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| How the assessment was carried out and who was involved | In person, at school, in the community and through virtual meetings. Conducted by the Social worker and with Lio Dartington, Gladys Dartington (mum), Frank Dartington (dad), Mimi (West Heath school) and Rachel Tristern (CAMHS psychotherapist). |
| Circumstances | |
| Summary of child and family history, including any previous or current professional involvement | <p>Referral was received In November 2021 from West Heath school raising concerns about the parent and child's relationship. Polly who at that time preferred to be called Leo later in 2021 then to Lio. The child was born female but identifies as non-binary and likes to be referred to as 'them' or 'they', however now says they are moving to 'we' or 'our', Concerns came to light after 'they' disclosed that their mother had shoved a heavy table towards them and thus was scared to go back home. Upon further investigations by the school, it was established that 'they' had shoved the table towards their mother who pushed it back. The school later developed a safety plan with the family on how to manage the child's poor emotional regulation. Lio was given tips on how to manage 'their' anxieties.</p> <p>Risks are centred on Lio's mental health needs. Lio has moderate ASD, depression, and social anxiety. They are also semi-verbal (selective mutism), has an undiagnosed eating disorder and is a voice hearer for which they are being seen by CAMHS. Lio has been struggling with 'their' mental health since 2017 and this has manifested in 'their' behaviour characterised by both physical and verbal aggression, self-harming, and suicidal ideation's. When they were seen and spoken to on 08/01/2021, 'they' had red marks on one side of 'their' face and on their hands arising from self-harming. 'They' informed that 'they' have been self-harming because of feelings of depression and anxiety. 'They' were not able to identify the source of the anxiety and depression, however upon probing 'they' indicated that the Covid enforced lockdown was a contributory factor. Lio has had multiple A&E admissions in 2021 including using scissors and pencil sharpener to self-harm.</p> <p>Related to the above are concerns that CAMHS have not always been able to assist the family when they are in a crisis arising from Lio's self-harming.</p> <p>Previous social work assessment identified parents' willingness to seek support for Lio and themselves as a protective factor, however, they were reported sometimes to have been overwhelmed and consequently reacted inappropriately when 'they' are upset. Parents previously stated that there was no support put in place for them as carers post-Lio's diagnosis of ASD in September 2019, as a result, they have had to undertake their own research to be able to understand and manage Lio. When family relationships were explored with Lio, 'they' stated that when they get upset 'their' parents do not respond well, they shout at 'them' and tell 'them' how it's 'their' fault that 'they' are sick and tell 'them' that 'they' are making it worse". Lio feels that they do not understand 'their' mental health. Lio added that they have not been able to identify warning signs that 'they' are not well which include 'their' legs bouncing, eyes moving everywhere, pulling hair and as a result, 'they' feel ignored by them.</p> <p>There were concerns in February 2021 about Isaac who has been exposed to the conflict in the home and Lio's anger outburst and we are concerns about his emotional well-being as it seems that the main concerns has been centred about Lio and Isaac's needs has not being prioritised.</p> <p>Lio had an argument about school attendance with Mrs Dartington on 27.4.21 and presented at A&E with cuts to wrist and forehead from using a sharp edge of a tin can.</p> <p>Lio revealed during an assessment by SLAM eating disorder clinic in May 2021 that they are having intrusive thoughts telling them to kill themselves if they eat food. The report from Dr Rachel Loomes from the eating disorder clinic concluded that whilst a formal eating disorder diagnosis was ruled out the team would continue to monitor Lio's weight and bloods on an ongoing basis.</p> <p>Dr Tristern, CAMHS, advised Lio had a psychiatry assessment on 12.5.21 and is not believed to be suffering from psychosis. She has further been diagnosed with OCD and anxiety. Lio continues to see Dr Tristern who coordinates their care on a monthly basis.</p> <p>An appointment is being made for Lio to see the West Heath school counsellor with experience of working with experience of working with the needs of YP from LGBTQ backgrounds with Dr Tristern to make an introduction so that Lio can see the new counsellor on a weekly basis. Lio would like for this to happen.</p> |

