

THE EXTENDED DAY PROJECT

BRIDGING THE GAP BETWEEN RESIDENTIAL AND COMMUNITY SERVICES

LEWIS DUNCAN PANEL REPORT

NAME: LEWIS DUNCAN

D.O.B: 22/10/84

ADDRESS: 65 PORTLAND STREET
TROON
SOUTH AYRSHIRE

NAMED GUARDIAN: JOHN CAMERON

KEY WORKERS: SUSAN SMITH

DEPUTY MANAGER: ANITA CARVALHO

PROJECT LEADER: DAVID BARR

SOCIAL WORKER: ANN JOHNSON

**EDUCATION
PSYCHOLOGIST:** ALAN MACKIE

COMPLETED: 24/2/00

INTRODUCTION

The purpose of this report is to update the panel on the progress made by Lewis Duncan since his initial hearing, held on January 17 2000.

HOME

Lewis's home life with dad provides a secure and homely environment, in which Lewis continues to draw strength. Both Dad and Lewis have invested time and energy into making the placement work.

They both acknowledge that the transition of their relationship initially was difficult. For Lewis this meant believing that he would be able to stay with Dad, and that no one would make him move again. John (Dad) had to get used to a full time parenting role.

Dad has taken time to learn about separation and loss and the impact this can have upon a young person. John has also sought the assistance of extended day staff to develop strategies of intervention for when Lewis displayed challenging behaviour. This has been successful to the degree that the frequency of any aggressive behaviour within the house has almost completely diminished. Lewis, John and extended day project have worked in partnership to sustain the placement and develop a package of support which meets Lewis's current needs.

The period of Lewis's non school attendance was frustrating, and at times exasperating for John. To the writers knowledge John continued to challenge Lewis about his lack of school attendance and impressed the importance of attending school.

Towards the end of last term if Lewis did not attend school a member of the project (writer) would go to Lewis's home, to make him understand the consequences of his behaviour, and to offer support to John. Although Lewis would on occasions respond positively and attend school the following day, he was unable to sustain attendance.

After a meeting held between social work and the extended day project it was felt that an education review was required to address the issue of Lewis's educational needs. The meeting highlighted that there were no significant issues of concern for Lewis at home or in the community. Following the outcome of this meeting, an educational review was held on 16th January and a change in educational provision was agreed in principle.

Given that the educational review had been held the day prior to Lewis's panel hearing. No definite plan was provided as there had not been time for the relevant and necessary discussions to take place. Also, it was felt that Lewis had to be involved in all the discussions and planning in order for the change to be a successful, in terms of school attendance

Since the hearing on the 17 January, Lewis has continued to flourish at home with John's support. He has also continued to independently work at building his relationship with his Mum. John has to the writer's knowledge encouraged Lewis to do this. Lewis has expressed that he feels his relationship with Mum is better now than it has been for some time. He was pleased for her when she recently became engaged.

Lewis is regularly attending school, and continues to build positive relationships with his peers and project staff.

IN THE COMMUNITY

Lewis appears to be settling into everyday life within the town of Troon. He has made friends in the local area and enjoys going out and playing on his bike, or going walks in the countryside. Lewis enjoys the outdoor life and is a keen fisherman and camper. At this time the writer is not aware of any significant issues relating to the community.

AT SCHOOL

Lewis's school attendance has almost been 100%. Since the initial hearing he has only been absent from school on one occasion, which was prior to the start of the negotiated time table.

Lewis was actively involved in the planning of a new time table. He agreed, through consultation, to attend school on a half day basis for the first week. It was felt that half days would be a therapeutic way for Lewis to reintegrate himself into the school system. He was able to show his commitment to working with the staff and the education system by sustaining his attendance for this week.

As a result of Lewis's positivism and enthusiasm, a unique full time package of education provision was established to meet his identified needs. Lewis agreed he would follow an academic programme every morning and attend the Youth Art Project in the afternoons. Youth Art provides an opportunity for young people to develop a range of practical skills, which can be transferred to the workplace. The agreement is that his attendance at the Youth Art project will depend on Lewis sustaining commitment to the academic programme.

