Percy

D.O.B : 17 1 80

ADDRESS : 63 Barshaw Road
Glasgow

Psychological Services Involvement to Date

Lisa has been involved with the service since her referral in 1986. She was initially referred by Gowanbank Primary because of lack of progress educationally and also difficulties with peer relationships. Lisa received much learning support throughout her Primary education from specialist teachers attached to psychological services to try to facilitate her progress both educationally and socially. She completed her Primary education in Hillington Primary, where it was noted that she displayed immature social behaviour and that she needed much individual attention to enable her to make progress.

On transfer to Penilee Secondary in August 1991, it became immediately apparent that Lisa required much help to access the Secondary curriculum, and to make positive peer relationships. A Record of Needs was opened for her outlining her difficulties and highlighting her needs, and a Mainstream Support Teacher was appointed to work with Lisa intensively on her curricular needs and also on her personal and social development.

[REDACTED] (Lisa's MST) has helped facilitate Lisa's progress, together with a great deal of support from within school resources and from myself. It was felt that Lisa had made good progress in Penilee Secondary with this level of support and commitment.

Throughout this session, however, her attendance has deteriorated and her difficulties outside of school have contributed to her placement in school now being jeopardised. She has recently been suspended following a catalogue of incidents within school which, I feel, highlights her need at the moment to act out her feelings of anger, confusion and uncertainty. The manifestation of these feelings, however, are proving increasingly difficult to manage within school, even though the school are continuing to be as supportive re her needs as possible.

Lisa

Assessment indicates that Lisa is in the low average - below average range of general intellectual ability. In terms of her educational needs, she requires an individualised programme which enables her to access the curriculum at her own rate of learning. She needs extra time and individual attention to help her understanding of the work presented, and to work through any problem solving activities in a step-by-step manner. (More information is available from her MST report).

Socially and emotionally Lisa is quite immature and some of her frustration can present itself in aggressive outbursts (this aspect of her behaviour has escalated dramatically recently). She is quite sensitive and self-conscious with a fairly low self-esteem, and I feel her 'outbursts' and relationships with boys are often her way of compensating for her feelings of inadequacy - to establish some 'status, within her peer group. For the most part, Lisa relates well to adults but continues to need a consistently firm but supportive approach from all adults around her, in order to encourage her in a secure and gradual way to develop socially and emotionally.

Both myself and [REDACTED] have been working recently on helping Lisa develop self-control techniques given her emotional and behavioural difficulties in school, (though this support has also been given in the past).

My most recent interview with Lisa highlighted a number of issues :-

1. She is totally confused about her family situation - more specifically she seems uncertain as to how family members feel about her and is experiencing some feelings of rejection. Also she seems very uncertain and confused about her family background.
2. She gave me a strong feeling of that she sees herself as 'scapegoated' within the family home, and with her extended family.
3. She does not feel able to return home without her father 'changing' towards her in some way (but she was not optimistic about this).
4. She still feels very close to her mother, and to both of her siblings.
5. Lisa feels committed to staying in Penilee Secondary (though this may not be possible given the 'extreme' behaviour she is presenting currently).
6. She wants to remain in Glenrosa, (I feel this is due to what she perceives to be an 'enhanced' peer status she experiences there).
7. Lisa seemed aware of the possibility of a 'residential placement' and said quite clearly she did not want this to happen.

Conclusions and Recommendations

Lisa is a girl who has special needs educationally, socially and emotionally.

Until fairly recently these have been well met through a supported 'contract' system in school, but it looks increasingly likely that this will not be sufficient to meet Lisa's needs, and we may have to seek either an EBD (emotional behavioural difficulties) day placement within the community, or a list G residential place. Until Lisa's care plan is more settled it is extremely difficult to make any more specific recommendations re her school placement, and so presently she should remain in Penilee with the regular support of her Mainstream Support Teacher, (this can be a 'trial' time re whether or not Penilee Secondary can continue to meet her needs).

For Lisa to return home successfully, I feel there would have to be a high degree of on-going support for the family in order to develop more open and positive communication between all family members, and to help Lisa's parents develop more realistic expectations of her behaviour and strategies for managing her. I have offered some family work in the past but this was not taken up by the family, and I feel their needs now are for more intensive and on-going support, e.g. (such as is available in Southfield House or at Fern Tower), and cannot be met by our service.

I will continue currently to monitor Lisa's progress in Penilee and to consult with [REDACTED] (MST) and with [REDACTED] (P.T. Guidance) re the nature of the individual work Lisa is currently receiving in school. I will continue to work with the Social Work department re alternative school placement if this becomes appropriate.

[REDACTED]

[REDACTED]
Educational Pyschologist

c.c. [REDACTED] Head Teacher, Penilee Secondary
[REDACTED] P.T. Guidance, Penilee Secondary
[REDACTED] Mainstream Support Teacher



Strathclyde

Educ/1

DEPARTMENT OF REPORTER TO THE CHILDREN'S PANEL

Reporter:

[Redacted]

Area/Divisional Reporter's Office

South Division

16 Albion Street

GLASGOW G1 1JZ

Telephone:

[Redacted]

Ref:

[Redacted]

3 March 1994

The Headteacher

PENILEE SECONDARY SCHOOL

Dear Sir, Madam

The undernoted child/children has/have been referred to me in terms of the Social Work (Scotland) Act 1968.

in respect of an allegation of*: **being in** need of care and protection; ~~Non-attendance~~
~~at School;~~ ~~the commission of an offence;~~ —as detailed below.

In order to assist me in proceeding appropriately with the case your co-operation in completing and returning the enclosed Report(s) (within seven days if possible) would be greatly appreciated. ~~The green copy is for your retention.~~

In due course you will be notified of the decision made

[Redacted]

Name and Address:

Lisa Percy (17.1.80)
63 Barshaw Road
GLASGOW

Allegation:

Care and Protection

NB—CONFIDENTIALITY: It should be noted that because you are now being put in possession of the details of the allegations concerning the child the degree of confidentiality required increases correspondingly.

*Delete as appropriate

The substance of this report (though not necessarily the detail) will require to be disclosed to children and parents at a Children's Hearing if arranged.

DEPARTMENT OF REPORTER TO THE CHILDREN'S PANEL

EDUCATIONAL REPORT

CONFIDENTIAL

SW/PJ

Date of request 3/3/94

Please complete in black ink

Name LISA PERCY	Date of Admission 19.8.91	Date of Birth 17.1.80
Address 63 BARSHAW ROAD GLASGOW G52 (currently in GLENROSA.)	School PENILEE SECONDARY	
	Class 3E	
Name of class/guidance teacher 	Previous school HILLINGTON PRIMARY	
	Nos. Previous schools TWO.	
Name parent/guardian 		
Address (if different from above)		
Purpose of Report (to be completed by Reporter's Department)	REVIEW	GROUND'S FOR REFERRAL
	(delete as appropriate)	
Attendance:	last 4 weeks	this session
	Possible Absences	Possible Absences
	34 14 (6 suspension)	250 73
		last session
		Possible Absences
		380 42
Please indicate any reason for absence, e.g. illness, latecoming, truancy, absence without reasonable cause. The majority of absences are because of truancy - despite being on an attendance card. Small percentage for minor illnesses - notes provided		
Give number attributable to each category and any pattern Approximately three quarters of absences have been truancy. Some "condoned" when Lisa has been staying with aunt/gran.		
Does the level and/or pattern of absence give cause for concern Yes. Attendance card is issued but simply "lost" when she truants despite the fact she is obviously aware we know she is		

HEALTH/SPECIALIST SERVICES

Are there any health factors affecting the child that are known to the school?

~~YES~~/NO
If yes, specify

Any contact with specialist services (other than routine)

Lisa is recorded hence she has a Mainstream Support teacher, Sandra Middleton who sees her three times a week (include a photocopy of the purposes of these visits). Lisa has also been seen by Psychological Services since 1987, a referral from Gonsauville (behavioural and learning difficulties) and has been seen by [redacted] since coming to Penilee in 1991.

EDUCATIONAL ASSESSMENT

What level of Standard Grade is the child following?

Foundation

Is the child achieving his/her potential?

~~YES~~/NO

If not, possible explanations

Lack of consistent effort, extremely poor concentration span and currently lack of focus or direction in any sense! Work is the least of Lisa's worries just now, so

What action, if any, has the school taken?

She "ticks along" making minimum effort. [redacted] has maintained contact but Lisa's attendance and behaviour are so erratic mainstream simply cannot meet her current needs.

What specialist resources are routinely available within the school to deal with this?

There is no Learning Support beyond S2 but there are co-operative teachers to help in English and Maths - infrequently. The main resource has been mainstream support.

SPECIALIST INTERESTS/APTITUDES/WEAKNESSES/STRENGTHS/WITHIN SCHOOL

Lisa has specific learning difficulties but given the basic problems tried quite hard in S1 and S2 before emotional situations got out of hand and she simply gave up, as regards school work.

She enjoyed Music, Home Economics and History although her results were poor. She also worked in P.E. and French but both these areas have broken down since December when the domestic situation came to a head and Lisa's behaviour in school deteriorated sharply.

BEHAVIOUR

Comment on the child's behaviour in and out of class; his/her relationships with other children and with adults and any recent changes in behaviour

Lisa has always been emotionally immature. She is often violent and foul mouthed with other children and recently has been aggressive towards some staff (currently suspended because of two such incidents.) She is attracted to troublemakers and outside school mixed with truants. Since leaving home to move to Glenrosa she has become notably worse showing no self-control in school - swearing, bullying and telling lies at every turn - this rapid deterioration is extremely worrying.

If previous comments are adverse, what action has been taken by the school?

As there is no response from parents, I asked for a Review Meeting and the situation was discussed by School, Social Work and Psychological Services. Individual teachers were alerted to the problems, attendance here made over incidents eg. Sandpaper drawn down another child's face in Technical, but Lisa was given a 3-day suspension 25.2.94 and is currently on a two-week suspension to Easter, because each day brought fresh outbursts and she was truanting whenever she pleased (with another girl from Glenrosa.)

CONTACT WITH FAMILY

Please detail nature of contact and response generated by family or school

Frequent contact in past. [redacted] is most co-operative although [redacted] is very set in his attitudes and approaches. Since Lisa has been in Glenrosa, staff there have been most helpful in monitoring attendance (I phone whenever she is missing) but this has absolutely no controlling influence and over the past two months Lisa's behaviour and attitude have become more aggressive and calculating.

PART-TIME EMPLOYMENT

Please give details and note any effect on the child

**FURTHER COMMENTS e.g., SPECIAL INTERESTS/APTITUDES/STRENGTHS/WEAKNESSES
OUTWITH SCHOOL**

Lisa can be an enthusiastic group member and has a sense of humour but increasingly she frightens the other children by her aggressive behaviour, lies and swearing. Given the opportunity she bullies weaker individuals - all of which has become totally unacceptable in school. Outside, she was drawn to known troublemakers

COMMENTS BY HEAD TEACHER

and has ignored parental warnings to stay away from them - running away from home to be with them. Since going to Glenrosa she has been a disruptive influence on another girl who attends Penitence and stays in Glenrosa but had a fairly stable lifestyle. I think Lisa is very much 'at risk' given her increasingly wild behaviour - she seems a prey to whatever emotion sweeps over her. I have had three years fairly constant contact but am really concerned that I don't feel we can meet her current needs.

In the event of a Children's Hearing would the school wish to send a representative to speak to this report?

YES/NO

Signed

(Compiler of Report)

Designation

Date

Principal Teacher Guidance

17/3/94

TO BE COMPLETED BY THE REPORTER'S DEPARTMENT (delete as appropriate)

Name School

Address D. O. B.

..... Class

With reference to your report of NO FURTHER ACTION
the following decision was made

REFERRED TO SOCIAL WORK DEPARTMENT

Social Work Department dealing with child

SUPERVISION YES/NO
(Residential/Non-res)

..... Signed

..... Designation

Mainstream Support Teaching For Recorded Pupils

Initial/Review Meeting held at PENILLEE SECONDARY

on 27/5/93

Pupil LISA PERCY Date of Birth 17/1/80

People present at meeting:



LEARNING SUPPORT (PENILLEE)
M.S.T.
PSYCHOLOGICAL SERVICES
GUIDANCE (PENILLEE)

Apologies received from



Aims for 1992 - 1993	Action / by whom
<u>a. Educational</u> CONSOLIDATION OF BASIC NUMBER AND MONEY SKILLS. READING SKILLS BUILT ON WRITTEN LANGUAGE ORGANISED BEFORE BEING SET DOWN. <u>b. Social</u> TIME BUILT IN FOR DISCUSSION OF AREAS OF DIFFICULTY.	negotiate with <u>Co-op teaching</u>
<u>c. Personal</u> IMPROVED LISTENING AND CONCENTRATION SKILLS Self-control techniques.	<u>Wolp</u> <u>Self-control techniques</u>
<u>Specific Objectives</u> - FOR THE MONTH OF JUNE, CONCENTRATE ON PRACTICAL MONEY SKILLS. - WHERE MATTS CURRICULUM APPROPRIATE, WORK IN CLASS. - CONTINUE WORKING CO-OPERATIVELY IN ENGLISH. - PROTECTED TIME TO REMAIN FOR WORKING ON CONCENTRATION & LISTENING SKILLS, SELF-CONTROL STRATEGIES AND DISCUSSION OF PROBLEMS. - PAIRED READING TO RE-START ON 31/5/93 WITH LISA TO RESUME ATTENDANCE - NEW CLASS TEACHERS TO RECEIVE USUAL INFORMATION SESSION	M.S.T. M.S.T. M.S.T. M.S.T. LEARNING SUPPORT / LISA M.S.T. (POSS. AUG 1993)

Distribution of this contract: As above and as noted further:

SNR. EDUCATIONAL PSYCHOLOGIST
A.H.T. (PENILLEE)

Date of next meeting 16.2.93 at 9.30 a.m.

Mainstream Support Teacher



Date 10/6/93

Further to meeting 3.3.94 re.
LISA PERCY.

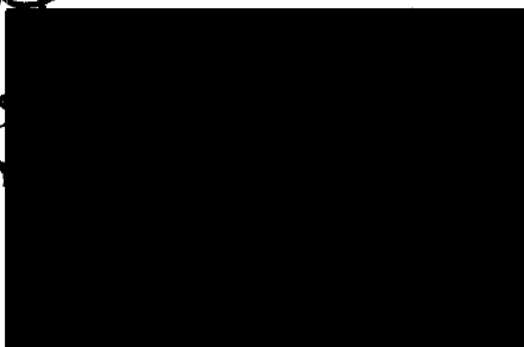
The case is being referred to DASU
- District Area Support Unit - as it is felt
Lisa requires residential placement
etc.

In the interim - She will continue to
attend Penilee, travelling from Glenrosa
(the home situation has broken down
completely)

Lisa will return 4.3.94 - I have
explained precisely the terms on
which she will be re-admitted.

Present at meeting

SOC WORK
Psychol. Service
Mainstream Support
Glenrosa
Penilee



The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

REPORT BY HEAD TEACHER ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Note: The parent(s) should be interviewed and informed of the child's difficulties in school before this form is forwarded to the Child Guidance Service.

1. School PENILEE SECONDARY Division GLASGOW
 Surname of child PERCY Other names LISA
 Date of birth 17.1.80 Sex FEMALE
 Religion PROTESTANT Name of parent or guardian [REDACTED]
 Telephone Number [REDACTED]
 Child's home address 15 OXTON DRIVE
GLASGOW G52
 Address (if different from child's home address)

2. School attendance

School	Attended from	Attended to	Actual and possible attendances
GOWANBANK PRIMARY	16.8.84	12.6.87	
LEVERN PRIMARY	29.5.87		
HILLINGTON PRIMARY	15.3.91	28.6.91	
PENILEE SECONDARY	14.8.91		160 182

3. Give a brief description of child's difficulties and when they were first noted.

First referred, 1987, Gowanbank - behavioural and learning difficulties.
 - assessed by [REDACTED]
 Levern Primary, 1989, again referred - report from [REDACTED] Remedial
 Specialist - difficulties in concentrating, in written work and
 some visual-auditory confusion.
 1990 Referred as "well below the class standard - very slow progress".
 Break at this point - records not transferred to Hillington.
 Penilee Secondary - problems were apparent immediately in
 classwork and in September there were a number of
 bullying incidents hence referral to [REDACTED]

The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

REPORT BY HEAD TEACHER ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Note: The parent(s) should be interviewed and informed of the child's difficulties in school before this form is forwarded to the Child Guidance Service.

1. School PENILEE SECONDARY Division GLASGOW
 Surname of child PERCY Other names LISA
 Date of birth 17.1.80 Sex FEMALE
 Religion PROTESTANT Name of parent or guardian [REDACTED]
 Telephone Number [REDACTED]
 Child's home address 15 OXTON DRIVE
GLASGOW G52
 Address (if different from child's home address)

2. School attendance

School	Attended from	Attended to	Actual and possible attendances	
GOWANBANK PRIMARY	16.8.84	12.6.87		
LEVERN PRIMARY	29.5.87			
HILLINGTON PRIMARY	15.3.91	28.6.91		
PENILEE SECONDARY	14.8.91		160	182

3. Give a brief description of child's difficulties and when they were first noted.

First referred, 1987, Gowanbank - behavioural and learning difficulties - assessed by [REDACTED]

Levern Primary, 1989, again referred - report from [REDACTED] Remedial Specialist - difficulties in concentrating, in written work and some visual-auditory confusion.

1990 Referred as "well below the class standard - very slow progress. Break at this point - records not transferred to Hillington.

Penilee Secondary - problems were apparent immediately in classwork and in September there were a number of bullying incidents hence referral to [REDACTED]

4. Do you suspect any physical condition, e.g. defect of speech, hearing or vision, which might cause or contribute to the difficulties?

None Known.

5. Do you think that the child's difficulties could be caused, wholly or partly, by circumstances outside himself, e.g. late enrolment, irregular attendance, frequent changes of school or teacher, etc?

No.

6. What special attention has already been provided in the school, e.g. group teaching methods or remedial education in school or elsewhere? Please indicate in some detail the measures taken and methods employed, and the extent of any progress.

A Learning Support Teacher works with Hiba one period in Maths and English. When she is given support and guidance she tries very hard but has great difficulty with close reading and writing if left to try on her own. In Maths she is working on a very low level of material. The biggest problem is again interpreting the questions and she has no memory of how she tackled them before - "constructive" homework is regularly issued and usually attempted. Hiba attends a paired-reading session at lunchtime two days a week. She has been diligent in preparing her work and has gained in confidence and determination.

7. Educational Level

Has he repeated any classes? **No.**

With children of what age is he working? **12.**

Has he made any progress in the last 12 months? **Yes but painfully slowly.**

If so, in what directions and to what extent? **General reading.**

If not, are there any signs of deterioration?

State clearly what the child can do in the following areas.

(a) Level of speech and understanding of speech:

Lisa is often rather immature in expressing herself using vocabulary/constructs you would expect of a younger child. Given simple instructions (Drama) she can cope: anything more complex (Home Economics) and she forgets sequences.

(b) Reading:

In close reading she often fails to understand the questions. Her reading problems are severe - but she can cope when work is read to her, or with her.

(c) Writing:

Can he copy from the blackboard or from a printed book? If so, please append a specimen of his work, indicating from where it is copied.

Has difficulty copying from blackboard or information sheets.

(d) Number:

Again, Lisa's biggest problem is interpreting the question and she rarely knows which process to use to solve it. When she knows how to do a particular kind of sum she can work through a few examples but if the wording is changed she is lost.

(e) Spelling:

Spelling is often phonic.

(f) Practical abilities and creative skills and abilities:

Lisa is quite enthusiastic in technical but gets a lot of help from other pupils.

(g) Physical skills and co-ordination:

Lisa is easily distracted and doesn't listen to instructions so has little understanding of many practices and activities when they are demonstrated. She is not particularly well co-ordinated and can be very childish in her behaviour in the 'free' environment of the P.E. class.

In drama she can respond to a more able/imaginative partner but left to her own devices shows no initiative or creativity.

8. Play

- (a) Does he associate with younger children at play?

Yes.

- (b) Does he join intelligently in school games?

No.

- (c) Does he ever lead at play?

No.

- (d) In what play activities (if any) does he show sustained attention?

9. Home Environment

Give any important facts already known to you concerning the child's background, e.g. delinquency, absence from home, home conditions, and relevant family history.

Attach any previous reports by social worker, etc. which are in your possession.

10. Interests

Does the child have any special interests at home or in school?

hsa enjoys swimming and listening to her hi-fi. In school she shows enthusiasm in most subjects but has such a poor concentration span this affects her involvement. With considerable support from the teacher, and the other pupils she can focus her attention but without this concentration she achieves little and can be a "pest": in Home Economics, for example, where she wanders!

11. Behaviour Rating Scale

Below are a series of descriptions of behaviour often shown by children. After each statement are three columns: "Doesn't Apply", "Applies Somewhat" and "Certainly Applies". If the child definitely shows the behaviour described by the statement place a cross in the box under Column 2 "Certainly Applies". If the child shows the behaviour described by the statement but to a lesser degree or less often place a cross in the box under Column 1 "Applies Somewhat". If, as far as you are aware, the child does not show the behaviour, place a cross in the box under Column 0 "Doesn't Apply".

Please complete on basis of child's behaviour IN THE PAST 12 MONTHS.

Put ONE cross against EACH statement.

STATEMENT	0 Doesn't Apply	1 Applies Somewhat	2 Certainly Applies	FOR USE BY PSYCHO- LOGIST
1. Very restless, has difficulty staying seated for long	☐	☐	☒	☐
2. Truants from school	☒	☐	☐	☐
3. Squirmy, fidgety child	☐	☐	☒	☐
4. Often destroys or damages own or others' property	☒	☐	☐	☐
5. Frequently fights or is extremely quarrelsome with other children	☐	☐	☒	☐
6. Not much liked by other children	☐	☐	☒	☐
7. Often worried, worries about many things	☐	☒	☐	☐
8. Tends to be on own—rather solitary	☐	☒	☐	☐
9. Irritable. Touchy. Is quick to 'fly off the handle'	☐	☐	☒	☐
10. Often appears miserable, unhappy, tearful or distressed	☒	☐	☐	☐
11. Has twitches, mannerisms, or tics of the face or body	☐	☒	☐	☐
12. Frequently sucks thumb or finger	☒	☐	☐	☐
13. Frequently bites nails or fingers	☒	☐	☐	☐

STATEMENT

	0 Doesn't Apply	1 Applies Somewhat	2 Certainly Applies	FOR USE BY PSYCHO- LOGIST
14. Tends to be absent from school for trivial reasons	☒	☐	☐	☐
15. Is often disobedient	☐	☒	☐	☐
16. Cannot settle to anything for more than a few moments ...	☐	☐	☒	☐
17. Tends to be fearful or afraid of new things or new situations	☐	☒	☐	☐
18. Fussy or over-particular child	☒	☐	☐	☐
19. Often tells lies	☐	☒	☐	☐
20. Has stolen things on one or more occasions in the past 12 months	☒	☐	☐	☐
21. Unresponsive, inert or apathetic	☐	☒	☐	☐
22. Often complains of aches or pains	☒	☐	☐	☐
23. Has had tears on arrival at school or has refused to come into the building in the past 12 months	☒	☐	☐	☐
24. Has a stutter or stammer	☒	☐	☐	☐
25. Resentful or aggressive when corrected	☐	☒	☐	☐
26. Bullies other children	☐	☐	☒	☐

Is there anything else unusual about this child's behaviour?—or are there any other comments you would like to make?