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| Child/Young Person's Development Needs | <p>HEALTH</p> <p>Lio is a young person with a diagnosis of ASD and complex needs with uncertain aetiology that includes:</p> <p>A diagnosis of ASD when they were 11. As a result, Lio finds it hard to communicate how they are feeling. This can lead to frustration and aggression, as well as feeling out of control and turning to harmful coping behaviours, which may partly include restrictive eating as well as the self-harm.</p> <p>OCD which remains undiagnosed, but for which a referral is being requested by parents through CAMHS currently.</p> <p>Irlen Syndrome (brains ability to process visual information)</p> <p>Emotional regulation, anxiety, and low mood - they remain under their local CAMHS team for this.</p> <p>Other possible contributing factors that may be impacting Lio's mood and feeling out of control is the ending of their psychoanalytic therapy which formally terminated in March 2021 as Lio was able to share that they feel they need further therapeutic support and do not feel able to make changes until they can trust a new therapist. Lio – then using the name Polly – came to the attention of CAMHS in August 2017 arising from sleep and social difficulties as well as uncertainty of 'their' gender.</p> <p>Significant eating disturbance which is currently understood in the context of other mental health needs. They are at risk of developing an eating disorder. Disordered eating has previously led to loss of weight. They present with some weight and shape concerns in the context of gender Dysphoria, but Lio reports that they are not trying to lose weight anymore and that the main barrier to them eating is the voice they hear. SLAM view this voice as eating disorder cognition's as it is a voice they report having heard for a long time and is not specific only to demands to restrict eating.</p> <p>Psychosis (currently under CAMHS). Lio also reports other unusual experiences, both visual and auditory in nature. Lio reports to be hearing voices which are seen as part of their personality. The voice is malevolent and omnipotent, and they believe that if they ignore the commands of the voice that "bad things will happen".</p> <p>Suicide attempts and significant self-harm, with multiple short term emergency admissions reported at</p> |
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- Selective mutism. Lio will communicate verbally to those they trust but otherwise will communicate in written form or use gestures or her mother will speak for her.
- Their physical health is relatively good. They saw a physiotherapist recently for back pain as they are hypermobile and with very little exercise, they suffer from weak muscles which needs strengthening to support their joints which suffer from pain as a result.
- Lio has an EHCP.

Diet:

Lio's food intake has been a constant source of concern for family and professionals and throughout 2021 had moved to no solids although there are some signs of improvement very recently.

Food intake January 2022 – mostly no solids as per March 2021 but Lio at some fruit (apple and carrot).

Food intake Sunday 28th March 2021 (no solids): Lio woke at 12pm 12:30pm Innocent smoothie carton (mango flavour; helped themselves and drank all) 2:30pm: Glass of chocolate milk (oatly; 250ml) 3:30pm: Few sips of squash 6:30pm Oat milk (200ml) 10pm: Juice smoothie (contained carrots and other fruits) (250ml).

A typical day of eating in November 2020: Breakfast Dry granola with a glass of semi-skimmed milk on the side or toast/crumpets with butter. Snacks Biscuits, chocolate, flapjacks, sweets, or fruit (any fruit previously accepted) Lunch Cheese sandwich (any bread) until they became vegan a few months ago at which point changed to jam or peanut butter as the filling. Dinner Quorn nuggets/burger with pasta or rice on the side. Only sauce accepted was a Sainsbury's 'hidden vegetable sauce'. Would eat broccoli as a separate side dish.

EDUCATION

Lio's attends West Heath Secondary school which specialises in educating children with emotional and behavioural special needs. Lio is attending the HEART facility which is the wing of the school with the most complex mental health needs at the school. West Heath has an in-house therapist who does soft therapeutic work with Lio.

Lio's attendance is currently at 18.2%. This is mainly afternoons as Lio struggles to wake up in the mornings. When Lio does manage to come in to school, their timetable consists of: Maths, Textiles, Science, Music, English, Art, PSHE, and Beauty. They also can attend OT, and Dungeons and Dragons (jointly run by our Speech and Language therapist and Playtherapist).

Lio is very creative and won the Princess Diana Art Award in the summer of 2021. Lio's behaviour is always good, and they have some friendships within HEART. They also have a good relationship with their Keyworker.