Lewis has made an excellent effort and has to date remained committed to the plan. There have not been any issues reported from education staff and he appears to be settling back well. Ian Carruthers, manager of Youth Art, has reported that Lewis is working hard, and has almost completed his first project. Lewis has established positive relationships with both staff and peers.

Special Education Needs

Kibble School raised concerns at the education review regarding Lewis's forthcoming exams at the end of term. It was felt that Lewis may require assistance sitting his standard grades e.g. scribe or reader.

Alan Mackie, Education Psychologist, agreed to meet and assess Lewis. The test results concluded that Lewis's general cognitive ability was below average. Lewis is essentially literate with a basic reading age of 9 Years, and a numeracy level of age 9.6 years. Alan felt the pattern of errors was very regular, not indicative of a special learning difficulty. Alan believes that Lewis's "pattern of achievement is more explainable in terms of a young man of limited ability who has not applied himself regularly or consistently to curricular opportunities". As such, he did not think that Kibble school would be able to qualify the need for special examination arrangements for Lewis.

As Lewis's cognition, numeracy and literacy are approximately that of a 9 year old. Kibble education feel Lewis may require assistance to sit exams which are aimed at 16 year olds ability. Kibble School are currently seeking further clarification on this matter.

THE EXTENDED DAY PROJECT

The extended day's role has remained consistent since Lewis came to the project. We have striven to offer a highly flexibly package of care and support, working in partnership with Lewis to meet identified needs.

As a project we have offered support and advice to John and Lewis, when they have required it. Their has been very little support or intervention from the Social Work agency. Lewis's case was unallocated for a number of months last year, despite the need for clarification and support during the process of change.

Focusing on the Extended Day Projects role since the panel hearing on 17 January 2000. The project continued to offer support to John. The level of support has reduced since Lewis began to attend school regularly. However, John keeps in regular contact with the project to update himself with detailed accounts of Lewis's day to day progress. Weekly reports briefly outlining Lewis's week are sent to all other significant people.

The writer and Anita Carvalho (Deputy Manager), advocated with and for Lewis in the negotiation of the new educational programme. This involved meetings with Kibble's head of Education, and the manager of the Youth Art project.

Individual support is provided daily by the project within the school setting, which offers an immediate response to any issues which may arise. Consequently the framework of support extends through out Lewis's home, school and community life.

Currently, Lewis receives an individual one to one support package focusing on specific identified goals. Primarily, the work involved engaging Lewis to identify his future needs and enabling him to plan towards achieving his goals successfully. Secondly, it was identified that for Lewis to achieve his goal he had to clearly connect and take responsibility for the consequences of his actions. Lewis is showing progress in both areas.

Lewis will also be involved in a three day camp activity, which the project run on a yearly basis. If Lewis continues to develop his maturity and remain committed to his negotiated programme. It is hoped that his position within the group camp will carry a degree of responsibility.

In the writer's opinion the role of case manager continues to be a significant role for the project to maintain. Particularly as the Extended Day are the only agency who continue to have regular contact with Lewis and his Dad. . I feel that any change being considered to the programme of support will require the involvement of the Project to offer a degree of consistency to transition.

We as a Project would like to recognise the strength which Lewis has shown during this process. Well done !

CONCLUSION

John has continued to offer a homely environment in which Lewis has progressively developed a feeling of security and stability. The relationship between them both appears to be having a positive impact. As a result Lewis is slowly beginning to resolve his relationship with Mum.

Since the beginning of the new time table Lewis's attendance has been excellent, combined with no issues being raised from the educational staff. The only unresolved matter at present is the questioned need for support during the forthcoming exams, a matter which is being pursued by Kibble School.

The Extended Day Project has played a significant role in coordinating the present care package for Lewis. The writer would suggest that in the best interest of Lewis Duncan the Project continue to offer the present level of service.

Susan Smith
Social Work Student