☐ ☐

Lisa enjoys school but tends to treat it as 'play'.
She will often take the easy way out and relies very
heavily on individual support from staff and other
pupils to cope - in Science experiment work for example.
Given this attention she responds whole-
heartedly and, as she has proved in the paired-
reading scheme - can get some satisfaction from
her work.

☐
☐

12. Attitude to adults (e.g. teacher)

Lisa talks readily and honestly to adults. She likes attention and "chatting" so her relationships with adults in school are generally good because she doesn't overstep the mark and is eager to please.

13. Parents' attitude

Give date of interview with parent(s) and indicate their reaction to the report of the child's difficulties and their likely attitude to any form of special education that may be decided.

Mid-September I discussed referring Lisa to Anna Ramage and her parents were both in agreement. They were fairly aggressive in defending Lisa over bullying incidents (although quickly reversed this attitude when the case was proven) but were keen she should get any help possible as regards her learning difficulties of which they were aware.

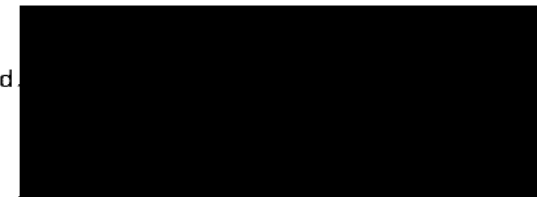
14. Conclusions (including your opinion as to this child's future education).

Any progress Lisa is making is painfully slow and heavily dependent on individual assistance. She needs a far greater level of classroom / specialist support than we can provide and whenever possible differentiated material.

Date

24/1/92

Signed



(Principal Teacher, Guidance)

Mainstream Support Teaching For Recorded Pupils

Initial/Review Meeting held at PENILEE SECONDARY on 23/9/93

Pupil LISA PERCY Date of Birth 17/1/80

People present at meeting

LEARNING SUPPORT TEACHER, PENILEE
LEARNING SUPPORT TEACHER, PENILEE
MAINSTREAM SUPPORT TEACHER (M.S.T.),
PSYCHOLOGICAL SERVICES - GOVAN
PSYCHOLOGIST, PSYCHOLOGICAL SERVICES - GOVAN
GUIDANCE TEACHER, PENILEE
ASSISTANT HEAD TEACHER, PENILEE

Apologies received from:

Aims for 1993 - 1994	Action / by whom
a. Educational CONSOLIDATION OF BASIC SKILLS IN MATHS AND ENGLISH SUPPORT FOR LISA IN CURRICULUM AREAS OF DIFFICULTY	
b. Social TIME GIVEN TO LISA TO ALLOW FOR DISCUSSION OF PROBLEM AREAS PRACTICE IN SOCIAL READING AND WRITING SKILLS	
c. Personal CONTINUED WORK ON LISTENING AND CONCENTRATION SKILLS	
Specific Objectives (1) CO-OP TEACHING IN MATHS (2) CO-OP TEACHING IN ENGLISH (3) EXTRACTION FOR 1 PERIOD PER WEEK WITH TIME SPLIT BETWEEN REINFORCEMENT OF BASIC SKILLS AND PERSONAL & SOCIAL DEVELOPMENT (4) M.S.T.'S IN-SCHOOL TIMETABLE TO BE MADE KNOWN TO STAFF (5) ROOMS DESIGNATED FOR MRS. MIDDELTON'S USE, IF REQUIRED, FOR EVERY PERIOD SHE IS IN PENILEE (6) LISA'S TEACHERS CIRCULATED TO RAISE AWARENESS OF HER POOR CONCENTRATION SKILLS (7) LISA TO BE INCLUDED IN BASIC SKILLS CLASS - SOCIAL READING & WRITING - PERIOD 3 WEDNESDAY	

Distribution of this contract: As above and as noted further:

PSYCHOLOGIST, PSYCHOLOGICAL SERVICES, GOVAN
TEACHER, PENILEE

Date of next meeting TO BE ARRANGED POST PARENTS' NIGHT - JAN 1994

Mainstream Support Teacher

Date 10/10/93

Mainstream Support Teaching For Recorded Pupils

Review/~~Planning/Contract~~ Meeting for : LISA PERCY

Pupil's school : PENILEE SECONDARY

Held At : PENILEE

On : 23/9/93

Present : [REDACTED]

Apologies : [REDACTED]

Minutes :

[REDACTED] OUTLINED THE RECOMMENDATIONS AS AGREED AT [REDACTED] MEETING WITH [REDACTED] SENIOR PSYCHOLOGIST. [REDACTED] WILL HAVE THESE TYPES AND DISTRIBUTED.

THE 'CONTRACT', ITS RATIONALE, REASONS FOR LONG AND SHORT-TERM AIMS AND REVIEWS OUTLINED BY [REDACTED]

[REDACTED] DISTRIBUTED CLASS TEACHER REPORTS SHE HAD RECEIVED.

DISCUSSION RE. LISA'S POOR ATTITUDE TO SCHOOL AND HER ERRATIC ATTENDANCE TOOK PLACE. MEETING REMINDED THAT THERE ARE ISSUES OUTWITH SCHOOL AFFECTING EDUCATIONAL AND SOCIAL AREAS.

[REDACTED] REPORTED ON HER WORK WITH LISA SINCE THE LAST 'CONTRACT' MEETING.

EXPLORATION RE. LISA'S GENERAL LEARNING DIFFICULTIES AND HOW THEY CAN BE MET WITHIN CLASS. ALSO, HOW M.S.T. INPUT CAN BE HARNESSSED.

AGREEMENT REACHED RE. CONSULTATION/LIAISON TIME WITH LEARNING SUPPORT AND OTHER TEACHING STAFF ON A WEEKLY BASIS. NOTIFICATION OF PENILEE STAFF RE. TIME AND PLACE WITHIN [REDACTED] WILL BE AVAILABLE AND DESIGNATION OF EMPTY ROOMS FOR [REDACTED] USE, IF REQUIRED.

SOCIAL AIMS FOR LISA DISCUSSED. AGREEMENT REACHED RE. M.S.T.'S AVAILABILITY ON A WEEKLY BASIS FOR 1-TO-1 DISCUSSION WITH LISA AND REINFORCEMENT OF

Mainstream Support Teacher [REDACTED]

Date

10/10/93

Mainstream Support Teaching For Recorded Pupils

Review ~~Discussion / Planning~~ Meeting for LISA PERCY

Pupil's school PENILEE SECONDARY

Held at PENILEE SECONDARY on 24/5/93

Present:

LEARNING SUPPORT (PENILEE)
M.S.T.
PSYCHOLOGICAL SERVICES
GUIDANCE (PENILEE)

Minutes

GENERAL DISCUSSION RE. LISA'S DIFFICULTIES TOOK PLACE. [REDACTED] STATED THAT SHE HAD ADVISED [REDACTED] THAT, IF LISA WAS OUTWITH PARENTAL CONTROL, AND THERE WERE FURTHER INSTANCES OF LISA RUNNING AWAY, THEY MIGHT WISH TO SEEK ASSISTANCE FROM SOCIAL WORK.

[REDACTED] STATED THAT SHE HAS SUBMITTED A REPORT TO [REDACTED] FOR PRESENTATION AT THE HOUSING DEPARTMENT, IN THE HOPE OF ENABLING THE PERCY'S TO BE MAINTAINED IN THE HOUSE THAT THEY PRESENTLY OCCUPY. THE GENERAL FEELING WAS THAT DIFFICULTIES WITH BUDGETING MAY BE HELPED BY SOCIAL WORK INVOLVEMENT AND IT WAS AGREED THAT THIS COULD BE PRESENTED TO THE [REDACTED] BY ANY OF THOSE IN ATTENDANCE, SHOULD WE BE APPROACHED BY THEM.

GENERAL DISCUSSION RE. THE CONTRACT AND WHY [REDACTED] WORKING IN PARTICULAR SUBJECT AREAS. ALSO THE CONTENT OF THAT WORK, THE AMOUNT OF FLEXIBILITY AVAILABLE ON A WEEKLY BASIS ALSO DISCUSSED AND HOW THE M.S.T.'S REMIT WORKED. THE FORMATION OF THE INITIAL CONTRACT, IN RESPONSE TO THE RECORD, AND SUBSEQUENT CONTRACTS, WITH INFORMED INPUT FROM SCHOOL, ALSO OUTLINED.

CONTRACT ~ AIMS AND SPECIFICS ~ FOR THE MONTH OF JUNE DISCUSSED AND AGREED. [REDACTED] WILL OFFER [REDACTED] AND LISA TWO SESSIONS DURING THE HOLIDAYS. [REDACTED] WOULD WISH TO WORK WITH LISA SPECIFICALLY ON TECHNIQUES FOR SELF-CONTROL.

DATE OF NEXT CONTRACT MEETING ARRANGED FOR 16TH SEPTEMBER 1993 AT 9:30 A.M. IN PENILEE SECONDARY.

Mainstream Support Teaching For Recorded Pupils

Initial/Review Meeting held at PENILLEE SECONDARY on 27/5/93

Pupil LISA PERCY Date of Birth 17/1/80

People present at meeting:



LEARNING SUPPORT (PENILLEE)
M.S.T.
PSYCHOLOGICAL SERVICES
GUIDANCE (PENILLEE)

Apologies received from:



Aims for 1992 - 1993	Action / by whom
a. Educational CONSOLIDATION OF BASIC NUMBER AND MONEY SKILLS READING SKILLS BUILT ON WRITTEN LANGUAGE ORGANISED BEFORE BEING SET DOWN	
b. Social TIME BUILT IN FOR DISCUSSION OF AREAS OF DIFFICULTY	
c. Personal IMPROVED LISTENING AND CONCENTRATION SKILLS	
Specific Objectives - FOR THE MONTH OF JUNE, CONCENTRATE ON PRACTICAL MONEY SKILLS - WHERE MATTS CURRICULUM APPROPRIATE, WORK IN CLASS. - CONTINUE WORKING CO-OPERATIVELY IN ENGLISH. - PROTECTED TIME TO REMAIN FOR WORKING ON CONCENTRATION & LISTENING SKILLS, SELF-CONTROL STRATEGIES AND DISCUSSION OF PROBLEMS. - PAIRED READING TO RE-START ON 31/5/93 WITH LISA TO RESUME ATTENDANCE - NEW CLASS TEACHERS TO RECEIVE USUAL INFORMATION SESSION	 LEARNING SUPPORT LISA (POSS. AUG 1993)

Distribution of this contract: As above and as noted further:

SNR - EDUCATIONAL PSYCHOLOGIST
A.H.T. (PENILLEE)

Date of next meeting 16.2.93 at 9.30 a.m.

Mainstream Support Teacher



Date 10/6/93

Mainstream Support Teaching For Recorded Pupils

Initial/Review Meeting held at PRINLEE SECONDARY SCHOOL on 10/12/92

Pupil LISA PERCY Date of Birth 17/1/80

People present at meeting:

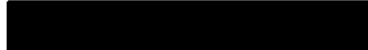


MAINSTREAM SUPPORT TEACHER
PSYCHOLOGICAL SERVICES
GUIDANCE, PRINLEE

Apologies received from:

Aims for 1992 - 1993		Action / by whom
a. Educational	CONSOLIDATION OF BASIC NUMBER AND MONEY SKILLS <i>Using computer.</i> READING SKILLS BUILT ON WRITTEN LANGUAGE ORGANISED BEFORE BEING SET DOWN.	<i>P. extraction</i> <i>P. English coop.</i>
b. Social	TIME BUILT IN FOR DISCUSSION OF AREAS OF DIFFICULTY.	
c. Personal	IMPROVED LISTENING AND CONCENTRATION SKILLS.	
Specific Objectives		<i>in class when approp. by extraction otherwise.</i>
① ONE-TO-ONE TEACHING/REVISION OF BASIC NUMBER & MONEY SKILLS.		M.S.T.
② CO-OP TEACHING IN ENGLISH, BUILDING ON LISA'S ABILITY TO PLAN, MONITOR AND CHECK WORK.		M.S.T. AND SUBJECT TEACHERS.
③ WHERE POSSIBLE, UTILISE LISA'S SKILL IN CRAFT WORK		ALL SUBJECT TEACHERS.
④ PAIRED READING TO CONTINUE		LISA
⑤ PROGRAMME TO IMPROVE LISTENING AND CONCENTRATION		M.S.T.
⑥ BUILT-IN TIME FOR DISCUSSION AND RELATIONSHIP BUILDING		LISA & M.S.T.

Distribution of this contract: As above and as noted further:



LEARNING SUPPORT
PSYCHOLOGICAL SERVICES

Date of next meeting TO BE ARRANGED - FEBRUARY 1993

Mainstream Support Teacher  Date 11/12/92

*Keep in MUSIC for month of June.
Extract from RE Thurs p.3.*

Strathclyde Regional Council
Department of Education

Director: [REDACTED]

Psychological Services

South West Area, Govan Office, 102 Copland Road, Glasgow G51 2RR

Tel: [REDACTED]

Our Ref: [REDACTED]

Your Ref:

Date: 20 May 1993



Strathclyde
SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

[REDACTED]
15 Oxton Drive

GLASGOW

G52 2EL

Dear [REDACTED]

I would like to invite you into Penilee Secondary on Thursday 27 May at 10 am for a review meeting regarding Lisa's progress.

[REDACTED] (Lisa's Mainstream Support Teacher) is looking forward to meeting you at this time. I look forward to seeing you again next week.

Yours sincerely

[REDACTED]
Educational Psychologist

cc to [REDACTED] Acting HT Penilee Secondary
PT Guidance
MST (Govan Office)
Learning Support

PUPIL ATTENDANCE REPORT 19/02/93

PENILEE SECONDARY SCHOOL

Percy Lisa
15 Oxtan Drive
GLASGOW
G52 2EL

GROUP = 2E

ADMIS. No = J105 (19/08/91)

ABSENCES = 8
POSSIBLE = 218
% ATTENDANCE = 96

TIMES LATE = 12

DATE	:MON:	:TUE:	:WED:	:THU:	:FRI:	ABSENCES	LATE
21/08/92	H H	H H	- -	- -	- -	0	0
28/08/92	- -	- -	- -	- -	- -	0	0
04/09/92	- -	- -	- -	- -	- -	0	0
11/09/92	- -	- -	- -	- -	- -	0	0
18/09/92	- -	- -	- -	- -	A A	2	0
25/09/92	- -	- -	- -	- -	H H	2	0
02/10/92	H H	- -	- -	- -	- -	2	0
09/10/92	- -	- -	P P	- -	L	2	1
23/10/92	- -	- -	- -	- -	- -	2	1
30/10/92	- -	- -	L	- -	- -	2	2
06/11/92	H H	- -	L	L	- -	2	4
13/11/92	L	L	- -	- -	L	2	7
20/11/92	- -	- -	- -	- -	- -	2	7
27/11/92	- -	- -	- -	- -	- -	2	7
04/12/92	- -	- -	- -	A A	L	4	8
11/12/92	- -	- -	- -	- -	- -	4	8
18/12/92	- -	- -	- -	- -	- -	4	8
25/12/92	- -	- -	- -	H H	H H	4	8
08/01/93	H H	H H	H H	- -	- -	4	8
15/01/93	- -	A A	- -	- -	- -	6	8
22/01/93	L	- -	- -	- -	L	6	10
29/01/93	- -	- -	- -	L	- -	6	11
05/02/93	- -	- -	- -	- -	H H	6	11
12/02/93	- A	- -	L	- A	Left	8	12
19/02/93	H H	H H	- A	- -	-		

Left

Wrote to mother twice req. visit re. attendance -
No response 26/2/93

Mainstream Support Teaching For Recorded Pupils

Initial/~~Review~~ Meeting held at PENILKE SECONDARY SCHOOL on 10/12/92

Pupil LISA PERCY Date of Birth 17/1/80

People present at meeting:

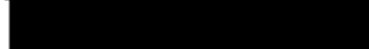
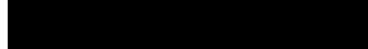


MAINSTREAM SUPPORT TEACHER
PSYCHOLOGICAL SERVICES
GUIDANCE, PENILKE

Apologies received from:

Aims for 1992 - 1993	Action / by whom
a. Educational CONSOLIDATION OF BASIC NUMBER-AND MONEY SKILLS READING SKILLS BUILT ON WRITTEN LANGUAGE ORGANISED BEFORE BEING SET DOWN.	
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c. Personal IMPROVED LISTENING AND CONCENTRATION SKILLS	
Specific Objectives - ONE-TO-ONE TEACHING/REVISION OF BASIC NUMBER & MONEY SKILLS. - CO-OP TEACHING IN ENGLISH, BUILDING ON LISA'S ABILITY TO PLAN, MONITOR AND CHECK WORK. - WHERE POSSIBLE, UTILISE LISA'S SKILL IN CRAFT WORK - PAIRED READING TO CONTINUE - PROGRAMME TO IMPROVE LISTENING AND CONCENTRATION - BUILT-IN TIME FOR DISCUSSION AND RELATIONSHIP BUILDING	AND SUBJECT TEACHER ALL SUBJECT TEACHERS LISA LISA & [REDACTED]

Distribution of this contract: As above and as noted further:



LEARNING SUPPORT
PSYCHOLOGICAL SERVICES

Date of next meeting TO BE ARRANGED - FEBRUARY 1993

Mainstream Support Teacher



Date 11/12/92

Lisa Perry 2E

17/11/92

Lisa is continuing to work well.

She attends Paired Reading regularly on Monday and Friday lunchtime, and is benefiting from the practice in reading.

I see her twice a week; once in Modern Studies, once in Maths.

In Maths, she manages to work independently to some extent, once she has been shown what to do. She is quite self-reliant, and applies herself well, though sometimes she can go astray if she has not fully understood what she is required to do. She is less hampered now I feel by her reading difficulty, and more clearly by her lack of basic number skills. I know this problem is being tackled by [REDACTED]

In Modern Studies, she works best individually on structured tasks. In groups, she finds it hard to focus her thoughts and to concentrate on the task. She is inclined to switch off a bit and leave others to do the work. She generally works with her friend [REDACTED] and they are not a particularly good working partnership.

With support, she can find her way through

what is required of her. Her biggest difficulty in this context, is organising her thoughts into a clear and meaningful order. Her retention of information or ideas is poor in the short term, and she needs quite firm direction to know what are the main ideas and what are secondary importance. Once she has grasped an idea, it is generally quite firmly entrenched over a longer period.

Her writing skills are coming on, and although she is fairly weak on spelling, I think this is not important at the moment. Her main problem is thinking clearly about what she is going to write before she puts pen to paper.

I think this is something that can be tackled very well through the curriculum, although there could be materials which could be worked on at home which would develop her ability to single out the main ideas in a text, and to organise points in a logical ~~area~~ manner. I will try to speak to [redacted] about this.

Overall I feel Lisa is making good progress and repaying in effort the extra resources which are being directed towards her. She is a very pleasant girl to work with.

Attended 2 p wk by [REDACTED]
Calculator Skills must build

Strathclyde Regional Council
Department of Education

Director: [REDACTED]

Psychological Services

South West Area, Govan Office
102 Copland Road, Glasgow G51 2RR

Tel: [REDACTED]

Our Ref: [REDACTED]

Your Ref:

Date: 4 November 1992



Strathclyde
SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

[REDACTED]
15 Oxtun Drive
GLASGOW
G52 2EL

Dear [REDACTED]

As Lisa has been receiving support from her Mainstream Support Teacher, [REDACTED] it would be helpful if we could get together in order to discuss Lisa's progress and to plan an individualised programme for her in school.

I would like to invite you into school on Thursday 12 November at 11 am and we can discuss the above.

I look forward to seeing you again at that time.

Yours sincerely

[REDACTED]
Educational Psychologist

cc to [REDACTED] HT Penilee Secondary School
[REDACTED] Guidance Department Penilee Secondary School
[REDACTED] Mainstream Support Teacher

June 1992.

LEARNING SUPPORT REPORT

NAME LISA PERCY

CLASS 1E GUIDANCE TEACHER [REDACTED]

REASON FOR MONITORING

Primary referral

OBSERVATIONS MADE

Difficulties with simplest work in Maths and English. Reading very poor. Needed a great deal of individual attention. Very hard worker - great effort.

SUPPORT GIVEN DURING SESSION

1 per Eng. 1 per Maths. Some homework in Maths, and Paired Reading Group.

PROGRESS

Has made some good progress in reading and her comprehension is not so erratic as it was. Seems to be able to do more on her own in maths. More confident that she can read and work on her own.

ACTION TO BE TAKEN

Will continue to support next year, and work with M.S.T. to try to provide help in other areas of school.

Strathclyde Regional Council
Department of Education

Director: [REDACTED]

Psychological Services

South West Area, Govan Office, 102 Copland Road, Glasgow G51 2RR

Tel: [REDACTED]

Our Ref:

Your Ref:

Date: 22.6.92



Strathclyde
SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

RECEIVED
24 JUN 1992

Headteacher

Penilee Secondary

11 Goughmuir Place

G52 [REDACTED]

Dear [REDACTED]

Re: Mainstream Support Teaching Provision

As you will be aware it is proposed that the Area Learning Support Teams will be in place by August 1992. At that time the present MST provision will become part of the new structure. In the interim however the present arrangements will continue to operate. Therefore your Recorded pupil:

Name..... Lisa Percy Date of Birth..... 17.1.80

Address..... 15 Oxtan Drive, G52

will be supported by..... [REDACTED]

who is based at Psychological Services..... Govan

at..... 102 Copland Rd, G51 Tel: 445 1628

The Way Forward/

REQUEST FOR HOME VISIT BY ATTENDANCE OFFICER 24/03/92

PENILEE SECONDARY SCHOOL

Percy Lisa

15 Oxton Drive
GLASGOW
G52 2EL

GROUP = 1E4

DATE OF BIRTH = 17/01/80

PARENTS

ABSENCES = 39

POSSIBLE = 266

% ATTENDANCE = 85

TIMES LATE = 11

DATE	MON	TUE	WED	THU	FRI	ABSENCES	LATE
28/08/91	-	-	A A	-	-	2	0
30/08/91	-	-	-	-	-	2	0
06/09/91	-	-	-	-	-	2	0
13/09/91	-	-	-	-	-	2	0
20/09/91	L	-	-	-	-	2	1
27/09/91	L	-	A A	-	-	4	2
04/10/91	H H	-	-	-	-	4	2
11/10/91	-	-	-	-	L	4	3
25/10/91	-	-	-	-	-	4	3
01/11/91	-	-	-	-	L	5	4
08/11/91	-	-	-	-	-	5	4
15/11/91	H H	A A	A A	A A	-	10	5
22/11/91	-	-	-	-	-	16	5
29/11/91	-	-	-	-	-	16	5
06/12/91	L	-	-	A A	-	16	6
13/12/91	-	-	-	-	-	16	7
20/12/91	A A	-	-	-	-	22	7
10/01/92	-	-	-	-	-	22	8
17/01/92	-	-	-	-	-	24	8
24/01/92	-	-	-	-	-	24	8
31/01/92	-	-	-	-	-	24	8
07/02/92	L	-	-	-	-	24	9
14/02/92	A A	-	-	-	-	26	9
21/02/92	H H	H H	H H	-	-	26	9
28/02/92	-	-	-	-	-	30	9
06/03/92	L	-	-	-	-	35	10
13/03/92	L	-	-	-	-	38	11
20/03/92	-	-	-	-	-	39	11
27/03/92	-	-	-	-	-		

Chest cold & Temp

(note
Aunt)

Strathclyde Regional Council
Department of Education

Director: [REDACTED]

Psychological Services

South West Area, Govan Office, 102 Copland Road, Glasgow G51 2RR

Tel: [REDACTED]

Our Ref: [REDACTED]

Your Ref:

Date: 19 February 1992



Strathclyde
SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

[REDACTED]
15 Oxtan Drive
GLASGOW
G52 2EL

Dear [REDACTED]

With regard to opening a Record of Needs for Lisa, I write to inform you that Lisa's medical examination will be undertaken by [REDACTED] on Thursday 5 March at 1.30 pm in Penilee Secondary School and it is necessary that you are present for this examination.