Lio would benefit from boarding, not only to increase their attendance in school, but also to provide them with opportunities to increase their social skills and levels of independence.

They have a special interest in beauty, and it is believed by school they could get a qualification in beauty if she is able to focus on their education but are currently missing too many lessons. It is felt they could undertake art BTEC for instance which is more modular and would better suit Lio's mode of working.

I asked Lio what they would like the panel to know about whether they wanted to board at West Heath and the impact that would have on our school attendance (currently 18 per cent). Lio said they wanted to board, it would make a difference and the result would be we would attend more lessons particularly on good days. This was encouraging news.

EMOTGLADY'SL AND BEHAVIOURAL DEVELOPMENT

Autism Spectrum Disorder (ASD) is a pervasive neurodevelopmental disorder that is characterized by difficulties with social and communicative functioning, restricted interests, repetitive behaviour, and sensory deficits (APA 2000; Kientz and Dunn 1997, Tomchek and Dunn 2007).

Lio has previously said to professionals they have to control their eating because they cannot control their feelings. According to latest CAMHS assessment, Lio increasingly reported that they hear a voice which threatens that bad things will happen if they eat food. Lio described this voice as 'genderless' and not the same as their own. They said it did not feel like their own thoughts but did feel like it was in their brain rather than external. Lio does not feel able to ignore the voice or stop it. They reported that the voice will say cruel things to them and will instruct them to self-harm and not eat. Lio also described experiencing other unusual experiences unrelated to food or eating. They reported hearing voices in a room nearby only to go there and for no one to be there (these voices are not directly speaking to them). They also reported seeing things that they then realise are not really there. This can sometimes be pleasant visual experiences such as seeing a beloved pet (now deceased), as well as unwanted and distressing visual experiences such as seeing blood all over the bath. Lio said that if they ate food, they might have to kill themselves and this would be a decision made by her brain, something that they do not feel they have control over. When asking about gender identity and possible links to eating, Lio did not think this was the primary reason for food refusal but agreed it played a small role. They shared that they used to identify as male but now prefer to use non-binary pronouns.

IDENTITY

Lio has a powerful identity which has seen them move away from identifying as a girl called Polly (their birth name chosen by their parents) to Lio in 2020. The change of using the letter 'i' in Lio started in 2021 to date and relates to them associating with a more gender fluid identity which the 'i' allows for rather than the masculine version spelt with an 'e'. They identify as non-binary and preferred pronouns are they/their although they are moving towards, we/ours. They strongly identify with their status as disabled and celebrating their autism diagnosis and refer to their communication style as 'semi-verbal'. Lio cares passionately about others (mum has questioned Lio's empathy but knows Lio's sense of social justice is very strong and wants things to be fair and equal). Lio is concerned about our impact on others and wants to do the kind thing. Lio has a strong set of

Quaker friends and ascribes to the younger generation Quaker interpretation of there is a good in everyone rather than a rules-based religion. They have a love of art (see art completed at school attached which shows their view of their identity) and enjoy games such as Animal Crossing, watching the TV series Drag Race, the colour pink, cartoons and stickers and fluffy animals. Lio has a strong sense of style which can also veer towards a gothic look and wants to work in the beauty industry.

Family and Social Relationships

Lio lives with their mum Gladys, dad Frank and 11-year-old brother Isaac. They have good relationships with a wide extended family on both sides. They speak warmly about two strong grandmothers, two paternal aunts who are seen as feisty and have relationships with their cousins. They travel to the south coast to see maternal family two or three times a year and they come to see the family as well in London.

SOCIAL PRESENTATION

Lio presents as a slim, young person with a pronounced sense of their own style. When I have met Lio they have often been wearing a fashionable black outfit, trousers and jumper and black Doc Martins with interesting motifs on one side of their boots. They had black eyeliner; beautiful eye shadow and half of their eyebrows were cut off on more recent visits which mum said was a bone of contention for her but which I rather liked. Lio is able to care for themselves in terms of washing themselves. Mrs Dartington reports this needs prompting, or they have in the past taken days to do this. However, Lio always looked clean and tidy when I saw them.