Thereafter we will have an SEN 4 meeting (at 2.15 pm) where we will discuss the nature of Lisa's needs and how the authority can meet these.

I look forward to seeing you in school on 5 March.

Yours sincerely

[REDACTED]
Educational Psychologist

cc to [REDACTED], HT Penilee Secondary School
[REDACTED] PT Guidance Penilee Secondary School
[REDACTED] SCMO, The Balvicar Centre

Lisa and [REDACTED] is a bich from
Gura

Lisa and [REDACTED] is a bich
from [REDACTED] Pass it on.

Lisa and [REDACTED] are Dead
From [REDACTED]
Pass it on

Written by Lisa

hisa and [REDACTED] is a bitch

30/4/22

hisa + [REDACTED] talking re [REDACTED]
hisa wrote notes [REDACTED] spelled
[REDACTED] name.

Enter [REDACTED] + escalator
hisa [REDACTED] physical.

[REDACTED] gave notes to [REDACTED]

[REDACTED] + hisa - admit blame.

All 4 well warned

[REDACTED] mouthed to slime out. [REDACTED] too

03 Feb 1992

Lisa Percy 1E

English	22
French	32
History	21
Modern Studies	21
Art	22
Physical Education	54
German	00

Mathematics	23
Science	43
Geography	00
Home Economics	32
Technical Subjects	11
Music	32
Religious Education	21

PENILEE SECONDARY SCHOOL	
CONDUCT REFERRAL FORM	
NAME: <u>LISA PERCY</u>	DATE: <u>7/1/92</u>
CLASS: <u>1E</u>	
<i>Fired starting pistol in Physics class. Refused to own up to [redacted] and lied initially to [redacted]</i>	
<i>Advised</i>	Teacher: [redacted]
<i>Warned.</i>	Principal Teacher: [redacted]
<i>"") P. Ex issued.</i>	
<i>"") Parents contacted [redacted]</i>	

his and

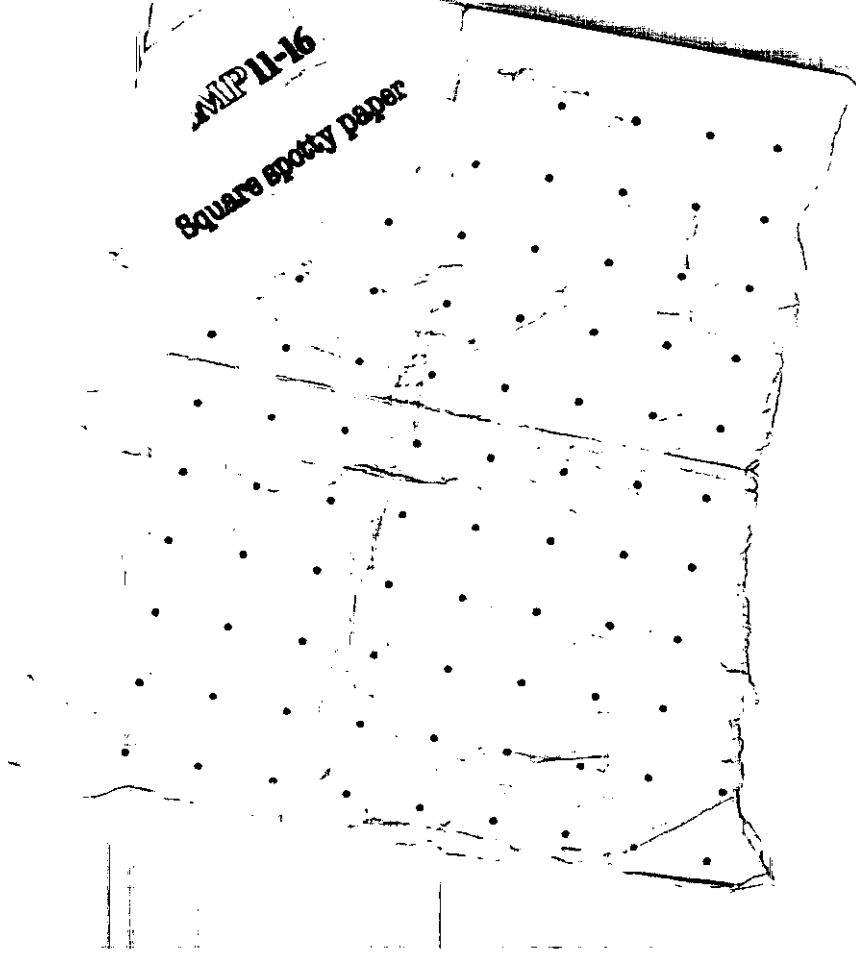
is DEAD

From

Passion

AMP 11-16

Square spotty paper



FRENCH

As I am completing a Record of Needs form for LISA PERCY, IE may I ask for your general observations as an update to the report you gave me in September.

Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

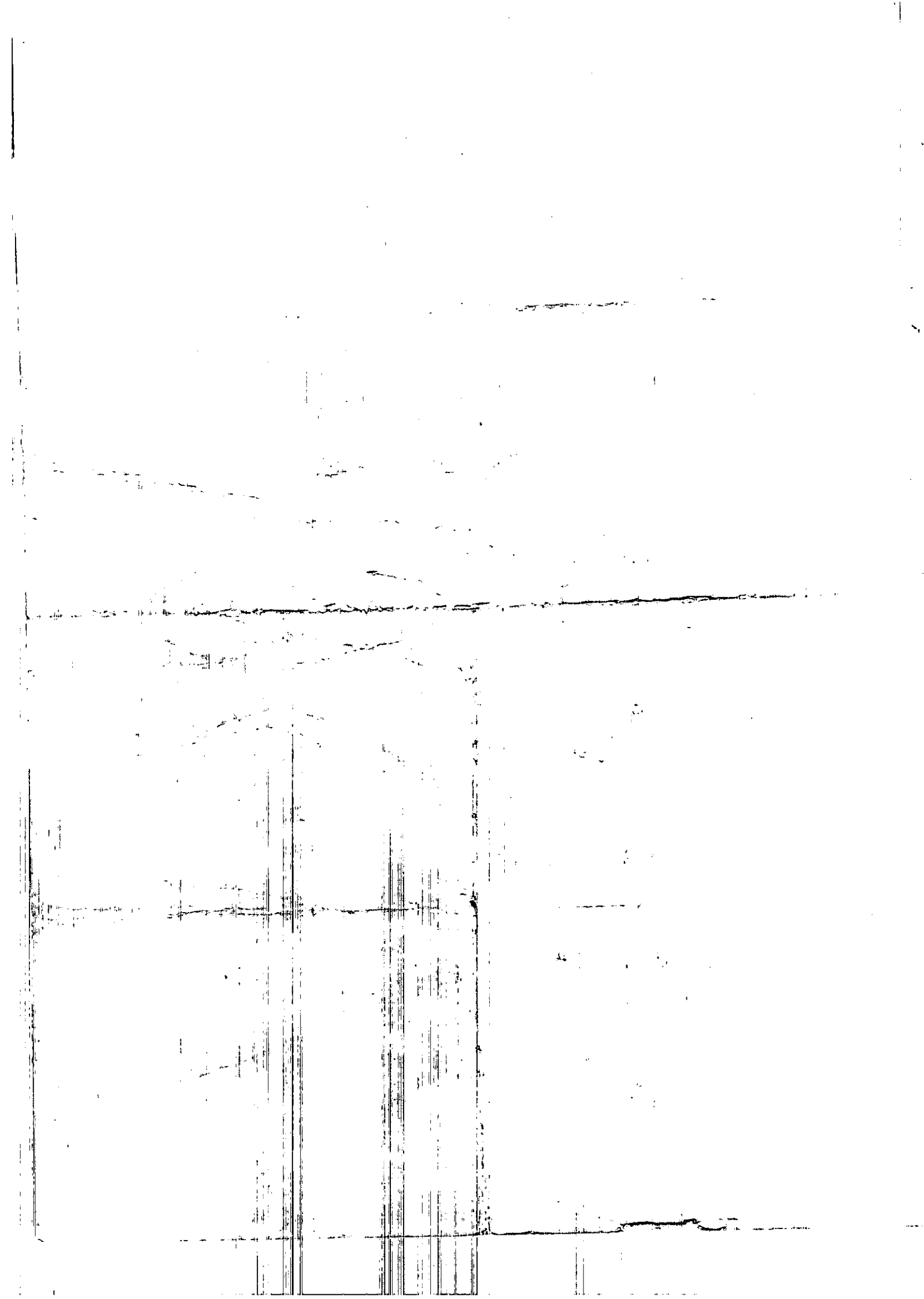
Reading: Writing: Spelling: Number: Practical ability:

General Classroom Behaviour:)

Has begun to encounter difficulties. Very slow worker. Very poor at retaining things. Has already forgotten basic things.

Can be distracted. Very slow at copying from the board. Already losing ground.

Thank you very much



Learning Support.

As I am completing a Record of Needs form for LISA PERCY IE may I ask for your general observations as an update to the report you gave me in September.

Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:

I see Lisa in one period of Maths and one of English. She has fairly severe reading problems and needs to have almost everything read to her or with her. She cannot cope with much written work on her own, finds it difficult to start a "story", and has great difficulty with close reading. However when she is given support and guidance she can manage a greater amount of work (in close reading she would only achieve half the work of the class). I am very impressed by how hard she tries in this situation. Her comprehension is generally poorish.

In Maths she is working on a very low level of material. She can do quite a few operations better mentally than she can on paper. Her biggest problem is interpreting problems (once she has struggled to read them), and she rarely knows which process to use to solve the problem.

Thank you very much,

over

Occasionally she gets the right answer without knowing how she got it.

When she knows how to do one particular kind of sum, she can work happily through several examples but if the wording of the problem changes, she is thrown and cannot see that the same method will do likewise, if she goes back to a type of problem she was succeeding with earlier, she has no memory of how to do it.

I have been giving her homework now over a couple of months, simple maths exercises mainly — subtraction, place value etc. and she brings these back religiously, not always well done. I have tried recently to give her simple comprehension work and very simple problem-solving for maths, but these have only arrived because of her illness, I have not seen enough of it yet to know whether she is making anything of it.

She has been attending a paired-reading session two days a week, working with a senior pupil, and she has been fairly diligent preparing her work for this.

I think she is progressing in all areas but painfully slowly, and I think that will be the pattern in the long term. She will benefit from more classroom support and whenever possible from differentiated materials.

ART

As I am completing a Record of Needs form for LISA PERCY I E may I ask for your general observations as an update to the report you gave me in September.

(Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:)

I would say overall there is an improvement in Lisa, she seems to have matured a bit & is rarely a nuisance.

However she is still inclined to ask daft questions which show that she was not listening to information. When forced to think things out for herself she will, but will try to take the easy way out. Her work is satisfactory - inclined to hurry everything.

6.12.91

Thank you very much

SCIENCE

As I am completing a Record of Needs form for LISA PERCY, IE may I ask for your general observations as an update to the report you gave me in September.

Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:

Lisa is very well behaved in class. She works well and willingly with her partners for practical work. It is doubtful if she could cope with the practicals on her own — this will show when we test her formally.

In Science, I ask the pupils to write a report on each activity, after they have recorded "results" in class. Lisa is so poor at this, that most times I find it impossible to "mark" her work. I do look at it, check that it has been done, and pass comment.

The written work is unstructured, badly spelt and punctuated.

I find that Lisa is quite content to do next to nothing. She appears to have little motivation to improve.

I'm not sure that she is getting anything out of her Science — except perhaps learning to cooperate with others and being "part" of things (without actually making any effort.)

Thank you very much.

P.E.

As I am completing a Record of Needs form for LISA PERCY I may ask for your general observations as an update to the report you gave me in September.

Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:

Lisa is easily distracted and too talkative with friends. She doesn't listen carefully enough and has little understanding of many practices and activities when they are demonstrated to the class as a whole.

When taken on her own I have limited success in reaching an understanding and time is not available for this involvement.

She is very childish in her behaviour and immature in her attitude

(PE)

Thank you very much

TECHNICAL

As I am completing a Record of Needs for LISA PERCY, IE may I ask for your general observations as an update to the report you gave me in September.
(Comments on such things as:
any specific difficulties:
any special help:
Can she copy from blackboard/book:
Reading: Writing: Spelling: Number: Practical ability:
General classroom behaviour:)

*. Friday period 4.

Practical Abilities: - Lisa has settled down now & is enjoying her work, standard is good, showing enthusiasm.

General Behaviour: - She is quite nervous and I have had no problems, gets along alright with other pupils.

Thank you very much

DRAMA

As I am completing a Record of Needs form for LISA PERCY IE may I ask for your general observations as an update to the report you gave me in September.

Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Numerics: Practical ability:

General classroom behaviour:

The drama course so far has involved no reading and has concentrated on the practical. Although not outstanding at mime she was able to work with her partner at creating a scene, purely in mime form. She was able to follow the class instructions (all oral). Classroom behaviour excellent, always polite and very enthusiastic.

Thank you very much

R.E. Reg.

As I am completing a Record of Needs form for LISA PERCY, I may ask for your general observations as an update to the report you gave me in September.

(Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:)

Lisa has a positive attitude to the subject, and usually tries her best. She is able to copy with reasonable accuracy from the blackboard/book or worksheet, but at a rather slow pace. She relies a lot on the help of another slightly more able pupil to complete simple knowledge and understanding tasks, and her progress is restricted by her quite frequent absences. She rarely misbehaves, though her concentration easily flags. Unaided, her spelling remains totally phonic ("him bord", "puse"). Sentence construction is limited, punctuation non-existent. She can copy in a drawing with reasonable accuracy, and colours in well. I always see the nice side of Lisa, who seems eager to please, but she obviously needs specialist help which I can't give her.

Thank you very much

HOME ECONOMICS

As I am completing a Record of Needs form for LISA PERCY, IE may I ask for your general observations as an update to the report you gave me in September.

Comments on such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:

Lacks concentration - seconds after instructions are given Lisa is asking what she has to do.

Rushes practical work, - although she will see a dem. She tends to do her own thing.

Work sheets tend to be incomplete. Spelling & sentence construction are poor - has difficulty copying from information sheets.

She can be naughty in class, talkative & often goes on walk about. Her partner in crime is Alison together they speak bad news.

She tends to fuss around you as if continually seeking attention & praise.

Thank you very much.

ENGLISH

As I am completing a Record of Needs form for LISA PERCY I.E. may I ask for your general observations as an update to the report you gave me in September.

Comments such things as:

any specific difficulties:

any special help:

Can she copy from blackboard/book:

Reading: Writing: Spelling: Number: Practical ability:

General classroom behaviour:

Lisa experiences difficulties in all areas of the work. Unfortunately, she has a limited understanding of most of the texts used. Recently we completed 'A Stranger Came Ashore', a book enjoyed by most of the class, and Lisa seems to have followed very little of it. Close reading tests present her with problems. She often fails to grasp the meaning of the questions and she simply cannot read well enough to find the answers.

However when there is another teacher present who can devote the entire period to her, Lisa works extremely hard and produces surprisingly good work.

Thank you very much

Lisa Perry IE

SEPT

Fri 13th Involved in pushing incident in Technical
Fight threatened. Warned off!

4.00 - on way home. picked a fight with
another girl. Then fought original girl
and a boy !!!

A messy incident - will fill you in
later but definitely uncontrolled
aggression.

Teachers' reports enclosed. She is having
severe learning difficulties.

Spent a long time with parents.
I think this wee girl is going to need
a lot of support.

Ses 18th Further reports of threatening another girl.
Warned off... (will monitor...)

(Sorry I don't know whose section she is in. Could
you pass this on.)

PENILEE SECONDARY SCHOOL

To

Subject:

ART

Name of Pupil:

Lisa Percy

Class:

1E

I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

So far Lisa's work is erratic but satisfactory. Really it is rather early in the term to make predictions.

She seems to be keen on her work, however I do find that she tends not to listen very carefully & therefore she makes silly mistakes. Her behaviour is fine.

I feel that she is fairly immature as yet & she likes to be noticed in ways that a Primary child would be - arriving 1st to chat to the teacher - that type of thing!

23-9-91

Thank you,

Date:

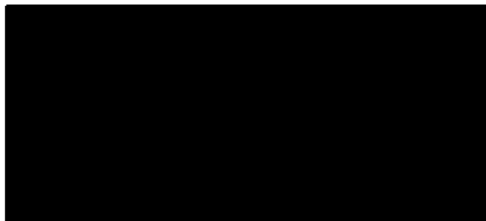
16/9/91

PENILEE SECONDARY SCHOOL

To: Subject: MATHSName of Pupil: LISA PERCYClass: 1E.

I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

Lisa's work is extremely poor. This would appear to be mainly because she finds it almost impossible to understand when she is being asked to do - straightforward 'sums' she can usually manage. Her behaviour is good but she does not usually ask for help when she is in difficulty - merely sits quietly and gazes into space - I feel she needs individual attention almost all the time - there is impossible in the present classroom set-up. She is not able to cope with most of the present 1st year course.

Date: 16/9/91ance.

PENILEE SECONDARY SCHOOL

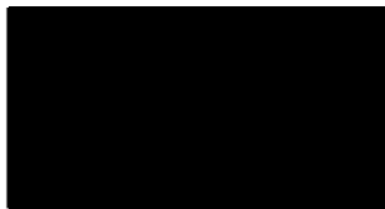
To:  Subject: FRENCH

Name of Pupil: LISA PERCY

Class: 1/E

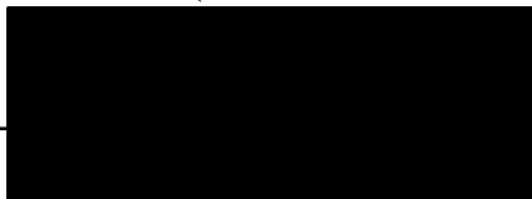
I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

Early days yet for an entirely new subject but Lisa appears to be a good natured, conscientious pupil. She ~~is~~ is attentive in class and seems interested in the subject. Her behaviour is good, she is doing fine at present.



Thank you,

Date: 16/9/91



PENILLEE SECONDARY SCHOOL

To: 

Subject: Home Economics

Name of Pupil: Lisa Perry

Class: 1E

I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

Lisa seems to day dream - although
 She causes no problems in class - slow
 with work - assessment poor
 Very poor ability -
 forgetful - no money for cooking, apron etc

Sorry I cannot give very much information
 She has not made her mark as yet
 Fairly quiet in class Seems rather anxious
 Strange wee girl

Thank You,

Date: 16/9/91

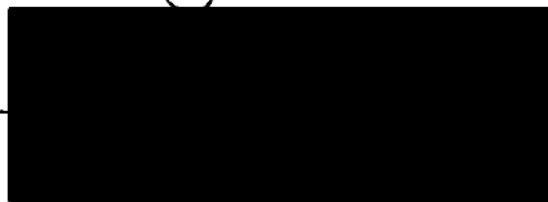


To: Subject: Learning SupportName of Pupil: LISA PERCYClass: 1E

I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

So far I have found Lisa to be willing to please and hard-working within what appears to be her very limited abilities. I see her in English one period per week, and in Maths one period. She seems to be struggling greatly in English and made little of a task giving street directions, even with enormous teacher input. In Maths, she showed no certainty in basic processes and cannot interpret problems on her own. When given sets of "sums", she performs much better, but even then there are ^{elements} ~~areas~~ of subtract which she has not grasped. She can read aloud quite well, but given the difficulties I have mentioned above, I suspect she does not understand much of what she reads. She is enthusiastic about coming along to a paired reading scheme I have started, and so far has done all the preparation (also homework in Maths). I have not found her behaviour to be a problem so far.

Thank you.

Date: 16/9/91

PENILEE SECONDARY SCHOOL

To:  Subject: English
Name of Pupil: Lisa Percy
Class: 1E

I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

Lisa's work is extremely poor and she has severe learning difficulties. If it were not for the support of  and  she would have trouble coping with the work of the class. She has made no contribution to any oral work.

She is quiet and well behaved.

Thank You,

Date: 16/9/91



To:  Subject: Science
Name of Pupil: Lisa Percy
Class: 1E

I would be very grateful if I could have your remarks on the quality of work, attitude, ability, and behaviour of the above-named pupil along with any other comments you care to offer.

Lisa!

I thought at first that she was rude, before I realised how spaced out she is!

However, she appears to be quite open - naive, even. She had not done homework on one occasion, and I put a wee note in her book to tell her mother. Mother appears interested and supportive and keen that we take an interest in her work.

She is completely unable to answer orally in class, because she does not understand the work. Her written work is neat, but very inaccurate.

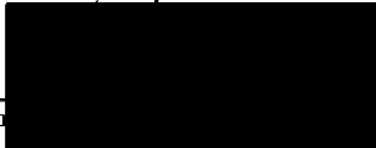
Needs a degree of protection, I'd say



Thank You,

Date:

16/9/91


P

ance.

Psychological Services
South-West Area
Govan Office
102 Copland Road
Glasgow G51 2RR
[REDACTED]

 Strathclyde
Department of
Education

Glasgow Division

A nuclear-free zone authority 

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 29 October 1991

[REDACTED]
15 Oxtan Drive

GLASGOW

G52 2EL

Dear [REDACTED]

I regret that you were unable to attend either of the past two appointments offered to yourselves with regard to discussing Lisa's progress in Penilee Secondary.

I would very much appreciate it if you could come into the school on Thursday 31 October at 9 am. Please let me know as soon as possible if this is inconvenient and we can arrange an alternative time.

I look forward to meeting you soon.

Yours sincerely

[REDACTED]
Educational Psychologist

cc to HT Penilee Secondary School
Guidance ✓
[REDACTED]

Psychological Services
South-West Area
Pollok Office
75 Househillwood Crescent
Glasgow G53 6BG
Tel [REDACTED]



Strathclyde
Department of
Education
Glasgow Division

A nuclear-free zone authority

An equal opportunities authority

Your ref

Our ref

Date

8 March 1990

[REDACTED]
Head Teacher
Levern Primary School
Drumbeg Drive
GLASGOW
G53

Dear [REDACTED]

Lisa Percy (17.1.80)
224 Glenlora Drive GLASGOW G53

We had a meeting in school on 1 March 1990 to review Lisa. This was attended by [REDACTED] Parent, yourself, [REDACTED] - Class Teacher, [REDACTED] - Specialist Teacher and myself. Each person outlined their impressions of Lisa.

[REDACTED] felt that Lisa had come on better since she had come to Levern Primary. While she has made progress with her work she recognised that her number work was a problem. Lisa is happy to come to school. She has one particular friend, [REDACTED]. She has a vivid imagination. At home she tends to be quite immature and often plays with younger children. She can instigate things with her sister and brother.