They are well versed in playing games with others such as Dungeons and Dragons one of their favourites or Dominion. They participated in the games I have brought to play with them and although didn't verbalise initially, communicated expertly through written means and looks, nodding, sometimes pointing to mum to explain but mostly writing answers and occasionally taking time before writing. I was impressed with their intelligence and written language skills. They told me for instance that their moniker in D&D is 'chaotic neutral' which I felt somewhat suits them. Lio was wearing 7 layers when I met them before Christmas and said they loved to wear layers of clothing rather than a coat in cold weather. More recently Lio has verbalised for half of the time I have spent with them which suggests they feel more comfortable to communicate in this way when they feel more secure in the relationship with another.

SELF CARE SKILLS

Lio spent much of 2021 eating only a liquid diet and refusing to eat food from containers which had been opened, however more recently they have been eating some fruit and vegetables. Lio has been able to move towards more independence through their friendships at school, through their choice to pursue their version of the Quaker faith at summer and Christmas camp they attended and through Caspa Prism club which they also attend on a weekly basis. However, in terms of sleep and school it has been difficult for Lio to establish any routines. Lio remains dependent on their mum to be able to transition from sleep to school and at present this is not working well as Lio can often stay up all night and then not wake up till 2pm. At other times, Lio can have what mum describes as 'bursts of energy' and will do some cooking, art or want to engage with their friends.

BASIC CARE

Mr and Mrs Dartington provide over and above the basic care needs for their daughter. Parents have dedicated themselves for numerous years to the exacting nature of providing a specialist diet to suit Lio's needs, at great financial expense. Mrs Dartington takes Lio to all her daughter's medical, social care, social, educational, and cultural appointments. They have tried to encourage Lio to sleep in their bedroom, but Lio has had ongoing hallucinations about doing so and the household have had to adapt their lounge for Lio's needs, depriving them of valuable family time due to Lio's consistent presence there.

ENSURING SAFETY

The family have had to manage how they respond to Lio's outburst which has been an ongoing concern. Mr and Mrs Dartington have recently been undertaking an NVR course. During 2020/21 there were a number of incidents where Lio had attacked her parents (including biting her dad's hand) and sibling both physically and verbally. The family have had ongoing challenges trying to set appropriate boundaries for Lio. As such there is little routine to Lio's day which reflects in their poor transition to school each morning. Nevertheless, Lio has good days where they are able to attend their school and extra-curricular activities. On those days, they are able to join family to eat at dinner time. Mum has more recently been able to agree a cut off time of 12 noon for when she will no longer be available to take her daughter to school, enabling Mrs Dartington to get on with her day rather than be continually waiting on Lio's needs.

EMOTGLADY'SL WARMTH

Both Mr and Mrs Dartington present as warm and loving parents who have worked tirelessly to meet the complex needs of their only daughter. I have observed Mrs Dartington, encouraging Lio to engage with me, interpret what they are saying to me, laugh fondly at some of their replies. Mrs Dartington has sacrificed her time to cater to Lio's needs, taking them to their activities and encouraging her daughter's gift for art. Mr Dartington has supported Lio's needs by attending CIN meetings with his wife, providing stability for the family unit through his employment and support for his wife's dedication to her role as carer.

Mrs Dartington has a particular insight into the complex needs of her daughter. She understands Lio's strong sense of independence often related to her growing sense of consciousness as someone who has ASD. At other times however, Mrs Dartington says Lio can be very vulnerable and for instance when they had a recent physiotherapy appointment wanted their mum to come in with them.

STIMULATION

Mr and Mrs Dartington have made huge efforts to meet their daughter's needs, taking them to weekly Caspa club in Bromley. Facilitating and encouraging their connection with the youth wing of their Quaker faith so they have been able to attend seasonal camps. Despite Lio's periods of isolation due to the impact of their disability and MH issues, the family engage with them playing games, watching their favourite TV programmes, helping them cook and promoting their gift for art and beauty. Parents for instance have encouraged Lio to show their art at a recent Grayson Perry exhibition - 'Inside My Head' the piece exhibited is attached with this assessment.