[REDACTED] felt that Lisa had settled socially in Levern and did not experience the degree of behaviour problems she had in her previous school. She expressed concern about the move to secondary school.

[REDACTED] finds Lisa immature eg playing with dolls in class. The topic work in class can often go above her. Her attention span is short and she needs frequent attention. She generally seems happy in school. She needs to be kept busy or she can become disruptive. Her number work is poor and she has problems grasping tens and units. Her reading is progressing and she is becoming more fluent. She tends not to listen readily even when explanations are given.

[REDACTED] felt that overall Lisa presents as a slow learner with no evidence of specific learning difficulties. A lot of problems arise because Lisa does not plan, monitor or check what she does. She seems happy in school and displays no upset about her work difficulties.

[REDACTED] felt Lisa's concentration and co-operation to be better. Her reading has improved. In her number work she often

[REDACTED]

8 March 1990

has the concepts but has difficulty applying them. A lot of the problem lies with Lisa's learning style. She is very impulsive in her approach. If she is interested in something she can give a better performance.

Recommendations

1 Short term

- a) In class Lisa needs talked through tasks as much as possible to help encourage pre-planning. She needs to stop and think. It is also helpful if she can be encouraged to check her work afterwards.
- b) For her number work it would be helpful if she used a number line. She could also use a calculator to check her work.
- c) At home [REDACTED] agreed to do an exercise with Lisa for homework. Again Lisa should: talk through what she is supposed to do; do the exercise; and check it.

2 Long term

The issue of Lisa's transfer to Secondary School needs to be looked at nearer the time.

Review

A review should take place May/June 1990.

Yours sincerely

[REDACTED]

Senior Educational Psychologist

cc [REDACTED] 224 Glenlora Drive G53
Specialist Teacher



A nuclear-free zone authority

An equal opportunities authority

Your ref

Our ref

Date

27 February 1990

Head Teacher
Levern Primary School
Drumbeg Drive
GLASGOW
G53

Dear

Lisa Percy (17.1.80)
224 Glenlora Drive GLASGOW G53

Lisa was referred as she is 'well below the class standard - very slow progress'.

We would like to feedback our assessment of Lisa.

Intellectual Skills

Lisa was assessed on the Wechsler Intelligence Scale for Children - Revised on 19 May 1989 with the following results:

Verbal Scale IQ	-	70
Performance Scale IQ	-	80
Full Scale IQ	-	73

The results suggest that Lisa is of below average ability. While there was a slight tendency for her to be better on Performance tasks, subtests tended to be uniformly poor.

Personality

Lisa seems as though she is in 'a world of her own' some of the time. She presents as very immature and as impulsive in her approach. While she has difficulty with her work and gives poor or incorrect responses she presents as unconcerned or unaware of this. She has a 'happy-go-lucky' attitude and does not seem to be unhappy in school.

Specific Learning Difficulties

Concerns have been expressed that Lisa may have underlying specific learning difficulties. The Aston Index was administered 31 January 1989 when she was 9 years old with the following outcome:

Visual Sequential Memory (Pictorial)	-	above 9½ year level
Auditory Sequential Memory	-	above 9½ year level
Sound Blending	-	above 9½ year level
Visual Sequential Memory (Symbolic)	-	above 9½ year level
Sound Discrimination	-	9½ year level

27 February 1990

On 13 February 1990 she was able to cope with sequencing tasks such as relating the days of the week, and the months of the year. She could count in 2s, 3s, and 5s.

There do not, therefore, seem to be any evident indications of underlying specific learning difficulties.

Reading Skills

The following reading tests were administered:

Neale Analysis of Reading Ability (13.2.90)

Reading Accuracy	-	8years 3months
Comprehension	-	8years 7months
Reading Rate	-	8years 6months

Burt Word Recognition Test (15.2.90) Reading Age 8y 5m

Salford Test (15.2.90) Reading Age 8.3years

Spar Group Reading Test (15.2.90) Reading Age 7.7years

The results in the last test are lower due to Lisa's impulsive approach to a multiple choice test. When some of her answers were read back to her she could correct them.

Generally, her reading has considerably improved in the last year. Her word attack skills are well established and she can decode polysyllabic words.

Spelling

Spar Spelling Test (15.2.90) Spelling Age 8.2years

Lisa is at the stage of applying her phonic knowledge to the spelling task and errors are usually reasonable phonic alternatives. She still has problems with b/d confusion.

Number Skills

Nottingham Number Test (15.2.90) Concepts Quotient	-	90
Skills Quotient	-	76
Number Quotient	-	87

Lisa has made progress but still has great difficulty retaining basic bonds. Her grasp of number concepts is much more secure than her mastery of number skills. This helps her use number aids. A calculator may be useful at a later stage.

Conclusion

Lisa presents generally as of poor ability with no evidence of specific learning difficulties. Her motivation is poor. She is

[REDACTED]
27 February 1990

impulsive in her approach and consequently poor at self-monitoring and self-correction.

She has been making progress in her basic attainments but will continue to require a great deal of support and over-learning. Particularly in the area of number work alternative approaches seem indicated.

Yours sincerely

[REDACTED]
Senior Educational Psychologist

cc [REDACTED] Specialist Teacher

A nuclear-free zone authority 

An equal opportunities authority

Your ref

Our ref 

Date 3 February 1989

Head Teacher
Levern Primary School
Drumbeg Drive
GLASGOW
G53

Dear 

Re Lisa Percy (17.1.80) 224 Glenlora Drive

Thank you for arranging for me to see Lisa in school, on 2 occasions ie 25 and 30 January 1989.

Lisa is much calmer and quieter than when I saw her about 2 years ago. She settled to work readily and her concentration was reasonable in the one-to-one situation. However, she was still inclined to fiddle about with crayons etc and she had to be pulled up on several occasions for answering impulsively and inappropriately. In written work she would often self-correct errors (eg b/d substitution) when asked to check her work.

Reading

Lisa read to me from her current reader Link Up Book 8c; she made several errors in her prepared page, reading "purr" for pure, "came" for cause. In reading tests, also, she often used the initial letter or initial blend clue, then guessed impulsively. When she was reminded to use her phonic skills, she could often decode a word correctly. Generally, her comprehension, tested by her ability to answer questions or complete sentences, was weak. She is reading about the 7½ year level.

Phonics

Lisa has made considerable progress in this area, in that she can identify sounds within words, give examples of rhymes, and recognise and read consonant blends and several vowel digraphs. However further practice of more complex phonic skills would assist her reading fluency.

Writing and Spelling

Lisa uses print script, which is quite legible but poorly lined up. She did a piece of 'free writing' which was completed very rapidly in an untidy scrawl, but in spelling tests her writing was fairly neat. Spelling errors were mainly reasonable phonic alternatives (eg "ollreday" = already) but she occasionally confused b/d and made some unusual errors (eg "hellow" = yellow).

2

3 February 1989

Mathematics

In this area, also, Lisa has made progress, at a steady rate over 2 years. However, she is still very dependent on counting aids such as her ruler and would benefit from practice to help her master basic bonds.

Conclusion

Since the last assessment, Lisa has made progress, especially in number-work. Many of her earlier difficulties in perceptual skills are no longer in evidence, although she still has difficulties in concentrating on a task and her written work shows impulsive errors and some visual-auditory confusion. Further assessment will be carried out in this area and meantime Lisa would benefit from regular practice in phonic skills and number bonds.

Yours sincerely

Remedial Specialist



Head Teacher
Gowanbank Primary School
20 Overtown Avenue
GLASGOW
G53 6JB

Your ref

Our ref

Date 7 May 1987

Dear

Re: Lisa Percy (17.1.80)

The results of the assessment carried out in February this year are as follows:

Stanford Binet Intelligence Scale - within the average range, with difficulties in perceptual motor skills, sequential memory and comprehension.

- 6y. 2m. (C.A. - 7y. 1m.)

Number (Basic number diagnostic test) - 7 years. She is competent at reciting, naming, copying, writing, counting and selecting numbers up to 25 and can do simple addition and subtraction, using concrete aids.

These scores, however, give little insight into Lisa's undoubted difficulties. Although the problems identified in the intelligence test, and confirmed and elaborated on in report, are not sufficient on their own to account for her difficulties, in combination with Lisa's extreme distractibility and need for attention, could account for the learning difficulty.

The most productive way of tackling this is by behavioural methods aimed at increasing her span of attention - reinforcing acceptable "mature" behaviour.

I will continue to work with Lisa, her parents and her teacher to try to establish this.

Yours sincerely

Educational Psychologist

Gowanbank Primary School,

Copy for Progress Records

20 Overtown Avenue,

GLASGOW, G53 6JB.

12th February, 1987.

LISA PERCY
224 GLENLORA DRIVE
GLASGOW, G53.

D.O.B. 17. 1.80.

- 1) Lisa constantly has to be 'touching' other children.
- 2) She has been in trouble many times for physically hurting other children. (pushing, kicking, hitting, fighting).
- 3) Lisa finds everything amusing - she smiles even when getting into trouble for some misdemeanour. She doesn't seem to care that she has done wrong.
- 4) Lisa has a very short span of concentration, even when interested.
- 5) Lisa cannot remember instructions. Everything must be repeated (sometimes three or four times, to her personally) before she will obey instructions.
- 6) Lisa mutters incessantly, disturbing the class. Even during a concentrated 'teaching time' she makes some sort of noise - humming, singing, talking, most of the time.

6py for H.T.

Gowanbank Primary School,

20 Overtown Avenue,

GLASGOW, G53 6JB.



Strathclyde
Department of
Education
Glasgow Division

12th February, 1987.

LISA PERCY
224 GLENLORA DRIVE
GLASGOW, G53.

D.O.B. 17. 1.80.

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Report by class teacher



P3.

H.T.

Gowanbank Primary School,

20 Overtown Avenue,

GLASGOW, G53 6JB.

Copy for Progress Records

12th February, 1987.

LISA PERCY
224 GLENLORA DRIVE
GLASGOW, G53.

D.O.B. 17. 1.80.

- 1) Lisa constantly has to be 'touching' other children.
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- 6) Lisa mutters incessantly, disturbing the class. Even during a concentrated 'teaching time' she makes some sort of noise - humming, singing, talking, most of the time.

PRIMARY SCHOOL RECORD

Name of school **HILLINGTON PRIMARY** **P4 to P7**

Any remedial instruction:

Programmed learning:

Name of pupil **Lisa Percy**

Class **P. 7a**

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satisfactory	Unsatisfactory

SUBJECT	Special aptitude	Inter-ested	Shows little interest
---------	------------------	-------------	-----------------------

LANGUAGE SKILLS

LISTENING	rarely distracted	☐	☒	☐
	<i>fairly</i> attentive	☒	☐	☒
	easily distracted	☐	☐	☐

Remarks: *Can occasionally be distracted*

SPOKEN ENGLISH	communicates fluently	☐	☒	☐
	<i>fairly</i> communicates satisfactorily	☒	☐	☒
	has difficulty	☐	☐	☐

Remarks: *Participates in some class discussion*

READING	skilled	☐	☒	☐
	competent	☐	☐	☐
	has difficulty	☒	☐	☒

Remarks: *Has difficulty with fluency, pronunciation and comprehension*

WRITTEN ENGLISH	communicates fluently	☐	☒	☐
	communicates satisfactorily	☐	☐	☐
	has difficulty	☒	☐	☒

Remarks: *Experiences difficulties with many aspects of her written work*

MATHEMATICAL SKILLS

HANDLING PRACTICAL PROBLEMS	special aptitude	☐	☒	☐
	competent	☐	☐	☐
	has difficulty	☒	☐	☒

Remarks: *Needs individual attention*

COMPUTATION	firm grasp	☐	☒	☐
	competent	☐	☐	☐
	uncertain	☒	☐	☒

Remarks: *Unsure of basics*

CENTRES OF INTEREST

Social studies	☐	☒	☐
Science	☐	☒	☐

INTERESTS AND APTITUDES

Creative art and crafts	☐	☒	☐
Dramatic activities	☐	☒	☐
Recreative reading	☐	☒	☐
Creative writing	☐	☒	☐
Musical activities	☐	☒	☐
Instrumental tuition	☐	☐	☐
Physical education	☐	☒	☐
Other languages	☐	☐	☐

ATTENDANCES

POSSIBLE	ACTUAL
97	86

COMMENTS: *Lisa has problems with Language and Maths but is a very willing, co-operative pupil.*

Teacher)
Teacher)

June 11 (date)

* Enter tick in appropriate box

PRIMARY SCHOOL RECORD

P4 to P7

Name of school **LEVERN PRIMARY**

Any remedial instruction:

Programmed learning:

Ginn Simon - Maths
Gowrie
SRA
SPMG

Name of pupil **Lisa Percy**

Class **P4/5**

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satis- factory	Unsatis- factory

LANGUAGE SKILLS

LISTENING	rarely distracted	☐	☒	☐	☐
	attentive	☐	☒	☐	☐
	easily distracted	☒	☐	☐	☒

Remarks:

SPOKEN ENGLISH	communicates fluently	☐	☒	☐	☐
	communicates satisfactorily	☒	☐	☐	☒
	has difficulty	☐	☐	☐	☐

Remarks:

READING	skilled	☐	☒	☐	☐
	competent	☐	☒	☐	☐
	has difficulty	☒	☐	☐	☒

Remarks:

WRITTEN ENGLISH	communicates fluently	☐	☒	☐	☐
	communicates satisfactorily	☐	☒	☐	☐
	has difficulty	☒	☐	☐	☒

Remarks:

MATHEMATICAL SKILLS

HANDLING PRACTICAL PROBLEMS	special aptitude	☐	☒	☐	☐
	competent	☐	☒	☐	☐
	has difficulty	☒	☐	☐	☒

Remarks:

COMPUTA- TION	firm grasp	☐	☒	☐	☐
	competent	☐	☒	☐	☐
	uncertain	☒	☐	☐	☒

Remarks:

SUBJECT	Special aptitude	Inter- ested	Shows little interest
---------	---------------------	-----------------	-----------------------------

CENTRES OF INTEREST

Social studies	☐	☒	☐
Science	☐	☒	☐

INTERESTS AND APTITUDES

Creative art and crafts	☐	☒	☐
Dramatic activities	☐	☒	☐
Recreative reading	☐	☒	☐
Creative writing	☐	☒	☐
Musical activities	☐	☒	☐
Instrumental tuition	☐	☐	☐
Physical education	☐	☒	☐
Other languages	☐	☐	☐

ATTENDANCES

POSSIBLE	ACTUAL
378	348

COMMENTS:

Lisa's work improves when she is given individual attention, but more concentration is needed.

(Class Teacher)

(Head Teacher)

(date)

12 1/2 %

Name:- Lisa

16 JUN 1989

P5. Date. 25. 5. 89.

LETTER

Write a letter to your friend to thank him/her for your birthday present:-

Der [redacted] I hop you Lick Lovr birthday
a present I gave you did you open it
yet I Lick it visit you but I want
I will Lick it see how you get on with
your little sister and she is only
4 hers old my dad & mum sed
they will bring me up tomoro
and I will bring you up a present
and tell your little sister I am
coming up to see her and
how Peter de good.

18.99
Glasgow
Glasgow
(1)

Instructions

you need a bit of dread put it
in the test tube Plug it in and the
wait for a couple of minutes until it
is made
and then bring it out and ~~that's~~
it ready.

(3)

Lisa Percy

Spelling

1/2
20.

feel d x
 friend x
 Christmas x
 her sder day x
 short x
 polock x
 february x
 tuesday x
 ckelace x
 alwd x
 wich x
 telavishon x
 seanter x
 hoping ✓
 feth x
 ringt x
 breackfast x
 sinse x
 town x
 b - her.

1/2
10.

Dictation

the lady with the lamb
 in the her in 19-20 a
 doctor was born to ~~write~~
 misintyeat.

she lay in her grad
 smiling, away won
 seed she was a (she was)
 baling baby

the in tentead grow up
 to be a intenter,
 chentl honne wooman
 how gkerd for weeck and
 for ekild.

but she felt that she felt
 a doll leaslas inuk,
 and won day she desidered
 that she wanted to be
 a nurse.

And she deck a in a nurse?
 in spit of the fat the
 no would her to do so.
 So.

In thos des thor wer no
woman nurses.

1/10.

hisa percy p45 - April 8, 1999

~~interpretation~~ story

folded reef
faded miles
sailor across
aboy marsh
south palm
coral gold

buccaneer discover
parchment parrot
island pacific
latitude latitude
longitude longitude
galleon galleon

0

Mr. (3)

Interpretation
Their mother made them put on
their wellingtons. he was two years younger
because they thought their
friends would laugh at them
because of all the fuss. They
thought it would be fun to
have boats and so each of them
looked round for a piece of wood.
They held their boats in
the water and let go of them at
the same time. Away raced
the boats they crossed the banks
of the stream taking up the boys
scattered along the banks
of the stream trying to keep up with
their boats. Then

(2)

Lisa Percy

I saw the boy standing over
the road
they put on their shoes and coats
in the cloak room
I saw a dead dog down the road.

Lisa persy p 4/5 April 8

1a

February, March, April, May, June July

1b

ape, acorn, apple, arm,

1c

semigular-plural (Fly. - arm daisy - apple
Man - ape they - fur backin -
Motorway - traffic -

3a)

There being twenty sweets in the box

1b sing the sun correct

1c she had last to finish her work

1d when she the boys at home?

1e When ape the people going?

4a)

We bought sugar butter tea and coffee in the shop:

1b) September October November and December over the last four months of the year.

badly duller angry delicious

1a The angry man shook his fist at me.

1b The boat was painted a very delicious color.

1c The girl's lunch was badly

1d The boy cut his knee badly

5%

WBA

$$\frac{6\frac{1}{2}}{120}$$

1	1 00,109	x ✓
2	5 00,4	
3	10 00,90	x
4	32095 063	x
5	200014	x
6	17001907	x
7	14 00,806	✓
8	99 00,9062	x
9	30 00,5	x
10	40 00,10	x
11	58 6	x
12	38	x
13	9	x
14	19	x
15		
16		
17	40	
18	9 0	x
19	28 7	x
20	3 6	x

$$\frac{1}{20}$$

$$\begin{array}{r}
 \text{Add } 1498 \\
 206 \\
 5272 \\
 + 10025 \\
 \hline
 71110 \times
 \end{array}$$

$$\text{Add } 1764 + 27 + 902 + 6$$

$$\begin{array}{r}
 17 \\
 + 64 \\
 \hline
 27 \\
 6181
 \end{array}$$

$$\begin{array}{r}
 92 \\
 + 06 \\
 \hline
 98 \times
 \end{array}$$

$$\begin{array}{r}
 7208 \\
 - 1925 \\
 \hline
 9151 \times
 \end{array}$$

$$(813 + 204) - 39$$

$$\begin{array}{r}
 81 \\
 + 3 \\
 \hline
 111
 \end{array}
 \quad
 \begin{array}{r}
 204 \\
 - 39 \\
 \hline
 190 \times
 \end{array}$$

$$\begin{array}{r}
 5097 \\
 - 2389 \\
 \hline
 3012 \times
 \end{array}$$

Write out these numbers.

- a) Eight thousand, seven hundred and thirty

9007030 $\times$
- b) Four thousand and eighty two

40092 $\times$
- c) Nine thousand and five

9005 $\checkmark$

What is the number BEFORE 1880 1810 $\times$

AFTER 2079 2010 $\times$

Box A has 26 pencils
 Box B has 26 pencils
 Box C has 30 pencils
 Box D has 18 pencils

a) How many pencils altogether?
 20

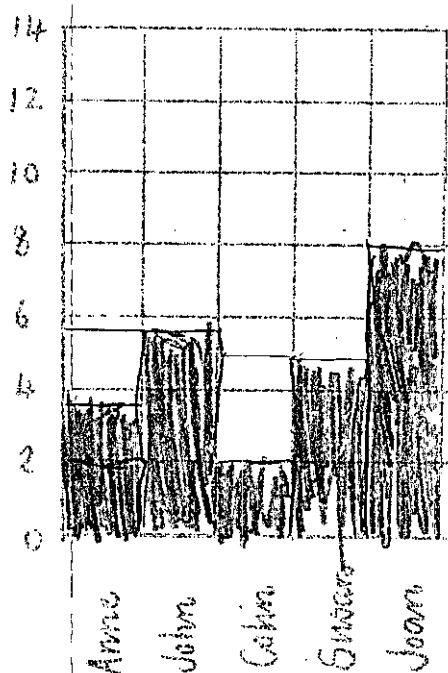
b) 4-1 get broken. How many are left? 29

17 $\times$

Name _____ Class _____ Date _____

A shop usually opens at 9.15 am. The owner is 25 minutes late. When will the shop open now? 9.30 am X

A bus arrives at 12.55 p.m. It leaves the station 10 minutes later. When does it leave? 12.50 p.m. X



These tally marks show the number of pencils people have -

Anne |||| |||| X

John |||| X

Colin |||| |||| ? X

Susan |||| |||| |||| X

Joan |||| X

Draw this on the graph.

Measure these lines

50.00

cm

5.00

cm

6.60

cm

Fractions

$$\frac{1}{3} = \frac{3}{9} \checkmark$$

$$\frac{5}{10} = \frac{10}{50} \times$$

$$\frac{9}{12} = \frac{12}{24} \times$$

$$\frac{4}{7} = \frac{16}{4} \times$$

$$\frac{2}{11} = \frac{6}{12} \times$$

$$\frac{2}{3} = \frac{16}{2} \times$$

①

$$\frac{24}{30} = \frac{30}{5} \times$$

$$\frac{15}{21} = \frac{12}{7} \times$$

$$\frac{22}{33} = \frac{2}{72} \times$$

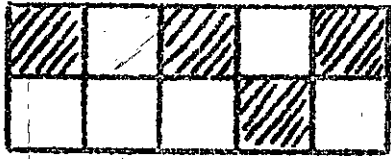
$$\frac{14}{28} = \frac{2}{24} \checkmark$$

Name _____

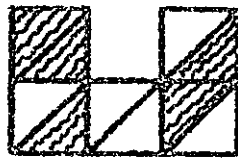
P5 DATE:- _____

These shapes are divided into tenths.

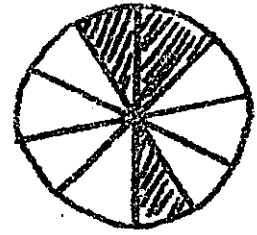
A.



B.



C.



Write the coloured part as a decimal fraction:-

A = $\frac{4}{10}$ x

B = $\frac{4}{10}$ x

C = $\frac{3}{10}$ x

What decimal fraction is NOT coloured:-

A = $\frac{6}{10}$ x

B = $\frac{5}{10}$ x

C = $\frac{7}{10}$ x

0

Write these as DECIMAL fractions:-

$1\frac{1}{10} = \frac{11}{10}$ x

$4\frac{2}{10} = \frac{42}{10}$ x

$5\frac{9}{10} = \frac{59}{10}$ x

$6\frac{1}{10} = \frac{61}{10}$ x

$2\frac{9}{10} = \frac{29}{10}$ x

$3\frac{2}{10} = \frac{32}{10}$ x

$21\frac{6}{10} = \frac{216}{10}$ x

$4\frac{2}{10} = \frac{42}{10}$ x

0

John bought a rake for £4.65 and a hoe for £3.79. What was the total cost?

£4.64

£3.78

£3.79

0

Claire had £5.00. She bought some plants for £1.69. How much did she have left?

£6.00

£1.68

£1.67

0

The school had £62.00 to spend on the garden.

£66.00

They spent £56.84. How much money had they left?

£56.83

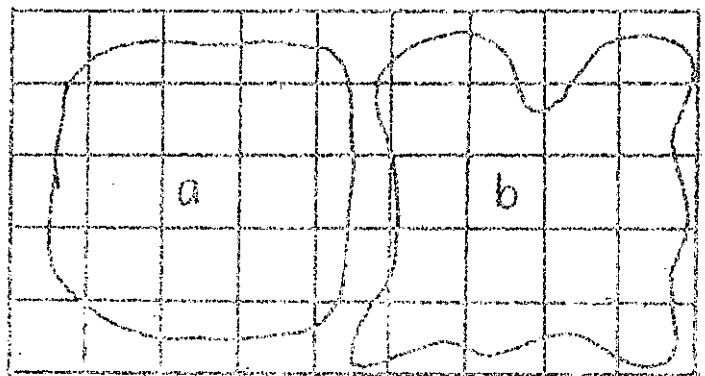
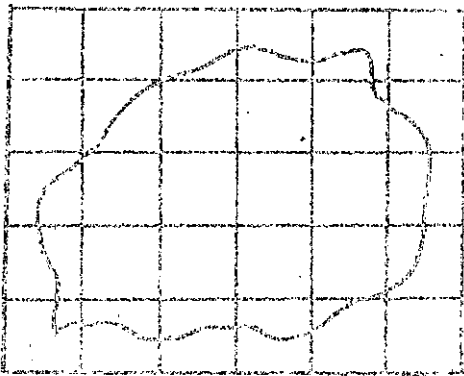
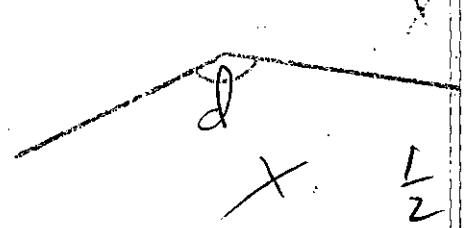
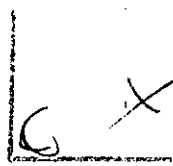
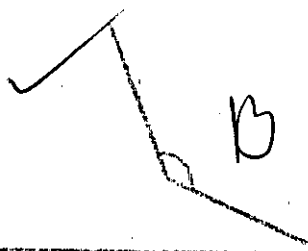
£16.00

0

Name Lisa Class A4/4 ^{3 1/2} 50 Date 24/4/84

Joe swam 17 lengths of the pool which was 25 metres long.
How many metres did he swim altogether? 24 metres

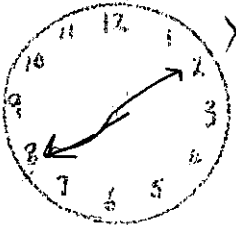
Are these angles ACUTE, OBTUSE or RIGHT angled?



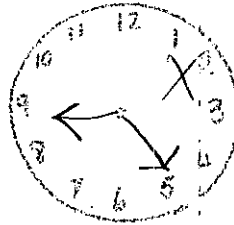
The area of this shape
is about Shape a

Area of a = 500
Area of b = 1000
Which shape is bigger? b

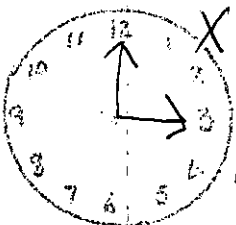
Write the times on both clocks



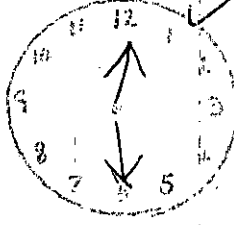
20 past 8
twenty past 8



5 past 9
five past 9



quarter to 3
quarter to 3



half past 12
half past 12

A man had £16.28. He spent ~~£14.99~~ and £1.87.

How much did he have left? $\pounds 16.27$ $\pounds 4.98$ $\pounds 1.86$ $\times$

Multiply

$\begin{array}{r} 1276 \\ \times 6 \\ \hline 4143 \end{array}$	$\begin{array}{r} 3842 \\ \times 13 \\ \hline 3826 \end{array}$	$\begin{array}{r} 7651 \\ \times 8 \\ \hline 7648 \end{array}$	$\begin{array}{r} 8047 \\ \times 97 \\ \hline 4034 \end{array}$	$\begin{array}{r} 2904 \\ \times 6489 \\ \hline 211503 \end{array}$
--	---	--	---	---

A box has 160 rubbers in it.

How many rubbers are in 7 boxes? $6 \times$

Divide

$\begin{array}{r} 210305 \\ 514 \overline{)261} \end{array}$	$\begin{array}{r} 3351814 \\ 7159 \overline{)2} \end{array}$	$\begin{array}{r} 232856 \\ 8134 \overline{)17} \end{array}$	$\begin{array}{r} 18361863 \\ 9124 \overline{)2} \end{array}$
--	--	--	---

Share 824 books between 6 children 6

a) How many do they each get? $6 \times$ b) The teacher takes the extra books. How many is that? $5 \times$

Multiply

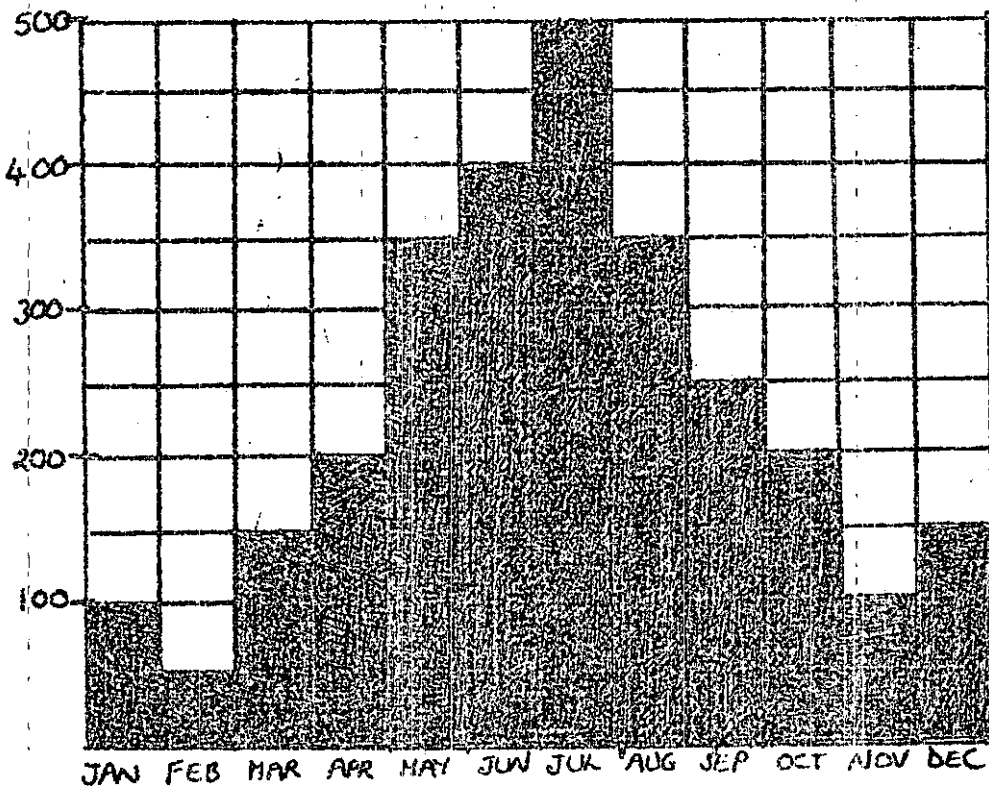
$\begin{array}{r} 416 \\ \times 20 \\ \hline 846 \end{array}$	$\begin{array}{r} 387 \\ \times 70 \\ \hline 8157 \end{array}$	$\begin{array}{r} 441 \\ \times 80 \\ \hline 42631 \end{array}$	$\begin{array}{r} 506 \\ \times 30 \\ \hline 5536 \end{array}$	$\begin{array}{r} 199 \\ \times 50 \\ \hline 5949 \end{array}$
---	--	---	--	--

$\begin{array}{r} 147 \\ \times 27 \\ \hline 12814 \\ 66340 \\ \hline 21400 \end{array}$	$\begin{array}{r} 283 \\ \times 32 \\ \hline 826 \\ 61200 \\ 61206 \\ \hline 8132066 \end{array}$	$\begin{array}{r} 170 \\ \times 64 \\ \hline 2440 \\ 01840 \\ \hline 23400 \end{array}$	$\begin{array}{r} 115 \\ \times 75 \\ \hline 700 \\ 87010 \\ \hline 70100 \end{array}$	$\begin{array}{r} 826 \\ \times 91 \\ \hline 71117 \\ 71870 \\ \hline 51700 \end{array}$
--	---	---	--	--

Name _____

Look at the graph of choc-ices sold in a year. Answer the questions.

CHOC-ICES
SOLD



Months of the Year

- In which month were most ices sold? January X
- In which month were fewest ices sold? February ✓
- How many more ices were sold in January than in February? March X
- How many fewer were sold in November than in April? April X
- Which 2 months each had a sale of 150 ices? March X
- How many ices were sold in the year? Calico X

PRIMARY SCHOOL RECORD

P1 to P3

Name of school Levern Primary

COMMENTS ON READINESS for:	
Reading:	<u>Very sticky.</u>
Number:	<u>Has not yet reached Primary 3 level.</u>
Handwriting:	<u>Fair.</u>

LEARNING METHOD	
Reading:	<u>Link Up</u>
Number:	<u>S.P.M.G.</u>
Handwriting:	<u>Gowdie.</u>

Any special help required:	<u>All subjects</u>
----------------------------	---------------------

ATTENDANCES	
POSSIBLE	ACTUAL

Name of Pupil Lisa Percy

Class P2/3

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satisfactory	Unsatisfactory
LISTENING	rarely distracted	☐	☐
	attentive	☐	☐
	easily distracted	☒	☒
Remarks:			
SPOKEN ENGLISH	communicates fluently	☐	☐
	communicates satisfactorily	☒	☒
	has difficulty	☐	☐
Remarks:			
READING	skilled	☐	☐
	competent	☐	☐
	has difficulty	☒	☒
Remarks:			
NUMBER	has special aptitude	☐	☐
	competent	☐	☐
	uncertain of processes	☒	☒
Remarks:			

ABILITY TO EXPRESS IDEAS through:			
painting, drawing and modelling	special aptitude	☐	☐
	competent	☒	☐
	has difficulty	☐	☐
movement	special aptitude	☐	☐
	competent	☒	☐
	has difficulty	☐	☐
speech	special aptitude	☐	☐
	competent	☒	☐
	has difficulty	☐	☐
writing	special aptitude	☐	☐
	competent	☒	☐
	has difficulty	☐	☐

SPECIAL INTERESTS:

* Enter tick in appropriate box

ADDITIONAL COMMENT IF REQUIRED: Although Lisa has just been admitted to this school her lack of concentration is evident.

[Signature] (Class Teacher)
[Signature] (Head Teacher)
June 1987. (date)

PRIMARY SCHOOL RECORD

P4 to P7

Name of school

Levern Primary

Any remedial instruction:

Reading help.
Working on Pr 3 Maths-

Programmed learning:

Link up Book 8d
S.P.M.G (level 1)
Gourdie

Name of pupil

Lisa Percy

Class

Primary 4

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satisfactory	Unsatisfactory

LANGUAGE SKILLS

LISTENING	rarely distracted	☐	☒	☐
	attentive	☐	☒	☐
	easily distracted	☒	☐	☐

Remarks: Finds it difficult to concentrate.
Tends to annoy others

SPOKEN ENGLISH	communicates fluently	☐	☒	☐
	communicates satisfactorily	☒	☐	☒
	has difficulty	☐	☐	☐

Remarks:

READING	skilled	☐	☒	☐
	competent	☐	☒	☐
	has difficulty	☒	☐	☐

Remarks:

WRITTEN ENGLISH	communicates fluently	☐	☒	☐
	communicates satisfactorily	☐	☒	☐
	has difficulty	☒	☐	☐

Remarks:

MATHEMATICAL SKILLS

HANDLING PRACTICAL PROBLEMS	special aptitude	☐	☒	☐
	competent	☐	☒	☐
	has difficulty	☒	☐	☐

Remarks:

COMPUTATION	firm grasp	☐	☒	☐
	competent	☐	☒	☐
	uncertain	☒	☐	☐

Remarks: Making slow progress.

SUBJECT	Special aptitude	Interested	Shows little interest
---------	------------------	------------	-----------------------

CENTRES OF INTEREST

Social studies	☐	☒	☐
Science	☐	☒	☐

INTERESTS AND APTITUDES

Creative art and crafts	☐	☒	☐
Dramatic activities	☐	☒	☐
Recreative reading	☐	☒	☐
Creative writing	☐	☐	☒
Musical activities	☐	☒	☐
Instrumental tuition	☐	☐	☐
Physical education	☐	☒	☐
Other languages	☐	☐	☐

ATTENDANCES

POSSIBLE	ACTUAL
318	336

COMMENTS:

Lisa needs lots of individual attention. She has great difficulty in settling down to work.

[Redacted Signature]

(Teacher)

(Teacher)

June 88 (date)

* Enter tick in appropriate box

PRIMARY SCHOOL RECORD

P1 to P3

Name of school

COMMENTS ON READINESS for:	
Reading:	Completed Link Up Book 4 to 6 Reading satisfactory
Number:	number work poor, unable or unwilling to do written work - poor concentration
Handwriting:	Very poor

LEARNING METHOD	
Reading:	hook & Say & Phonics
Number:	SPMG Infant Mathematics Stage 1
Handwriting:	Gourdie

Any special help required:

ATTENDANCES	
POSSIBLE	ACTUAL
400	356

Name of Pupil Lisa Percy

Class P1a

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satisfactory	Unsatisfactory
LISTENING	rarely distracted	☐	☐
	attentive	☐	☐
	easily distracted	☒	☒
Remarks: Power of concentration is very poor. Tends to distract others.			
SPOKEN ENGLISH	communicates fluently	☐	☐
	communicates satisfactorily	☒	☒
	has difficulty	☐	☐
Remarks:			
READING	skilled	☐	☐
	competent	☒	☒
	has difficulty	☐	☐
Remarks: She has shown good progress with reading but still needs additional individual help. Lisa now enjoys reading.			
NUMBER	has special aptitude	☐	☐
	competent	☐	☐
	uncertain of processes	☒	☒
Remarks: Finding number work difficult but is capable of doing more than she does.			

ABILITY TO EXPRESS IDEAS through:	
painting, drawing and modelling	special aptitude ☐ competent ☒ has difficulty ☐
movement	special aptitude ☐ competent ☒ has difficulty ☐
speech	special aptitude ☐ competent ☒ has difficulty ☐
writing	special aptitude ☐ not copying well from blackboard ☒ competent ☐ has difficulty ☒

SPECIAL INTERESTS:

* Enter tick in appropriate box

ADDITIONAL COMMENT IF REQUIRED:

Lisa tends to be constantly on the defensive with other children and hits out at them on slightest provocation and yet she desperately wants to be friendly.

(Class Teacher)

(Head Teacher)

9/6/85

(date)

PRIMARY SCHOOL RECORD

P1 to P3

Name of school GOWANBANK

LEARNING METHOD	
Reading:	<u>LINK-UP</u>
Number:	<u>SPMG</u>
Handwriting:	<u>Guardie (Ink script)</u>

COMMENTS ON READINESS for:	
Reading:	<u>Book 5 page 18</u> <u>Reading progressing slowly</u>
Number:	<u>Completed Book 1 SPMG Stg 2</u> <u>+ and - to 10.</u>
Handwriting:	<u>Fairly neat though</u> <u>immature</u>

ATTENDANCES	
POSSIBLE	ACTUAL
400	345

Any special help required:

Name of Pupil LISA PERCY

Class P2

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satis- factory	Unsatis- factory
LISTENING	rarely distracted attentive easily distracted	☒	☒
Remarks: <u>Lisa finds it very difficult to concentrate during listening times. Tends to annoy other children</u>			
SPOKEN ENGLISH	communicates fluently communicates satisfactorily has difficulty	☒	☒
Remarks:			
READING	skilled competent has difficulty	☒	☒
Remarks: <u>If Lisa is in the mood she tries but her progress is very slow. Needs to practise constantly at home</u>			
NUMBER	has special aptitude competent uncertain of processes	☒	☒
Remarks: <u>Now beginning to understand basic subtraction and addition - however she cannot settle to do her work.</u>			

ABILITY TO EXPRESS IDEAS through:	
painting, drawing and modelling	special aptitude competent has difficulty
movement	special aptitude competent has difficulty
speech	special aptitude competent has difficulty
writing	special aptitude competent has difficulty

SPECIAL INTERESTS:

* Enter tick in appropriate box

ADDITIONAL COMMENT IF REQUIRED:

Lisa needs more individual attention than is possible to give her in a class situation. Lisa's behaviour in the playground is becoming very disruptive and is upsetting other children.



June 80 (date)

ss Teacher)
ad Teacher)

LEVERN PRIMARY SCHOOL

Dear Parent.

I am instructed by the Scottish Education Department to ask for the confidential information detailed below in order to complete the Pupil's Progress Card

Christian name(s)

Surname

LISA

PERCY

1. Address:-

Tel. No.

226 GLENORA DR G555N

2. Date of Birth:-

Number of children in family

Day Month Year
17 01 80

Position in family
(e.g. 'eldest')

3.....
'ELDEST'

3. Name of Parent/Guardian:-

Occupation:-

UNEMPLOYED

Employer:-

Tel. No.

4. Mother's Employer:-

Tel. No.

* 5. Emergency Contact

Tel. No.

Address 71 POTTERHILL RD.

Relationship GRANDMA

6. Family Doctor:-

Tel. No.

118 LEVERNSIDE RD.

* Please note that the 'Emergency Contact' should live locally and be able to take your child in if necessary.

To keep the progress card up to date it will also be necessary to inform the school of any changes at columns 1, 2, 3, 4, 5 and 6.

Yours faithfully,

N.B. GALLACHER

Head Teacher.

STRATHCLYDE REGIONAL COUNCIL

BY REQUEST OF GLASGOW DIVISION -- EDUCATION DEPARTMENT

NAME OF CHILD:	LISA PERCY
ADDRESS:	224 GLENLOCA DR. GLASGOW G53 63N
HOME TEL. NUMBER:	[REDACTED]
DATE OF BIRTH:	17-1-1980
NO. OF CHILDREN IN FAMILY:	TWO
POSITION OF ENTRANT:	FIRST CHILD
NAME OF PARENT OR GUARDIAN:	[REDACTED]
OCCUPATION:	UNEMPLOYED.
EMPLOYER:	
TEL. NUMBER	
MOTHER'S EMPLOYER:	HOUSEWIFE
TEL. NUMBER:	
EMERGENCY CONTACT:	[REDACTED]
ADDRESS:	245 GLENLOCA DR. G53.
TEL. NUMBER:	[REDACTED]
RELATIONSHIP:	SISTER
NAME OF FAMILY DOCTOR:	[REDACTED] EMERGENCY - [REDACTED]
TEL. NUMBER:	SURGERY - [REDACTED]

PRIMARY SCHOOL RECORD

P4 to P7

Name of school

Any remedial instruction:

Programmed learning:

Name of pupil *Lisa Percy*

Class *P.6.*

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satisfactory	Unsatisfactory

SUBJECT	Special aptitude	Interested	Shows little interest
---------	------------------	------------	-----------------------

LANGUAGE SKILLS

LISTENING	rarely distracted	☐	☐	☐
	attentive	☐	☐	☐
	easily distracted	☒	☐	☒

CENTRES OF INTEREST

Social studies	☐	☒	☐
Science	☐	☒	☐

Remarks: *Lisa has a very short attention span and can be disruptive. Does not retain information.*

SPOKEN ENGLISH	communicates fluently	☐	☐	☐
	communicates satisfactorily	☒	☐	☒
	has difficulty	☐	☐	☐

INTERESTS AND APTITUDES

Creative art and crafts	☐	☒	☐
-------------------------	--------------------------	-------------------------------------	--------------------------

Remarks:

READING	skilled	☐	☐	☐
	competent	☐	☐	☐
	has difficulty	☒	☐	☒

Dramatic activities	☐	☒	☐
---------------------	--------------------------	-------------------------------------	--------------------------

Remarks: *Lisa seems unable to continue to follow reading after a short length of time.*

WRITTEN ENGLISH	communicates fluently	☐	☐	☐
	communicates satisfactorily	☐	☐	☐
	has difficulty	☒	☐	☒

Recreative reading	☐	☐	☒
--------------------	--------------------------	--------------------------	-------------------------------------

Remarks: *Lisa is often keen to write but has severe difficulties in all areas.*

Creative writing	☐	☒	☐
------------------	--------------------------	-------------------------------------	--------------------------

MATHEMATICAL SKILLS

HANDLING PRACTICAL PROBLEMS	special aptitude	☐	☐	☐
	competent	☐	☐	☐
	has difficulty	☒	☐	☒

Musical activities	☐	☒	☐
--------------------	--------------------------	-------------------------------------	--------------------------

Remarks:

COMPUTATION	firm grasp	☐	☐	☐
	competent	☐	☐	☐
	uncertain	☒	☐	☒

Instrumental tuition	☐	☐	☐
----------------------	--------------------------	--------------------------	--------------------------

Remarks: *Lisa does not retain anything other than very basic facts but can follow others with individual help.*

Physical education	☐	☒	☐
--------------------	--------------------------	-------------------------------------	--------------------------

Other languages	☐	☐	☐
-----------------	--------------------------	--------------------------	--------------------------

ATTENDANCES

POSSIBLE	ACTUAL
348	325

COMMENTS: *Lisa is usually cheerful in class despite having severe difficulties in all areas of the curriculum. She does have a short attention span and can be disruptive at times.*

* Enter tick in appropriate box

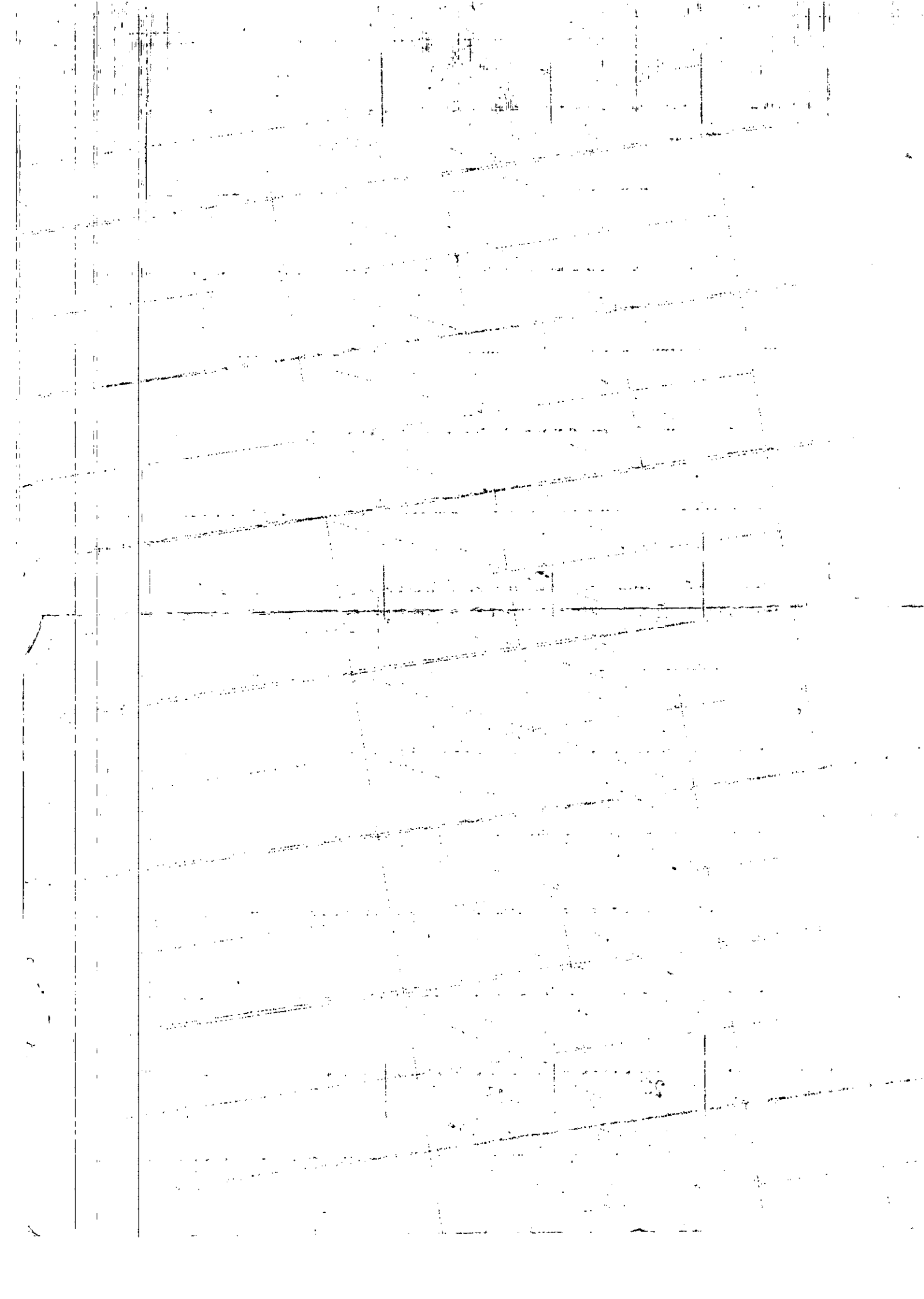
with individual help.