Mum is hopeful that Lio will engage with the wider variety of stimulating activities the school can provide that link with Lio's own interests. For instance, Mrs Dartington reports Lio loves swimming, and the school has a pool which could be a source of enjoyment for them should they board.

GUIDANCE AND BOUNDARIES

Mr and Mrs Dartington have worked tirelessly to respond to Lio's needs. They have sought, for instance more recently to provide boundaries around waking up for school, negotiating a cut off time of 12 where Mrs Dartington will no longer be available to take Lio to school. This was so mum could effectively get on with her day rather than be on continual standby for the possibility that Lio might go to school later. Parents have encouraged Lio to go to school, attend their appointments and see their friends and are adept at judging where the balance lies in terms of enabling Lio to develop more skills and when Lio can do no more.

There is a difference between Lio's view of their disabilities and their parents. Lio appears to subscribe to the social model of disability which says that people are disabled by barriers in society, not by their impairment or difference. As such, Lio enjoys celebrating their differences and researching aspects about their ASD. Mrs Dartington has noted to me that she would prefer Lio sometimes not to focus on their disabilities but on their strengths and what they can do.

Mr and Mrs Dartington have also said they are uncomfortable about Lio's voice hearing and have found some of the advice from CAMHS on engaging further with Lio on this matter such as being curious about Lio's head mates difficult to move forward with.

STABILITY

Lio's family life is a stable and protective factor for them, and the family have lived in their home for a number of years. However, the transition from primary to secondary school appears to have been a time of instability and for the emergence of a number of Lio's conditions, including the diagnosis of ASD. Lio also changed school and started at West Heath in September 2020. They formed a very strong attachment to a friend who boarded who left a few months later and who identified as transgender and was later hospitalised for suicidal attempts. It was felt then that that had prompted Lio's interest in boarding but despite the loss of this friendship Lio has continued to make other friendships and continues to hold onto their wish to board. Lio has also had a number of professional relationships which have changed during the course of her diagnoses, some of whom she formed strong attachments with and then became anxious when sessions were coming to an end, others with whom she could not form a relationship with.

FAMILY HISTORY AND FUNCTIONING

Lio has a strong and supportive family on both of her parents' side. While much of their care is provided for by their mum who they look to often to facilitate conversation and dialogue with others, Lio also says they are close to their dad who they share a love of music with. They appear close to their brother but due to their disability and MH issues which came to the fore during their secondary school years, the family have found it difficult to balance the needs of both children equitably. Isaac for instance has been unable to invite his friend's round, as Lio has used the sofa downstairs in the living room as their bed and does not like him or others to sit there. Likewise, the family have been unable to undertake simple pleasures such as go out for a meal together which remains a long-term goal for parents. Mrs Dartington has instead spent a great deal of her time ensuring her daughter's needs have been provided for including Lio's eating arrangements, accompanying Lio to her appointments, school and social activities and keeping watch for self-harming episodes.

A piece of direct work was undertaken with Lio and Mrs Dartington in December 2021 where Lio contributed to co-producing a family genogram.

They identified the most powerful family members as Dorothy MGM according to Lio 'she gets things done easily', she has a loud voice, was a drama teacher and is bossy. Her family hails from the west end and Cornwall whereas Vernon her husband was from the East end. Dorothy's line is where the family's Quaker faith comes from and Lio drew a blue line all-round the family members that have taken the Quaker faith to heart. This included her dad but excluded her aunt Sowena's husband who she has divorced. She identified the least powerful person as Isaac her 11-year-old brother although he is loud and energetic as well. His best friend in the network is Ariel, Caroline's 13-year-old daughter.

Lio's best friends are Adesua and Quinn - in their Quaker network. Adesua is in her early 30s and Quinn is her 13-year-old daughter. They also pointed to her cousins from her aunty Mavis and Declan's marriage and their two children Reginald aged 8 and Regina 10. who she is close to.

Meanwhile there was another strong matriarch in the family namely Frank's mother (PGM) Cheryl (real name Nancy). She is 75 and is upper middle class. She was a composer and ballet dancer in her earlier life and is half Jewish. She has a very strong personality. Frank's dad died when he was 4 and was called Clifton. He used to work for the merchant navy and then worked in restaurants.