Class Teacher)

Head Teacher)

(date)

Class	Date	Language Arts	Mathematics/Number	Comments	Parent's Signature
P1					
P1					
P2					
P2					
P3					
P3					
P4	Dec 87	21 50	34½ 50	Difficulty with reading and understanding	
P4	May 88	15½ 50	29½ 50		
P5	Dec 88	18½ 110	16½ 100		
P5	May '89	12½ 100	5 100		
P6	Dec '89	13 100	6 80 7½%		
P6	May '90	15½ 100	5 100	Difficulty in reading and understanding questions asked of her.	
P7	Nov. '90	20 100	16 100		
P7					



NAME LISA PERCY

MATHEMATICS PROFILE (P4 - 7)

* Calculator use where appropriate

NUMBER

Class	P4	P5	P6	P7
	D J	D J	D J	D J

NOTATION

Read/write in words or figures: H.T.U.

: Th.H.T.U.

: using thousnads

: up to millions

: numbers with decimal fractions

Identify odd and even numbers

Understand the principle of exchange:

10 units = 1 ten, 10 tens = 1 hundred

10 hundreds = 1 thousand

1000 thousands = 1 million

10 tenths = 1 unit, 100 hundredths = 1 unit,

1000 thousandths = 1 unit

Equivalent forms of simple fractions

Interpret simple fraction in relation to the whole

Record tenths in equivalent forms eg $\frac{3}{10} = 0.3$

Record/interpret simple improper fractions as mixed numbers

Interpret/record in percentage notation

Equivalent forms (fractions/decimal/percentage) of limited range of simple fractions

$\frac{1}{5} = \frac{2}{10} = 0.2 = 2\%$

Arrange fractions (any notation) in order of size

Understanding of ratio expressed as fraction

Rounding off: whole number to nearest T, H,

Th, mixed number to nearest whole number

Simple proportion

Interpret simple examples of index notation

Negative numbers (eg in temperature scale)

			S	S	S	S
			N	N	N	S
			N	N	N	N
			N	N	N	N
			N	N	N	N
			N	N	N	N
			S	S	S	S

			N	N	N	S
			N	N	N	S
			N	N	N	N
			N	N	N	S

			N	N	N	N
			N	N	N	N
			S	S	S	S
			S	S	S	S

			N	N	N
			N	N	N

			N	N	N	N
			N	N	N	N

			N	N	N	N
--	--	--	---	---	---	---

			S	S	S	N
--	--	--	---	---	---	---

--	--	--	--	--	--	--

NUMBER (CONTD.)

Class	P4	P5	P6	P7
	D J	D J	D J	D J

OPERATIONS

*Addition: facts to 20

: Tens & Units

: H T & U

: Th H T U

*Subtraction: facts to 20

: Tens & Units

: H T & U

: Th H T U

TABLES - 2

3

4

5

6

7

8

9

10

*Multiply numbers up to 3 digits by:

a 1-digit number

10

multiples of 10 up to 90

11 - 99

*Divide numbers up to 4 digits by:

a 1-digit number

10

any two digit number

			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S

			S	S	S	S
			S	S	S	S
			N	S	S	S
			N	N	S	S

			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S
			N	N	N	S
			N	N	N	S
			S	S	S	S
			S	S	S	S

			S	S	S	S
			S	S	S	S
			N	N	N	S
			N	N	N	N

			S	S	S	S
			N	N	N	S
			N	N	N	N

MATHEMATICS PROFILE (P4 - 7)

KEY - A Always able to
S Sometimes able to
N Never able to

* Calculator use where appropriate

NUMBER (CONTD.)

Class	P4	P5	P6	P7
	D	J	D	J

Decimal Fractions - all operations as before

- *Addition: to 1 decimal place
: up to 3 decimal places
*Subtraction: to 1 decimal place
: up to 3 decimal places
*Multiplication: to 1 decimal place
: up to 3 decimal places
*Division: to 1 decimal place
: up to 3 decimal places

			S	S	S	S
			S	S	S	S
			S	S	S	S
			N	N	N	N

- Able to make a reasonable estimate of answer
*Able to use a calculator efficiently

			N	N	N	N
			S	S	S	S

Addition: 2 simple fractions
mixed numbers

			S	S	S	S
			N	N	N	N

- Subtraction:
simple fraction from: a whole number
: a simple fraction
: a mixed number
mixed number from: a whole number
: a mixed number

			S	S	S	S
			S	S	S	S
			N	N	N	S
			N	S	S	S
			N	N	S	

- Calculate given suitable whole number
a given simple fraction of it
*a given percentage of it
*Calculate the whole given a percentage

			N	N	N	N
					N	N
					N	N

Identify the factors of any number
with 1 or 2 digits

			S	S	S	S
--	--	--	---	---	---	---

*Solve simple problems of ratio & proportion

			N	N	N	N
--	--	--	---	---	---	---

Understand the idea of an average

			N	N	N	N
--	--	--	---	---	---	---

Able to solve realistic problems involving
one or more of the operations

			N	N	N	N
--	--	--	---	---	---	---

MEASURE

Class	P4	P5	P6	P7
	D	J	D	J

GENERAL

Basic vocabulary of all aspects of
measure

- Selects appropriate instrument for task
Specifies appropriate unit for task
Reads scales on a variety of instruments
Round off a measurement to nearest unit
Solve realistic problems involving
computation

			S	S	S	S
			S	S	S	S
			N	N	N	N
			N	N	N	N
			N	N	N	N
			N	N	N	N

LENGTH

Knowledge & use of the relationships:

- 1 cm = 10 mm
1 m = 100 cm
1 km = 1000 m

Uses a variety of measuring instruments
ruler, tape measure, metre stick,
trundle wheel

			S	S	S	S
			S	S	S	S
			N	N	N	S
			N	N	S	

Measures lengths from a few mm to over
100 m

Record or interpret lengths in equivalent
forms

Construct & interpret simple scale diagrams

			S	S	S	S
			N	N	N	N
			N	N	N	N

AREA

Able to find area of an irregular shape by
using a suitable grid

Estimate areas of: a few cm²
: a few m²

Knowledge and use of the relationships
between:

- area of a square and the length of
its side
- area of rectangle and its length/
breadth
- area of a triangle and its base/height

			S	S	S	S
			S	S	S	S
			N	N	N	S

			S	S	S	S
			N	N	N	S
			N	N	N	

2-3-4-5-6

5322

A. 2

5100 n

សៀវភៅ

15

5

99

58

2

15

5

1

4.

Figure 1

1

KAY - A Always able to
S Sometimes able to
N Never able to

MATHEMATICS PROFILE (P4 - 7)

MEASURE (CONTD.)

Class	P4	P5	P6	P7
	D J	D J	D J	D J

VOLUME

Conservation of volume
Volume of small cuboids using unit cubes (1 cm³)
Use graduated vessels to find:
 volume of quantity of liquid
 capacity of a container
 volume of a solid (by displacement)
Relationship between cm³ and litre
Record and interpret volume in equivalent forms
Relationship between the volume of a cube/cuboid and the length of its side

			N	N	N	N
		S	S	S	S	
			S	S	S	S
			S	S	S	S
			S	S	S	S
				N	N	S
				N	N	N
				N	N	N

WEIGHT

Knowledge and use of parts of a kilogram
Knowledge and use of the relationship
 1 Kg - 1000 g
Make up any given weight using standard weights
Weigh objects between 10 g and 1 Kg
Record/interpret weights in equivalent forms
Use variety of balances accurately
Reasonable estimation of weights between
 50 g - 5 Kg

			S	S	S	S
			S	S	S	S
			S	S	S	S
			N	N	N	S
			N	N	N	N
			N	N	N	S
				N	N	S

MONEY

Familiarity with all coins in current use
Knowledge & use of the relationship #1=100p
Make up small sums of money using:
 appropriate coins or notes
 least number of coins necessary
Interpret/record money in decimal notation
Record/interpret money in equivalent forms
Carry out simple money transactions
Understanding ideas of "interest" & "discount"

			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S
			S	S	S	S

MEASURE (CONTD.)

Class	P4	P5	P6	P7
	D J	D J	D J	D J

TIME

Knowledge & use of the relationship:
 60 secs = 1 minute; 60 mins = 1 hour;
 24 hours = 1 day; 7 days = 1 week;
 1 year = 12(calendar) months = 52 weeks = 365 days
Number of days in each calendar month
Record/interpret any 12 and 24 hour clock time on:
 conventional face
 digital display
Express/interpret any given time in:
 am/pm notation
 24 hour notation

			S	S	S	S
			S	S	S	S
			S	S	S	S
			N	N	N	S
			N	N	N	S
			S	S	S	S
			S	S	S	S

Interpret a simple timetable
Know that 60 is the unit of measure for hours/minutes and apply it in computation of times:
 counting forwards
 counting backwards
 finding interval between 2 times
Use calendar to find interval between 2 dates
Understand that speed is a ratio of distance travelled/time
Reasonably accurate estimation periods of time

			S	S	S	S
			S	S	S	S
			S	S	S	S
			N	N	N	N
			N	N	N	N
			N	N	N	N

GRAPHS AND STATISTICS

Collect and record simple statistics in a systematic way
Record/interpret data in simple tabular form
Interpret information from:
 arrow diagrams
 block/bar graphs
 pie charts
 straight, curved or jagged line graphs
Construct simple bar or line graphs, given data & scale

			N	N	N	N
			S	S	S	S
			S	S	S	S
			S	S	S	S
			N	N	N	N
			N	N	N	N

Figure 1

5.

2222

2

5.

2



5

2

2

00 00 2 2 2

15



五

...

5

2

2

42

5:

2

44

KEY - A Always able to
S Sometimes able to
N Never able to

MATHEMATICS PROFILE (P4 - 7)

MEASURE (CONTD.)

Class	P4	P5	P6	P7
	D	J	D	J

SHAPE General

3-D shapes eg cube, cuboid, cylinder
2-D shapes eg square, circle, triangle
Vocabulary eg flat, curved, parallel, right angles, lines of symmetry, radius, equilateral
Construct shapes using card, nailboards, straws
ruler and pencil (compass as appropriate)
Recognise axes of symmetry
Match 3-D shapes to their nets
Determine a range of side and angle properties of given shapes by folding, fitting or tiling

		S	S	S	S
		S	S	S	S
		S	S	S	S

		S	S	S	S
		S	S	S	S
		N	N	N	S
		N	N	N	N
		N	N	N	N
		S	S	S	

Angles

Recognise right angles and angles $>$ or $<$ a right angle
Understand the angle as a rotation
Knowledge and use of the relations:
1 revolution = 360°
Distinguish between clockwise and anti-clockwise
Measure angles (using suitable protractor) to nearest 5°
Use above in simple problems involving 2-D shapes and co-ordinates

		S	S	S	S
		N	N		
		N	N		
		N	S		
		N			
		N			

MEASURE (CONTD.)

Class	P4	P5	P6	P7
	D	J	D	J

Co-ordinate Geometry

Locate area on grid, given co-ordinates
State co-ordinates of area or grid
Locate a point on a lattice, given co-ordinates
State co-ordinates of a point on a lattice
Apply above skills in the interpretation of line graphs and in the construction of diagrams using co-ordinates

		N	S	S	S
			S	S	S
			S	S	S
			S	S	S
		N	N	N	

COMMENTS

LEVERN PRIMARY SCHOOL

NAME LISA PERCY

LANGUAGE PROFILE (P4 - 7)

LEARNING TO READ	Class	P4	P5	P6	P7
Reads fluently and with expression					
Can vary reading speed to suit purpose					
Reads fairly well - needs more practice					
Reads unevenly and hesitantly					
Reading weak - uneven flow of words					
Reading weak - can't cope with new words					
Reading weak - poor expression			✓	✓	

USING READING TO LEARN		P4	P5	P6	P7
Able to follow complex written instructions					
Able to follow simple written instructions					
Has difficulties following written instructions			✓	✓	

Able to find and select relevant information from source books					
Has difficulties finding relevant information from source books			✓	✓	
Has difficulties selecting relevant information from source books			✓	✓	

Skilled in the use of diagrams, maps, time-tables etc.					
Has difficulties using diagrams, maps, time-tables etc.			✓	✓	

Can organise information by summarising and notetaking					
Has difficulties organising information by summarising and notetaking			✓	✓	

READING FOR UNDERSTANDING	Class	P4	P5	P6	P7
Can recognise clearly stated ideas in what is read					
Has difficulties understanding clearly stated ideas in what is read					
Can use his own words to state the ideas in what he has read					
Can sometimes use own words to state the idea in what he has read			✓	✓	
Cannot use his own words to state the ideas in what he has read					

Can understand and draw conclusions from what he has read					
Can sometimes understand and draw conclusions from what he has read			✓	✓	
Cannot understand and draw conclusions from what he has read					

Can read materials critically and pass judgement					
Can sometimes read materials critically and pass judgement			✓	✓	
Cannot read materials critically and pass judgement					

Can react emotionally to what is read and express his feelings					
Can sometimes react emotionally to what is read and express his feelings					
Cannot react emotionally to what is read and express his feelings			✓	✓	

[illegible]

Finds reading difficult and unrewarding

	✓	✓	
	✓	✓	

General presentation untidy

	✓	✓	

Poor standards in spite of sound effort

	✓	✓	

Poor use of punctuation

Class	P4	P5	P6	P7
ences		✓	✓	
as				
express		✓	✓	
		✓	✓	

Has difficulties recording facts

Ideas very limited

Sentence structure weak

Not yet ready to use paragraphs

Poor use of vocabulary

LANGUAGE PROGRAMME

NAME Lisa Percy

LINK UP

LANGUAGE IN ACTION

Starter Books 1 - 12 LETTERLINKS STARTER WORKBOOK
Sa Sb Sc KIT 1 COLOUR MASTER

Yellow Books Workbook 2

Book 1 Units 1 - 14 WORKMASTER 1

1a 1b 1c

Book 2 Units 15 - 20 2

2a 2b 2c

Alphabet Books 3

Book 3 KIT 2 3

3a 3b 3c

Red Books

Book 4 4

4a 4b 4c

Book 5 5

5a 5b

Green Books

Book 6 KIT 3 1

6a 6b

Blue Books

Book 7

7a 7b

Book 8 ✓ ✓

8a 8b 8c

Book 9 Level 8 GINN Comprehension
 ✓ Duplicating Master

Book 10 1, 2, 3, 4, 7 & 8 8
 5, 6, 7

SRA	Reading with Purpose	Scope for Reading	Directions	Word Power	Mainline English	Intro English	English 7-12
la	Intro			Starter	✓	✓	
✓							

<u>ORBIT</u>				<u>SRA</u>	<u>Reading with Purpose</u>	<u>Scope for Reading</u>	<u>Directions</u>	<u>Word Power</u>	<u>Mainline English</u>	<u>Into English</u>	<u>English 7-12</u>
Series 1: Magnus 1,2,3 Workmaster 1	Level 9 1,2,3,4,5	GINN Duplicating Master 9 & 10	Comprehension 9	1b ✓	1			1	1	1	
Series 2: Animals 1,2,3 Workmaster 1	Level 10 1,2,3,4,5	9 & 10	10	1c	2 ✓	On the Lines ✓	✓	2 ✓	2 ✓	2	
Series 3: Mindar 1,2,3 Workmaster 2											
Series 4: Man 1,2,3 Workmaster 2	Level 11 1,2,3,4		11	2a	3	Between the Lines	Printers	3	3 ✓	3	3
	Level 12 1,2,3,4		12	2b	4	Beyond the Lines	1	4	4	4	4
	Level 13 1,2,3,4		13		5				5		

CARDROSS PARK CHILD RESOURCE CENTRE

MAIN ROAD,
CARDROSS
Tel: [REDACTED]

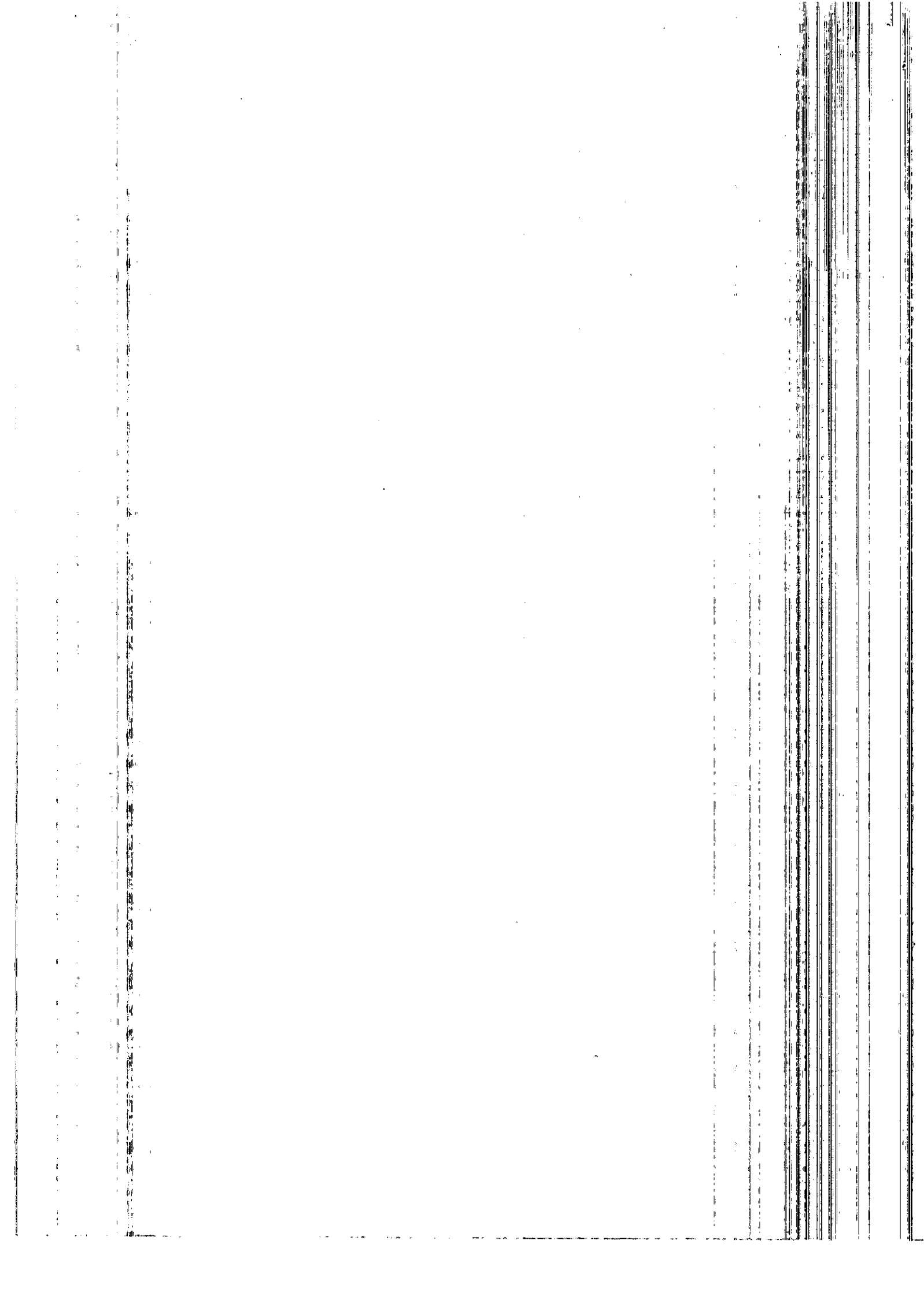


ASSESSMENT ON

	LISA PERCY (DOB 17 1 79)				
	63 Barshaw Road				
	Penilee				
	Glasgow				

CONFIDENTIAL

No part may be taken or used without the author's consent.



Name Lisa Percy Address 63 Barshaw Road

Date of Birth 17 1 79 Penilee

Religion Protestant Glasgow

Date of Admission 16 5 94

Date Section Date Section Date Section

21 4 94	43(4) 40(7)	11 5 94	40(8)		
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Grounds of Referral Outwith Parental Control

Mother's Name [REDACTED] Father's Name [REDACTED]

Address A/A Address A/A

Legal Guardian Parents

Address 63 Barshaw Road

Penilee, Glasgow Tel No

Admission Details

Lisa was admitted from Glenrosa Children's Home where she had been resident for four months. Throughout her period in Glenrosa she had absconded several times, had been involved in solvent abuse, violent behaviour and truancy. It was felt by all concerned that a residential assessment was required.

Contents

S.E.R.