Mrs Dartington made the point that there was a difference between the two families in that her line are pacifists whereas her husband has a military background. Frank is the youngest and he has two sisters Yvette and Shannon (Amelia).

Gladys mentioned she had a small support network in the book club she belongs to of two members out of the 8, who she connects with outside of the club which meets monthly.

HOUSING

The family live in a small private dwelling in Orpington which has a mortgage. It has been difficult to manage Lio's needs in the home due to the fact Lio will not sleep in their bedroom. This has meant the family have had to accede to Lio's wishes for them not to sit on the sofa which Lio uses to sleep on, placing more pressure on the day-to-day functioning of the family household.

EMPLOYMENT

Mr Dartington works in technology as a Stockbroker. Mrs Dartington is a full-time carer for her children.

INCOME

Mr Dartington earns a salary of £65,000 pa. Mrs Dartington claims Carer's Allowance of £200 per month. Lio is entitled to DLA of £460 pm which will shift to PIP when they are 16.

FAMILY'S SOCIAL INTEGRATION

Lio sees family on both sides regularly. The Quaker faith provides a unity amongst the family which binds Lio to their wider family and family friends and has meant Lio has gone to Wales and other events in London, building their relationship with their peers.

COMMUNITY RESOURCES

Lio attends the Caspa LGBTQ group Prism, which takes place once a week on Tuesdays between 6 and 8pm in Bromley Community Centre. There are a range of craft activities that take place, and they chat to each other. They also talk online with each other.

Lio also takes part in a Quaker teenager meeting once a month in Charing Cross.

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| <p>Social Worker's analysis and recommendations</p> | <p>Lio is a 15-year-old, passionate young person with ASD and complex mental health needs who has been open to Bromley Children's Social Care for a year. Lio's attendance at their school, West Heath, is at 18% as they have been unable to transition, despite best efforts by their mum, from home to their specialist school on a daily basis.</p> <p>Lio was diagnosed with ASD when they were age 11 and their family has been steadfast in their support of them during periods where their child has demonstrated a range of complex and worrying behaviours that have ebbed and flowed in terms of risks and escalation. The quantity of professional's involvement and presenting needs perhaps would have tested the limits of the best of any parent. At various points, Lio was felt to be close to being diagnosed with psychosis, Asperger's and an eating disorder but then was felt not to be the case by professionals. Lio has throughout 2021 displayed a range of self-harming behaviours, involving A&E attendances by family in 2021. Last year self-harm was a daily, ongoing concern. More recently scratching using blades has been replaced with burning with hot water. Lio's sleep pattern remains out of kilter with the rest of the family household and despite their best endeavours parents have had to accept that for the vast majority of the time their sustained efforts to guide Lio into some form of pattern or routine has not had the desired level of success they would have hoped for.</p> |
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During the past 6 months Lio has been seeing a CAMHS psychosis psychotherapist for hearing voices. Lio appears to have engaged in discussing these voices who they call 'head mates', ascribing them with names and personalities (see document of direct work with SW) and giving them positive and negative power rather than subscribing to a fixed more integrated version of themselves for their behaviours. However, this has caused parents, perhaps understandably, a great deal of stress in terms of agreeing with the approach of remaining curious from professionals and trying to understand what is happening to their child from Lio's point of view.

CAMHS have spoken about a 'clinical intuition' that the issues may be related to a pattern within the family relationships and family therapy might be another route forward, but Lio would not wish to move forward down this route. Again, another reflection from CAMHS is that Lio's behaviours may also be symptomatic of a teenage rebellion which due to their ASD has effectively gone wrong in an intense manner. The rebellion appears to be particularly focused against Lio's immediate family. Nevertheless, Lio's strong identity which they are able to describe to me - nonbinary, their passion for art and music, their identification with ASD, being semi-verbal and a voice hearer is a credit to their parent's ability to adapt to their daughter's high needs. Since January this year, there also appears to be some small improvements in Lio's behaviours, they have been eating more solid food and joining parents for meals at the table. Their self-harming is not as frequent as last year. Their last session at a CIN visit in Bromley library was marked by Lio being fully verbal with me for one hour.

Despite their seemingly complex diagnosis, Lio has managed to engage with their peer group through their Caspa club, faith group which has entailed two camps outside of the home as well as building social relationships at school. Aside from their friendships, Lio is motivated by their interest in art and beauty and wishes to undertake a BTEC in art at their school which would suit their style of learning which is more modular in approach. Their connection with their peer group and passion for art bodes well in terms of an outlet at school that can be further exploited.

Mrs Dartington says Lio has so much potential, particularly in art. Lio recently won the Princess Diana prize at school. They are displaying their latest art at the Grayson Perry exhibition (attached). They are also articulate and more recently have been engaging further with peer groups outside of the home setting which indicates that they appear to be motivated to change when outside the confines of their family dynamic which should be encouraging for their behaviour pattern when at school too, once they are in.

Lio attending school full time during the week would also sustain their family unit which is close to breaking down. Mrs Dartington says she is 'exhausted' and has recently reached out to adult services for support. The family is financially depleted from providing Lio with their specialist diet and Mrs Dartington's inability to work to be on hand for her daughter 24 hours.

Mr and Mrs Dartington's have experienced the stresses of supporting Lio and their son, aged 11 has recently been diagnosed with Dyslexia and needs more support with subjects such as maths where his learning difficulty makes processing his work more challenging. Because his needs are more subtle than their daughter's, Mrs Dartington says it is easier to neglect them. Furthermore, it has been difficult for their son to feel a sense of normality in terms of being able to bring friends round to the home because his sister's presence on the sofa precludes his own friends being able to spend time there. Family dynamics are fractured as a result with parents spending time separately with their children. One of Mrs Dartington's deepest wishes is to one day have a family meal out as a family, which has for many years now eluded them.

Lio's wish to board at West Heath has been confirmed again recently by SW and Lio has said they felt it would help them to attend more lessons especially on good days. It is encouraging that Lio is on side with this as it is critical that their attendance which currently is at 18.2 per cent is significantly increased if they are not to have their education derailed and their life chances impacted as a result. Parents and school agree that Lio boarding on a weekly basis would help to reduce the impact of transitions, which their ASD impact on. The school manager spoke to me about times he has spoken to Lio when mum has driven them the 40 minutes from home to school in the morning only for Lio to refuse to get out of the car. Considering that mum has managed to get Lio ready, downstairs, into the car and to the school this must be particularly distressing for all concerned and ties into Mrs Dartington's description that she has done everything possible to get her daughter into school and it is 'not for want of trying' Lio has been unable to attend.

Research shows that young people with ASD are one of the highest groups in terms of school absence. 'Young people with ASD have much to be anxious about in a school setting. It has been argued that they follow a dual curriculum. As well as following the set curriculum, there is a social curriculum, comprising areas of social understanding and skills that are usually intuitively understood by other pupils. This can cause a lot of additional pressure for students with ASD.' (Tyler, SEN, 2012).

CAMHS however has corroborated that Lio is motivated to attend school, psychotherapist said they were 'convinced' they should go to school and 'keen' on a boarding place.

To test this, CAMHS discussed if they weren't able to wake up to go to school to explore evening classes, online school or not going to school. Lio was keen to do what they could to go back to West Heath. CAMHS has advised parents and school that Lio would need to stay up long enough so they are tired so they can sleep and wake up in the morning. If that's worked for friends, it could work for school too.

School have advised that there is an LGBTQ school counsellor that parents and Lio would benefit from seeing more regularly now that their sessions with CAMHS have moved to monthly.

Finally, this case has drifted for six months, and this has impacted on a decision being taken to fund Lio's potential placement as a weekly boarder at West Heath. Lio is now 15, and the window of opportunity to make a difference in this young person's life is closing.

I therefore recommend that Lio Dartington's case is brought to tri panel and that their educational provision be supported for them to attend West Heath specialist school on a weekly boarding basis. For Lio to be put on the waiting list to start asap but at the latest for September 2022 intake.