Review Report

School Report

Centre School Report

Centre Observation Report

Psychological Report

x
x
x
x

Social Worker [REDACTED] District Glasgow

Address 130 Langton Road Area SW2

CHRONOLOGICAL HISTORY **LISA PERCY**

Date	Event	Source
17/1/80	Birth Lisa was cared for by her grandmother until her Mum marries [REDACTED]	[REDACTED]
1984	Mum marries [REDACTED]	
84/85	Lisa attends Gouranbank Primary School	
1985	Half sister is born	
1986	Half brother is born	
1986	Lisa is referred to psychological services by Gouranbank due to lack of progress	
87/88	Lisa is legally adopted by [REDACTED] Lisa transfers to Lavern Primary School due to parents moving house	
1990	Lisa transfers to Hillington Primary School Throughout her primary education Lisa displayed both educational and emotional problems. She received much learning support from specialist teachers attached to psychological services	
1991	A mainstream support teacher was appointed to work with Lisa on her educational needs also her social and personal development Lisa commences Secondary education at Penilee a record of needs was opened for her	
92/93	A regular pattern of truancy emerges and Lisa is placed on an attendance card	
May 93	Lisa absconds from family home	
Dec 93	Lisa first became known to the Social Work Department. She alleged she was assaulted by her father. This claim was investigated and it was concluded that the issue was one of discipline Lisa is sent to live with an Aunt to allow the family situation to calm down. She returned home the next day	
13/1/94	Lisa is reported as a missing person	
15/1/94	Lisa is found and returned to the family home but ran away soon after	
17/1/94	Lisa is found but refused to return home	

Lisa Percy (Continued)

18 1 94 Lisa was taken to the Social Work Department by Mum and it was felt necessary to receive her into care under Section 15 of the Social Work (Scotland) Act 1968

Lisa is placed in Glenrosa Childrens Home under the above act

24 2 94 She was suspended from school for one week due to aggressive behaviour towards a teacher

25 3 94 [REDACTED] informed Lisa he was not her natural father

March 94 [REDACTED] leaves the family home due to relationship breakdown

21 4 94 Lisa attends a Children's Hearing, she is placed on Section 43(4) and 40(7) of the Social Work (Scotland) Act 1968

4 5 94 [REDACTED] removes Lisa from Glenrosa against wishes of staff. This action resulted in police being involved

11 5 95 Lisa attends Children's Hearing and is placed on Section 40(8) of the Social Work (Scotland) Act 1968

11 5 94 Child Care Review was held - the outcome being Lisa be made subject to a residential order name Ailsa Children's Home pending a placement being obtained at Cardross Park

16 5 94 Lisa was admitted to Cardross Park

REPORT

TO THE CHILDREN'S HEARING

Date of hearing

Outcome

Name

Lisa Percy

Date of Birth

17.1.79

Address

63 Barshaw Road

School Attended

Penilee Secondary

Penilee, Glasgow G52

Grounds of Referral

Outwith Parental control

Religion

Protestant

Basis of Report

This report is based on my involvement with the Percy family since Liza's Reception into Care on 18.1.94. Prior to that, I was involved in a Child Protection investigation.

FAMILY DETAILS

Name	Age	Relationship to child	Employment/School other, eg. ATC	Income and Source
[REDACTED]	38	Father	Inv Benefit Care Officer	
	37	Mother		
	9	half sister		
	8	half brother		

Financial Situation

[REDACTED] is employed and receives a wage. [REDACTED] receives Invalidity Benefit. [REDACTED] according to our record

Other Agencies involved

- 1 Penilee Secondary School
- 2 [REDACTED] Psychologist

Matters of Particular concern (to be listed numerically)

- 1 The family's lack of cooperation with the Social Work Department.
- 2 Lisa's history of running away from home and other behavioural problems.
- 3 The family's unwillingness to work with any other agency.

Report compiled by

Date completed

11 March 1994

Date Sent to Reporter

15/3/94

Signed

Designated

BACKGROUND INFORMATION

The family home is a four apartment local authority ground floor flat situated in the Penilee area of Glasgow where the family have lived for approximately one year. Prior to moving to Penilee, they lived in the Cardonald area for a while having moved there from Priesthill.

██████████ is employed as a care officer in a private residential home for the elderly and works permanent night shift. ██████████ claimed that until the beginning of December 1993 he owned a furniture shop in Girvan, prior to that, he had other business ventures besides having been a mature student at Cardonald College. He claimed to be in the process of starting another business selling furniture and is in the process of looking for premises. He is an ex-service man who also served for a number of years in the Royal Scots Dragoon Guard. He claimed that he left the army on compassionate ground because of family problem but did not elaborate on this.

██████████ I understand has been married before and remarried his present wife when Lisa was four years old. Lisa I understand was cared for by her maternal grandmother until the couple got married, she was legally adopted by ██████████ in 1987 or 1988 and is not ██████████ natural child. She only learnt that ██████████ is not her natural father from relatives as this subject would appear to be taboo with the family. The two younger children attend Hillington Primary and ██████████ the youngest child has learning difficulties and attends Rose-Paul Tutorial Centre on four mornings per week. He also has some kind of speech disorder and receives speech therapy. He is subject to a record of needs.

Lisa is also subject to a record of needs and became a recorded child in Primary 7 after she joined Hillington Primary. She first came to the attention of the Social Work Department on 16 December 1993 after she took refuge in the house of another client who I understand has two children in care. She then claimed that she had been assaulted by her father the previous night. This was investigated by the Social Work Department in term of our child Protection procedure. It was concluded at the time that the issue was one of discipline and chastisement and not of child abuse but it was recognised that the case should be allocated to look at issues within the family and their ability to work on discipline strategy with Lisa. At the time, it was felt appropriate to send Lisa to stay with an aunt with the agreement of the parents to allow the situation to calm down and she was returned home the next day. By the 10 December 1993, Lisa appeared settled and contented in the family.

She again came to the attention of the Social Work Department on Thursday 13 January 1994 when we were contacted by Cardonald Police to advise that Lisa had been reported missing. She was found and brought home on Saturday 15 January 1994 but ran away soon after her return home. On 17 January 1994 ██████████ contacted Social Work Standby requesting that they go and fetch Lisa who was in a house at 135 Redpath Road and take her into care. He reported that he did not want to go and collect Lisa himself as he did not want her back in the house. He further complained that the local Area Team had refused to take her into care already. After some negotiation he agreed that his wife would go and fetch Lisa but he again insisted that he would only allow Lisa to be brought back to the house if workers from Standby would come and take her away.

On the morning of 18 January 1994, Lisa was brought to the Social Work department by her mother and it was felt necessary to receive her into care under section 15 of the Social Work (Scotland) Act 1968 as she categorically refused to return home and threatened to run away from home again if she was made to return home. [REDACTED] also felt that there was no other option left to us and that she should be Received into Care. Attempts made engage [REDACTED] in discussion also proved not to be fruitful because of his rigid stance vis a vis Lisa.

In further discussion with me that day, [REDACTED] freely confessed that severe relationship problems exist between herself and her husband and that she felt everything was breaking up and that she cannot take it any longer. She reported that her husband wants to have his way all the time and that she does not have a say in the running of the house as he always overrules her. She also reported that she did not love her husband who regularly abused her verbally by "name calling" and that he was a very jealous and possessive man who did not trust her and who phoned her at her work to check on her. She also reported that when her husband does not get his own way, he threatens to leave or involves his extended family in siding with him during arguments. This even extends to him calling upon his extended family to lecture Lisa. From my discussion with [REDACTED] as well as with Lisa I formed the opinion that severe relationships and communication problems exist within this household.

LISA

I cannot comment on Lisa's early physical and emotional developments as I have not been able to discuss this fully with the family prior to writing this report. It would however appear that Lisa has been exhibiting behavioural problems since primary school and that this presented itself by aggressive behaviour towards her peers. Her problems were also compounded by the fact that she has learning difficulties which resulted in her becoming a recorded child since her 7th year at primary school.

Lisa first ran away from the parental home in May 1993 and it would also appear that at the time she made an allegation to the police that she had been assaulted by her father. She has since ran away from home on two subsequent occasions. In previous discussions with me, [REDACTED] reported that Lisa has in the past exhibited severe aggressive and threatening behaviour towards her younger sister and that on other occasions Lisa has been physically aggressive towards him ie she has punched and kicked him. Lisa on the other hand reported that her father regularly hits her for no apparent reason and that he calls her names etc. She is of the opinion that she is regularly being scapegoated. She mentioned numerous incidents whereby she has been hit by both her father and mother. In previous discussion [REDACTED] freely confirmed that she has in the past hit Lisa and could have been charged for assault ie on one occasion she nearly strangled Lisa.

SCHOOL/ANNA CLEWSON

Lisa has been a pupil at Penilee Secondary and is now in her third year there. She has a history of regular truancy and had to be put on an attendance card. Her guidance teacher also reported that she is often involved in fights and tends to associate with other young people with difficulties and behavioural problems. The general view of the school was that Lisa could be a very difficult pupil with a tendency to lie when confronted.

Since her Reception into Care, she has again truanted from school and was on 24 February 1994 suspended from school for one week due to aggressive behaviour towards her French Teacher. At a meeting held at the school on 3 March 1993 and attended by [REDACTED] Educational Psychologist, concerns were expressed about her remaining at Penilee School who is finding it increasingly difficult to contain her.

GLGN/034

Within Alva Children's Home, Lisa has given the staff great cause for concern because of her maladaptive behaviour and her disruptive influence on another resident there. Concerns have also been expressed by the staff about her overtly sexualised behaviour towards the male residents there. On one occasion, she had to be removed to another Children's Home overnight because of her destructive behaviour. She has on another occasion stayed out overnight and there has also been other incidents when she has abused aerosols etc.

CONCLUSION

Lisa is a fourteen year old adolescent girl with a long history of mild to severe behavioural problems allied to learning difficulties. She also comes from what appears to be a most unusual family background in that [REDACTED] impressed as a man with a rigid and authoritarian personality with little or no capacity for change. He has been most resistant to Social Work involvement and is at most very guarded with a tendency to make gross use of defence mechanism in the form of denial and projection. His manner is overtly aggressive and threatening at times and this is corroborated by other persons who have been in contact with him in the past ie the educational psychologist and the school. During some of my visits to the family home, I have witnessed him shouting at the two younger children. He also at times appears to be emotionally labile in that on a couple of occasions he became somewhat tearful. From my observation of family interaction although somewhat impressionistic and limited allied to some of the comments made by [REDACTED] I formed the opinion that a high level of violence covert or overt exists in this household. Lisa has also I feel been subjected to very inconsistent level of parenting and possibly also been subjected to severe physical chastisement in the past.

Although initially [REDACTED] co-operated with the Social Work Department and was instrumental in persuading her husband to take part in family meetings. It is significant to note that since a Child Care Review held on 11 February 1994 when [REDACTED] walked out of the meeting when he was confronted by my Senior because of his confrontational and destructive interaction with Lisa, she has also opted out of any contact with the Social Work Department and has not kept any appointments with me despite numerous phone calls and letters. At this junctive one is met by total stonewalling from both them. It is significant to note that initially [REDACTED] was most critical of her husband's treatment and interaction with Lisa but she now appears to have made a sudden u-turn. It is also a matter of concern that some splitting is taking place in that the family appears to have opted to work directly with one staff member of Alva and that [REDACTED] appears to be dictating the terms. Furthermore it is also a matter of concern that despite my advice to them that they should write a letter to the Reporters Department referring her on the ground that she is outwith parental control, nothing has been done to date.

Lisa I feel is clearly in need of compulsory measures of care in the form of a Supervision Order Requirement as well as more specialised assessment and treatment from the Psychiatric Services but unfortunately the family are unwilling to co-operate with this and I therefore feel that this should be done through the panel system.

The Panel I feel should also request a report from [REDACTED] from the Psychological Services who has been involved with the family for a number of years.

[REDACTED]

Social Worker

SUPPLEMENTARY REPORT

NAME: LISA PERCY

DATE OF BIRTH: 17.01.80

ADDRESS: C/o Glenrosa Children's Home
Maxwell Drive
Pollokshields
GLASGOW.

HOME ADDRESS: 63 Barshaw Road
Penilee
GLASGOW.

Since the last Hearing, Lisa's case has been presented at D.A.S.U. and the recommendations were that:-

1. A decision with regards to formally ruling out rehabilitation requires to be taken if this is appropriate at a Child Care Review.
2. D.A.S.U. agreed to the need for a placement for Lisa that would provide care, structure and education in one setting.
3. D.A.S.U. recommended that the Good Shepherd Centre and Snowdon School be approached to discuss a referral on Lisa Percy. [REDACTED] Assistant Officer (Child Care) will write to both schools and send a copy of the letter to the Social Worker.
4. D.A.S.U. suggested that the Social Worker and Psychologist should visit both the schools with a view of selecting one for Lisa.
5. It was agreed that an application for joint funding will be submitted.
6. [REDACTED] District Officer (Child Care) recommended that access should be formalised.
7. D.A.S.U. noted that Lisa is currently placed on a 40(7) and a 43(4) although resident in Glenrosa Children's Home. The Social Worker was advised that should he consider a further period of residential assessment unnecessary, then a further report, detailing the assessment work completed by the Psychologist, should be submitted to the Reporter prior to the next Hearing.

Since the last Hearing, Lisa has continued to have regular access with her mother who has I understand taken her out. However on 4.05.94, [REDACTED] took Lisa out of the home against the advice of the staff and this resulted in the involvement of the Police. [REDACTED] has since complained that allegations of a libellous nature has been made against him by the staff at Glenrosa and has consulted a solicitor to this effect and he has also complained to the Director of Social Work requesting an investigation. The full detail of the incident is still unknown to me. There are also numerous complaints against the Social Work Department pending at this juncture.

Supplementary Report - Lisa Percy

The management of the Percy's case has been a very difficult one primarily because of [REDACTED] general ambivalence regarding her husband as they now claim that they have resolved all their difficulties and that it is Lisa who has been at the root of their problem and difficulties. It is my opinion that there is a degree of scapegoating going on there.

A Child Care Review was held on 11.05.94 to discuss the above mentioned D.A.S.U. recommendations and it was the decision of the Child Care Review that Lisa be made subject to a Residential Order naming Alva Children's Home for the time being pending a placement being obtained at Good Shepherd Centre of Snowdon School. The subject of a residential assessment was also discussed and considered and in view of the lack of definite date about possible admission it was recommended that this not be pursued at this juncture. However, on 11.05.94 I was advised that a placement is now available. The subject of Lisa's continued access with her parents was discussed and it was the recommendation of the Case Conference that it should be undertaken in a more structured manner to avoid any confusion.

Lisa is clearly a very confused and unhappy 14 year old girl who I feel is in need of a psychiatric assessment. Should the Panel decide not to re-issue a Section 40(7) and 43(4) I still feel that a psychiatric assessment should be completed ~~to~~ the Panel by order of the Hearing system.

[REDACTED]
SOCIAL WORKER.

Strathclyde Regional Council
Social Work Department
South West 2, Pollok Area Centre, 130 Langton Rd, Glasgow G53 5DP

Director: [REDACTED]

Telephone No: [REDACTED]

Our Ref: [REDACTED]

Your Ref:

Date: 31.03.1994

If calling or phoning please ask for: [REDACTED]



Strathclyde

SCOTLAND

 A nuclear-free zone authority

 An equal opportunities authority

[REDACTED]
Area Reporter (South West)
Reporters' Department
16 Albion Street
GLASGOW
G2 1JZ

Dear [REDACTED]

LISA PERCY, 69 BARSHAW ROAD, PENILEE, GLASGOW G52

Previous report gives background information. Since the last report was compiled there has been several concerning developments in this case. As stated in my previous report, the Percy's opted out of any work with the Social Work Department and chose to work with the staff at Glenrosa Children's Home instead.

I am told that during a family meeting attended by Glenrosa staff, the [REDACTED] and in particular, [REDACTED] told Lisa that he was her natural father and that she also had a half-sister from his previous marriage.

However during an incident which happened on the weekend of 25.03.94 and which I understand was quite traumatic for all concerned. [REDACTED] told Lisa that he was not her natural father after all and I understand that he was quite rejecting of her. There was also, I understand, a high level of threatened violence between [REDACTED] and [REDACTED] requiring the involvement of the police. The staff from Glenrosa who assisted [REDACTED] and Lisa during this difficult period witnessed the incident and I understand would be able to give the Panel a detailed report.

[REDACTED] is now claiming that her marriage has now irretrievably broken down and has consulted a solicitor with a view to filing for divorce. [REDACTED] is now living outwith the marital home but wants to be invited to the Hearing.

His new address is:

c/o [REDACTED] 12 Carnock Road, Pollok, Glasgow G53

He also wishes me to pass this letter which is enclosed to the Panel.

Yours sincerely,

[REDACTED]
SOCIAL WORKER

MLETPERCY
generic letters/child 4

Present/Previous School Assessment

Name of Pupil: LISA PERCY

School: PENITHEE SECONDARY DoB: 17.1.79
11 CRAIGMUIR PLACE
GLASGOW G52 4DL

It would assist us greatly if this Report were available for our internal Assessment Meeting on _____

Centre Class Teacher: _____

Any enquiries may be directed to the Principal Teacher or Class Teacher

1 Attendance

Last year:	Possible	<u>380</u>	Actual	<u>338</u>
This year to date:	Possible	<u>316</u>	Actual	<u>218</u>

Please comment on main reasons for absence and any observed patterns.
What special arrangements, if any, have been made to ensure attendance?
Have they been successful?

Truancy has been a problem this year and Lisa was at a daily attendance card which had little effect ~~laterally~~ although it did work earlier in the session. Kpt Glenosa informed daily.

2 Curriculum

What is the level of work expected of this pupil? Are any subjects being studied at certificate level? If so, please give details. Please supply a photocopy of the most recent pupil profile/report card (This will be treated in the strictest confidence by the Centre School Teachers).

Foundation

I enclose the December profile. The pupils have just completed May exams which Lisa has missed so I'm afraid this is the only profile but it is fairly accurate re. Performance

3 Attitudes

What is the pupil's general attitude to school and school work?

Lisa is extremely erratic. She works well in a one-to-one situation and can be motivated but she can also be extremely inattentive and disruptive. She is an emotional volcano and this affects her work. Lack of consistent effort, extremely poor concentration and the general turmoil of her life have meant little honest progress. She is noticeably more disruptive this term.

4 Aptitude

Please include details of specific strengths and weaknesses, any remedial or other special help given, and details of sports or practical skills.

Lisa enjoyed Music, Home Economics and History and could work well in P.E. but again, there was no consistency. She has a 'mainstream' support teacher three times a week (I enclose a copy of the purposes of these periods) Lisa is Recorded because of learning difficulties so is struggling in most areas but she did try - until events overtook her and school became the least of her worries.

Does this pupil have a record of needs? YES / ~~NO~~

Is there any intention to open a record of needs? YES / NO

5 Health

Please include any physical or medical restrictions placed on this pupil.

6 Adjustment

With what aspects of school life is the pupil not adequately coping?

Barely coping academically and certainly not coping socially as she has been noticeably more aggressive to her peers and insolent to staff.

7 Behaviour

Please comment on general behaviour in and out of class, and give details and dates of any critical incidents since admission to the school. Please indicate position with regard suspensions/exclusions. Please include attitude to adult management and response to controls.

Hisa has always been a problem because of aggressive behaviour and foul language. Odd day suspensions in S₁ + S₂ but S₃ has been more serious - 2 suspension - 3 day and 8-day so she is building towards exclusion. These incidents have involved fighting, swearing and extreme violence to a member of staff. There have been other minor "upsets" which have been dealt with calmly and quietly to try to contain Hisa but we simply can't cope with her current behaviour, for the sake of the other children as much as for the maintenance of peace and a harmonious working situation, which Hisa herself desperately needs. When handled carefully Hisa does calm down but is as likely to explode in another hour or so

8 Relationships - in exactly the same manner.

a) With children: Please mention choice of friends, degree of acceptance, problems of bullying, or any other social difficulties.

Hisa is attracted to troublemakers. At the start of this session (August) she was hanging about with a known truant - a girl involved in a lot outside school. She hasn't maintained any real friendships in school, moving from group to group, in fact some of her peers are now quite scared of her.

b) With adults: Please comment on manner, response to different personalities and any general problems.

In general Hisa gets along with adults especially those who can tease / cajole / encourage her. She is perfectly communicative although is also an accomplished liar if she feels the need. Where there is confrontation or with more abrasive personalities, she reacts with aggression. She can also be extremely manipulative.

9 Personality

Please give a brief description of the pupil's general disposition.

Lisa is an emotional minefield subject to whatever feeling sweeps over her. She has a sense of humour and used to enjoy chatting and being involved, however over the last six months she has become more calculating, defensive and generally non-cooperative going out of her way to create frictions. She still wants to feel some rapport but almost can't help destroying any there is.

10 Background

Please give briefly any information relating to the pupil's background which you feel may be of help. Please include any known hobbies or outside interests. Please comment on level of co-operation afforded to the school by parents.

The major problem is Lisa's home situation which has been breaking down for a long time. [redacted] and Lisa cannot form a working relationship at any level. [redacted] has always been most co-operative in coming to school but seems to have little effective control in Lisa's behaviour although Lisa knows she cares.

11 General

Please use this space to give further information, personal assessments or any other comments you feel may assist us.

Please indicate if the school is willing/able to accept the pupil back.

I am extremely sorry that this stage has been reached but have watched the disintegration for a while. We have given Lisa all the support we can - hours of "guidance" time, mainstream support teacher, keeping her when she should have been suspended and generally ^{monitoring} watching her frustration and trying to make her feel worthwhile but there seems no way we can meet her current needs and given the pattern of behaviour this year it is quite likely she will be permanently excluded if it continues.

All material provided will be treated in confidence by the Centre Teachers.

Date:

24/5/94

Signed:

Designation

Principal Teacher, Guidance

CARDROSS PARK CHILD RESOURCE CENTRE

Education Report on

LISA PERCY

63 Barshaw Road, Penilee, Glasgow G52

Lisa was referred to Cardross on the grounds of being Out of Parental Control under Section 43(4) and 40(8) of the Social Work (Scotland) Act.

She is very feminine and takes great pride in her appearance. On her first day in class, she appeared happy and relaxed and was confident enough to take the lead in a group activity in the second period.

ABILITIES

Lisa has a record of needs identifying her difficulties in understanding context and written instructions as well as a short concentration span.

Language Reading - She is a slow but fairly competent reader. She offers to read for the class and does so clearly and with good tone and variation.

Writing - Her writing is clear and legible and her work is always very well presented. Her spelling is good with occasional mistakes like 'enogh' for 'enough'. She understands and uses basic punctuation introducing quite a wide range of vocabulary.

Listening and Talking - She is a very useful member of a discussion group, giving her views clearly and making use of good eye contact with the others. She enjoys being at the centre of a discussion but will also listen well to others views and discussion points.

She is working at foundation level in this subject.

Maths - She understands the four basic rules of number although she likes to use charts or books to assist her with multiplication. She understands the basics of percentages and measurement, although she has difficulty solving problems with any of these. The areas of success in maths include line graphs, meter reading, time, costs and bar graphs. She has a good awareness of shape patterns. There are many areas however where a great deal of work is required. She is working at foundation level in this subject.

P.E. - Lisa is fit and well co-ordinated. She is enthusiastic about basketball and has attended the team practises held after school. She shows good motor skills and hand/eye co-ordination. In a competitive games situation, winning is not important to her although she did win a badminton tournament.

Drama - She was reluctant at first to join in this subject but was easily persuaded to take part. She preferred others to take the lead and was able to participate to the full.

Home Economics - Lisa was happy and interested in the work in the kitchen. She was lacking confidence in her skills and is perhaps more able than she sees herself. She was a very willing helper and prepared to assist in extra chores.

Craft - She has expressed a keen interest in this subject and likes to work with her hands, drawing, painting and sculpting.

CHILD'S ATTITUDES AND EXPECTATIONS

Lisa has made a comfortable transition to Cardross and says she does not mind being here. She has made a few friends here and quite enjoys the work she is required to do. However, she is really looking forward to returning to Glenrosa Children's Home and to Penilee High School.

RELATIONSHIP WITH ADULTS AND PEERS

Lisa is relaxed and confident with adults and peers alike. She was quickly accepted into the class groups as one of the team and has shown a certain maturity when dealing with the younger members of the group. She is able to respond in a sensitive but challenging manner when others are making racist or sexist comments, asking about feelings and experiences. She seems unperturbed when any other member of the group becomes loud and abusive, will ignore such incidents and continue with her work as though nothing had happened.

She is able to discuss her thoughts very openly with staff and children.

BEHAVIOUR

She has behaved impeccably in class, showing consideration for others, working hard and giving of her best at all times.

CONCLUSIONS

Lisa is a very pleasant girl to have in a group. She is accommodating, good fun, a willing worker and appears sympathetic to the needs of others in times of stress. When under stress herself she can distance herself and allow herself space to gather her thoughts.

She is willing to work to the best of her ability but requires a lot of individual help to allow that to happen.

Conference might want to consider a return to Glenrosa Children's Home and Penilee Secondary School.

Senior Teacher

31 5 94

63

PRINCIPAL TEACHER

ASSESSMENT REPORT

LISA PERCY (DOB 17 1 80)
63 Barshaw Road
Glasgow

INTRODUCTION

Lisa first became known to the Social Work Department in December 1993, when she claimed that she had been assaulted by her father. This claim was investigated by the Social Work Department and it was concluded that the issue was one of discipline and not of child abuse. After numerous absconsions from the family home, [REDACTED] contacted the Social Work Department as Lisa was refusing to return home. It was felt necessary at this point for Lisa to be received into care under Section 15 of the Social Work (Scotland) Act 1968.

Lisa was admitted to Glenrosa Children's Home on 18 January 1994. Since her admission to Glenrosa there has been a catalogue of incidents involving Lisa. These include, truanting from school, suspension from school due to aggressive behaviour towards a teacher, abusing solvents, staying out overnight without permission, and on one occasion Lisa had to be removed to another childrens home due to her disruptive behaviour. Lisa attended a Children's Hearing on 21 April 1994 and she was placed on Section 43(4) and 40(7) of the Social Work (Scotland) Act 1968. She was admitted to Cardross Park on 16 May 1994.

IDENTIFIED AREAS OF CONCERN

Lisa's view

Lisa was very willing to discuss the areas of concern throughout her assessment. However she appeared to have difficulty in understanding the implications of being outwith parental control and this had to be explained several times by the writer.

Lisa recognises that there are serious communication problems within the family home, however she fails to recognise her part in the situation. She attributes all problems to her father's attitude and unwillingness to discuss the situation. She is very open in her dislike for her father and she states that this has been ongoing for a number of years. She feels that she is unfairly used as the scapegoat at home, and Dad often accuses her unjustly. She states that she has felt unwanted by him for a number of years and that it came as no surprise when he told her that he had legally adopted her. Initially she was very hurt and angry over the revelation, as her Dad had revealed the adoption in anger. She states that he has yet to sit down and discuss her feelings about the situation.

When discussing her truancy, Lisa quickly defends her role and blames both teachers and classmates, stating that she was singled out for verbal abuse due to being involved with support teachers. She states that she was embarrassed and frustrated at being unable to complete her school work without assistance. She said that it was easier to stay away, than attend and face ridicule.

Lisa freely admits to absconding from the family home and she feels that her reasons are valid. When discussing this issue she would frequently seek the writer's reassurance by asking "what would you do?" She states that when her Mum was working she felt increasing ill at ease in her father's presence, as he would pick on her for minor incidents and he would often send her to her room for no apparent reason.

Although Lisa is aware of the dangers involved in both alcohol and solvent abuse, she freely admits to participating in the use of both. When asked her reasons for this behaviour she again quickly blames the situation at home. She stated that when she felt she could no longer cope, to the extent that she wished she was dead, she would turn to these substances as a way of escaping from her problems.

Lisa Percy (Continued)

Lisa states that the situation within the family home could have been partially resolved through discussion. However her father's unwillingness to consider her feelings and opinions and his refusal to accept that problems do exist, has led to her reception into care. She fails to accept that she is responsible in any way.

Lisa feels that her immediate future will be in residential care as it will provide her with the feeling of security that she lacks at home.

Parents View

██████████ visited Lisa together on one occasion and there was a misunderstanding over Lisa's smoking permission which had been given by ██████████ without ██████████ knowledge. ██████████ reacted very badly to this and left the centre in anger. As a result he has not been involved in the assessment process.

██████████ states that Lisa's reception into care was a deliberate ploy on her part as all her friends were at the time in Glenrosa or Ailsa Children's Home.

██████████ is quite clear in her view that ultimately she would like Lisa to return home however she does accept that this may not be possible at the moment due to the problems that presently exist within the family. ██████████ however is at a total loss on how to overcome the present family difficulties and appears completely dependent on others to provide support and guidance.

RELATIONSHIPS WITH PEERS

Lisa settled quickly into unit life and showed no inhibitions about mixing with her new peer group. She is a physically attractive girl and uses this to her advantage in gaining acceptance from her male peers. Although she has failed to form a particular friendship with the females within the group, in general she is accepted by them. As her assessment period progressed it became evident that she preferred the company of one particular boy, but, supervision is paramount due to Lisa's overt body language.

RELATIONSHIP WITH STAFF

Lisa has experienced little difficulty in forming relationships with staff. She is very keen to portray herself in the best light and is quick to respond to staff requests. On the few occasions that reprimand was necessary, apart from one incident when she became quite confrontational about being reprimanded, she responds in an appropriate manner. She is equally at ease in the company of both male and females. She is quite open in discussing her problems and appears accepting of staff advice and guidance in regards her future.

PERSONALITY/BEHAVIOUR

Lisa's outward persona is that of a confident happy go lucky girl, who is capable of copying the traumas that she has experienced. However in reality she is very insecure and constantly seeks the reassurance of staff and peers alike. She has a very low self esteem and her willingness to comply is a way of gaining acceptance from those around her.

Lisa speaks about her "feeling different" since she was received into care. She qualifies this by saying that people now comment on her smiling and appearing happy. Lisa says that she used to always feel "depressed" but now she feels happier.

Lisa Percy (Continued)

HEALTH/HABITS

Lisa had an admission medical on 17 May 1994 and there were no reported health problems. As is fitting with her age she is very fashion conscious and has a high level of personal hygiene and presents herself in a clean and tidy manner. She has a healthy appetite and eats most foods on offer. She has a sound sleep pattern and she settles and awakes with little fuss. Lisa is a smoker and appears to cope well with the centre's daily allowance.

CONCLUSION

Considering her past experiences whilst in care, Lisa has turned what could have been a very difficult time, into a positive situation. She has certainly used her time here to reflect on her current situation and she has not, to date, displayed any behavioural problems.

There are clearly ongoing family difficulties which have been highlighted to us, by [REDACTED] visiting Lisa, without [REDACTED] knowing. [REDACTED] is most keen that her husband does not find out about these visits and perhaps unfairly expects Lisa's young brother and sister not to tell their father.

Lisa has been very honest during personal discussions but, understandably as her conference is drawing nearer, she is becoming very uptight. Despite saying to staff and indeed writing in her own report that she wants to remain in care, she is now contradicting these statements, which indicate her feelings of confusion and divided loyalties.

The above and all other relevant issues will be discussed at conference on 1 June 1994.

[REDACTED]

[REDACTED]
T/Asst Assessment Officer

[REDACTED]
Snr Assessment Officer

30 May 1994

[REDACTED]

LISA PERCY AGED 14 REPORT

Truancy : The reason I was truanting school was because I just didn't get on with any one. And there was this teacher [REDACTED] I dont think she likes me because she never listens to me whenever I am stuck at my work. I always get in to trouble because of carrying on in my classes. In school I hardly do any work because I feel I just cant do it. I feel its to hard for me and Im really behind class work. For the reason I truant school is I dont like it I cant do the work and some boys slag me because I have a private teacher who helps me with any difficulties I have at school.

Staying Out : The reason I kept on staying out when I was at home it all started when we moved to Cardonald from Nexthill. I met a new friend her name was [REDACTED] and both my parents didnt like her because she was bad news. I knew that but I still wanted to hang around with her because she was the only one I really hang around with. [REDACTED] showed me all her friends most of them was boys I was saying oh good I got to know [REDACTED] and her friends. This was when I started I kept staying out I was never in the house. I wanted to hang around with her. [REDACTED] was a bit moody at this when I asked my mum if I can stay with [REDACTED] she said yes and dad said no but mum said go and stay with [REDACTED] and I will talk to your dad so I did that. I dont think my mum noticed when I went straight to my bed. And my mum walked in with a new pup named bugal. I when straight to sleep and woke up the next day and got ready and went straight to [REDACTED] house I asked before I when and my mum said yes.

My little brothers rabbit died and he wasnt in nor my little sister my dad said dont tell [REDACTED] my brother because he wanted to tell him so my little brother and sister came home and went straight in to my room. I told my brother about his rabbit dying he was a bit upset when I told him. I know my dad said dont tell him well I just had to because it was his rabbit and had a right to know. so my little brother went ben to my dad and said dad where is my rabbit he was crying and my dad turned around and said to my I thought I told you not to tell him and he was hitting me I was sore so I started screaming and was shouting for my up stair neighbour and she never came down so I kept on screaming and he was still hitting my when he stopped hitting me I went straight to my bed and when it was morning I told my mum and she and dad had an argument - because of it. Then when my mum went to work I ran away because I did not what to stay in the house with my dad I did not feel right staying with him while my mum was at work. My mum had to come home and police had to get phoned and she reported me missing I was away for 2 days and phoned home saying not to worry I am in Drumchapel. My mum did not really know how to get there when I wasnt really there I just said that so she heard my voice so she knew that I was OK but she still went looking for me until 12pm and found me with [REDACTED] and [REDACTED] she told me to go in the car so I went and she said were you ever going to come home I said no because I hate my dad and I never did like him. When we got home the police were there and my aunty [REDACTED] and her boyfriend with her children the police kept asking me questions on why I ran away and I told them why and that I did not like my dad.

Moving on : We then moved to Penillee and there was this one time I asked for a piece of toast and he said no then I said but its only a piece of toast and then my dad came walking in and hit me because I kept asking so I just went to my room and was playing with my little sister and she started crying then started to scream and I was saying to her [REDACTED] whats wrong whats wrong why are you screaming stop it [REDACTED] tell me what wrong. She never stopped so then my dad walked in the room and said to her whats wrong [REDACTED] she said to my dad that I was pulling her hair punching her threatened to fling my book to her and suffocated her with a pillow. I was sitting on my bed crying and shouted at [REDACTED] your a lying little cow why are you lying. Then I said to my dad dad she lying thats not true so my dad came over to my bed and pulled the covers of me and started pelting my legs. I was screaming because it was dead sore trying not to let him hit me so I jumped out of my bed and hut him back trying to say it wasnt true. he just left me alone and my little brother walked in and was cuddling me saying Lisa dont cry are you OK. I was crying on his shoulder and me little sister sat up on her bed

[REDACTED]

laughing I said [redacted] what did you do that for she never answered so I shouted you we bitch why did you lie and I started shouting at my dad again before I walked in to the toilet he punched me on the shoulder so I ran into the toilet and shouted to him you "F--- D---" I hate you and I'm telling my mum in the morning when she comes home from work. [redacted] kicked the door open and slapped me when I was sitting on the bath crying. He pulled me in to my room and told me to go to bed and wait until my mum comes in from work. So when the morning came my mum was back from work and my dad shouted to my mum you better get your daughter seen to. So I was getting ready in my room and my mum walked in saying what's going on and I said everything [redacted] said to my dad and she watched me getting hit from my dad and when he walked out she was laughing. My mum was shouting at my dad and at me and [redacted] so I went in to the toilet to get washed and my dad was going into the kitchen before he went into the kitchen he was poking my shoulder with his finger and slapped me on the face. I went ben and told my mum and dad said he never. I just ignored every one and just got ready and shouted behind I'm away to school but I never went I went to my friends house. [redacted] and told her mum everything what happened. I told her to phone to social worker came up to her house and asked me everything what was going on and I told him. I was going to tack me to my aunty [redacted] house but I never went. I had clothes in my bag and told the Social Worker that I was not going home and that's all there is to it so he went away and came back saying OK Lisa you can't stay here you have to go to your aunty [redacted] house so I just went and once we got there the Social worker went away and my aunty [redacted] said do you want to get put in a Home I said yes because I don't feel right and just can't stay in the same house as my dad because I am scared of him. He hits me for no reason at all. After he hits me now I am not going to stand there I will just hit him back. One day my mum came home from work and it was nearly Christmas and she had a curry and I asked for a bit my dad shouted at me and I said what are you shouting at me for. He said oh I am in a bad mood with your mum. I said to him well in future don't take your temper out on me and he just stayed quiet.

Difficulties at Home: I just don't get on with dad we are always fighting over silly little things like for instance if I had make up on, not a lot, he will shout at me saying get that face scrubbed and starts a big argument over it or if my little brother and sister told me to shut up well they are good children they don't get scalped or shouted at but Lisa is a case of saying shut up you don't speak to them like that it never like that any other time but it is Lisa this, Lisa that scelp Lisa for this scelp Lisa for that. It is always Lisa I can't handle staying with him. I don't feel right I am scared to stay in on my own when mum is at work because it all seems to happen behind her back.

Solvent Reasons: The reason I took solvents is because I was (sorry to swear but) pist of with my life I want to go home but I don't feel comfortable about going home I am just saying I don't see me going home until my dad changes, talks to me more and listens to what I want to say but has said that so many times sticks to that for four or five days and back to normal grumpy as usual. I am just saying the truth. I don't like my dad but I talk to him and because I talk to him really does not mean I like him. The real reason I took solvents is because I wanted to die nobody might believe it I just don't want to go home and if I did go home I will keep on running away. I can't handle staying with him.

What I would like to happen: I would honestly want to stay in Care because I like it. there is people who I can talk to and explain my feelings to them. I am not scared to ask for anything because I knew I am not going to get hut or shouted at. I feel an awful lot more at home. I might of carried on an awful lot but I feel I have matured up a bit because I am not doing all those daft things like carry on like a two year old, stopped taking drugs and I have not done that for about two months now and I am not about to start up again. I honestly feel my dad does not like seeing me growing up. He never lets me hang around with friends. I can't do what I want for me I can't be happy and ever since I have been in Care I have really been a happy girl.

The End

ADMISSION PROFILEEDUCATION DEPARTMENT

NAME: LISA PERCY

D.O.B: 17.01.80.

HOME ADDRESS: 63 Baishaw Rd.,
Penrilee.

D.O.A: 22.11.94.

TEL. NO:

GROUP: 3.

LEGISLATION: 441b.

TUTOR: [REDACTED]

SOCIAL WORKER: [REDACTED]

KEYWORKER: [REDACTED]

UNIT: St. Margaret's.

PREVIOUS SCHOOL/PLACEMENT: Penrilee Secondary.
Cardness Park Resource Centre.REPORTS RECEIVED FROM:
SCHOOL ☐EDUCATIONAL PSYCHOLOGIST ☒ASSESSMENT CENTRE ☒SOCIAL WORKER ☒BACKGROUND INFORMATION:

Lisa was cared for by her grandmother until her mother married [REDACTED] in 1984. (She was legally adopted by [REDACTED] in 8/1/88). Throughout her primary education Lisa displayed both emotional and behavioural problems. Lisa commenced her secondary education at Penrilee where a pattern of truancy and absences emerged. She was taken into care in January 1994. Lisa is a pupil with special needs and is recorded by the Educ. Dept. in relation to these. Lisa has one half-brother and one half-sister.

Strathclyde Regional Council
Social Work Department
South West/Eastwood District Headquarters
837 Crookston Road, Glasgow G53 7TP

Director: [REDACTED]

Telephone No: [REDACTED]

Our Ref: [REDACTED]

Your Ref:

Date: May 1994

If calling or phoning please ask for: [REDACTED]



Strathclyde

SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

Good Shepherd Centre
Old Bishopton House
BISHOPTON
PA7 5PF

Dear

Re: **LISA PERCY (17.1.80)**

Home Address: **63 Barshaw Road, Pollok**

Social Worker: [REDACTED] **Pollok Area Team (883-2222)**

I am writing to enclose paperwork on the above mentioned youngster, who was discussed at South West/Eastwood DASU on 4/5/94.

Lisa was admitted to the care of the Social Work Department on the 21st April this year, following a breakdown in her relationship with her father. At this time she was admitted to Glenrosa Childrens Home. Lisa is a child with special needs, and is recorded by the Education Department in relation to these.

There have been marital difficulties between Lisa parents, and her relationship particularly with her father has been difficult for sometime. In December 1993 she alleged that he had assaulted her physically and a Child Protection investigation took place after this. This did not lead to Lisa's name being placed on the child Protection Register.

A Children's Hearing on the 21st April made a 43(4) Assessment Order naming Cardross Resource Centre. The Social Worker has attended a Referral discussion at Cardross, but is informed that waiting lists for residential assessment there are lengthy. It is therefore not known whether Lisa would be given an assessment placement in the near future. However it has been assessed by staff involved with Lisa that she requires the provision of education and structured care within one placement. At the same time while a formal decision has not been made regarding a likelihood of rehabilitation to Lisa's parents, DASU advised that a Child Care Review in the near future should address this issue.

/.....

Following lengthy discussion it was agreed that residential school for Lisa would be researched, and that application would be made for shared funding between the Social Work and Education Department.

Can I therefore ask you to consider the information enclosed and contact the Social Worker to discuss this referral by 10.6.94

Yours sincerely



Assistant District Officer (Child Care)
South West/Eastwood District

CARDROSS PARK CHILD RESOURCE CENTRE

Summary and Recommendations of Assessment Conference held at Cardross Park Child Resource Centre on 1st June 1994 between the hours of 9.30am and 10.45 am.

SUBJECT LISA PERCY (DOB 17 1 79)

PRESENT

Lisa Percy, Subject

Father

Glenrosa Childrens Home

Social Worker

A/AOIC, Cardross (Chair)

SAO, Cardross (Minute)

AO, Cardross (Unit Staff)

Mainstream Support Teacher

Psychological Services

Senior Social Worker

APOLOGIES

Representative, Cardross Education Unit

After all presented reports were read, Lisa and her father joined the meeting. [redacted] opened the meeting then she explained its status as a recommending body to the Childrens Panel. All present were invited to fully participate in the discussion.

[redacted] gave an outline of Social Work involvement and the events leading to Lisa's Reception Into Care. Highlighted areas of concern were, Lisa absenting herself from home, discipline within the family home, difficult family relationships and [redacted] refusal to work with the Social Work Department.

[redacted] reported that Lisa's stay within Glenrosa had been problematic. There were difficulties with Lisa's education because of her truancy and her behaviour which had led to two suspensions. [redacted] spoke about the erratic family situation and the violence between [redacted] which understandably upset Lisa. Staff at Glenrosa had concerns about Lisa buzzing various substances, misusing drugs and self mutilation.

[redacted] disagreed with some things said so far and he chose to leave the meeting. There followed some discussion about the family's problems. It seems that all attempts by the Social Worker to work with the parents have failed. [redacted] spoke about [redacted] manipulative behaviour and their inconsistent parenting. [redacted] spoke of [redacted] emotional state and she said that both parents are not yet ready to work together, in helping Lisa. Lisa said that [redacted] treats her differently than her brother and sister.

[redacted] gave a resume of her involvement which commenced during Lisa's last year at primary school. Work focused on Lisa's educational, social and emotional needs. Lisa has low self esteem and she is confused and uncertain about her family background. Her extreme behaviour and aggressive outbursts have escalated over the past six months. [redacted] said that all family members need a lot of support to work towards Lisa returning home, even then, rehabilitation will be a lengthy process. [redacted] said that psychological services cannot now meet the family's needs as their problems are now too intense. Instead, she suggested referrals be made to Southfield House or Fern Tower.

[redacted] spoke about her work with Lisa over the past two years. Lisa made good progress throughout last year and she was even displaying a more mature presentation. However since the beginning of this year, Lisa's attendance became very erratic and there was a general deterioration in her effort.

Summary and Recommendations

LISA PERCY (contd.)

██████████ spoke to the house unit report. Lisa settled quickly into Cardross and to date, she has responded to the structure and limit setting. In personal discussions, she has spoken openly, expressing her feelings of insecurity and her wish to remain in care. ██████████ has maintained regular contact with Lisa but there has been little contact by ██████████

The meeting then opened for a general discussion on Lisa's needs and how best these can be met. It was immediately clarified and agreed by everyone present that Lisa cannot return home at present. From further discussion her needs were identified as:-

- emotional and social
- education
- structure and limit setting
- family therapy.

The meeting then addressed the most appropriate resource for Lisa and a residential school placement was identified.

In conclusion this conference respectfully recommends to the Childrens Panel that

A placement be sought for Lisa in either Kerelaw or Good Shepherd Centre and in the meantime she should remain in Cardross whilst investigations take place.

SENIOR ASSESSMENT OFFICER

14 6 94

A/ASSISTANT OFFICER IN CHARGE

MINUTE OF DISTRICT ADMISSIONS SUPPORT UNIT

DATE: 24.11.93.

MEMBERS OF PANEL:

[REDACTED] (Chair)

D.O.B. 02.10.79.

NAME OF CHILD: Lisa Barnes

HOME ADDRESS: 7 Arnisdale Road, Easterhouse, Glasgow G34

PRESENT WHEREABOUTS: As above.

SOCIAL WORKER: [REDACTED]

AREA TEAM: North East 6

REASON FOR REFERRAL:

Resource discussion. Lisa currently outwith parental control. Not attending school. Has stayed out overnight with her boyfriend - she may be pregnant.

PREFERRED RESOURCE:

Day Care with family counselling.

ACTUAL RESOURCE:

Day Care Project.

REQUIRED FOLLOW-UP:

Referral to be made to Day Care Project.

DECISIONS:

- 1) It was acknowledged Lisa is at risk but it was not felt appropriate to recommend a residential option.
- 2) Day Care Project referral to be made.
- 3) Lisa should again be encouraged to take up groupwork.
- 4) Brief therapy family meeting to be considered as an option.

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SUMMARY OF DISCUSSION:

Lisa's situation has deteriorated significantly over recent months. Her father is a single parent who is a student psychiatric nurse. He tends to use jargon and textbook theories to attempt to deal with Lisa. She resents this approach. At present Lisa is outwith her father's control. A referral has been made to the Reporter for OPC grounds.

Lisa* attended Day Assessment before the summer, participating well. However she failed to settle back to Bannermann School and is not attending school.

Lisa's father believes her 16 year old boyfriend is the root of Lisa's problems. Lisa defends her boyfriend and confrontations in the house tend to centre round this issue. The atmosphere in the house is volatile. Lisa is not responding to any controls and her father is at the end of his tether.

It seems to social work that Lisa is manipulating the situation. The risk of her being pregnant is an issue. Lisa does not care if she is taken into residential care, whilst her father is adamant that the authorities need to do something.

Lisa's younger sister is a subdued youngster who has a poor self-image.

Sandra Crombie from Day Assessment is still involved with Lisa.

It was felt that Lisa would benefit from a Day Care Project placement building on Lisa's positive experience in Day Assessment. It was seen as appropriate to live with the acknowledged risks of Lisa remaining in the community. Brief therapy might be a useful and acceptable approach for short-term family work with [REDACTED] and Lisa.

ADD

3/12/93