Factors identified at the end of Assessment

| Factors Identified at the end of assessment | |
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| 1A Alcohol misuse: Concerns about alcohol misuse by the child | No |
| 1B Alcohol misuse: Concerns about alcohol misuse by the parent/carer | No |
| 1C Alcohol misuse: Concerns about alcohol misuse by another person living in the household. | No |
| 2A Drug misuse: Concerns about drug misuse by the child | No |
| 2B Drug misuse: Concerns about drug misuse by the parent/carer | No |
| 2C Drug misuse: Concerns about drug misuse by another person living in the household. | No |
| 3A Domestic violence: Concerns about the child being the subject of domestic violence. | No |
| 3B Domestic violence: Concerns about the child's parent/carer being the subject of domestic violence. | No |
| 3C Domestic violence: Concerns about another person living in the household being the subject of domestic violence. | No |
| 4A Mental health: Concerns about the mental health of the child | Yes |
| 4B Mental health: Concerns about the mental health of the parent/carer | No |
| 4C Mental health: Concerns about the mental health of another person in the family/household. | |
| 5A Learning disability: Concerns about the child's learning disability. | No |
| 5B Learning disability: Concerns about the parent/carer's learning disability. | No |
| 5C Learning disability: Concerns about another person in the family/household's learning disability. | No |
| 6A Physical disability or illness: Concerns about a physical disability or illness of the child . | No |
| 6B Physical disability or illness: Concerns about a physical disability or illness of the parent/carer . | No |
| 6C Physical disability or illness: Concerns about a physical disability or illness of another person in the family/household. | No |
| 7A Young carer: Concerns that services may be required or the child's health or development may be impaired due to their caring responsibilities | No |
| 9A UASC: Concerns that services may be required or the child may be at risk of harm as an unaccompanied asylum seeking child. | No |
| 10A Missing: Concerns that services may be required or the child may be at risk of harm due to going/being missing | No |
| 11A Child Sexual Exploitation: Concerns that services may be required or the child may be at risk of harm due to child sexual exploitation | No |

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| 12A Trafficking : Concerns that services may be required or the child may be at risk of harm due to trafficking | No |
| 13A Gangs : Concerns that services may be required or the child may be at risk of harm because of involvement in/with gangs | No |
| 14A Socially unacceptable behaviour : Concerns that services may be required or the child may be at risk due to their socially unacceptable behaviour | No |

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| 15A Self-harm : Concerns that services may be required or the due to suspected/actual self-harming child may be at risk of harm | Yes |
| 16A Abuse or neglect - NEGLECT : Concerns that services may be required or the child may be suffering or likely to suffer significant harm due to abuse or neglect. | No |
| 17A Abuse or neglect – EMOTGLADY'SL ABUSE : Concerns that services may be required or the child may be suffering or likely to suffer significant harm due to abuse or neglect. | No |
| 18B Abuse or neglect – PHYSICAL ABUSE (child on child) : concerns that services may be required or the child may be suffering or likely to suffer significant harm due to abuse or neglect by another child. | No |
| 18C Abuse or neglect – PHYSICAL ABUSE (adult on child) : concerns that services may be required or the child may be suffering or likely to suffer significant harm due to abuse or neglect by an adult. | No |
| 19B Abuse or neglect – SEXUAL ABUSE (child on child) : concerns that services may be required or the child may be suffering or likely to suffer significant harm due to abuse or neglect by another child. | No |
| 19C Abuse or neglect – SEXUAL ABUSE: (adult on child) : concerns that services may be required or the child may be suffering or likely to suffer significant harm due to abuse or neglect by an adult. | No |
| 20 Other | |
| 21 No factors identified - only use this if there is no evidence of any of the factors above and no further action is being taken. | No |

Decisions & Further Actions

| | |
|---|---|
| Is the child/young person a child in need as defined in the Children Act 1989 ? | Yes |
| If yes, please tick which child in need category(ies) is/are appropriate: | |
| a) a child whose vulnerability is such they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services | Yes |
| b) child whose health or development will be significantly impaired without the provision of services (is suffering or is likely to suffer significant harm) | |
| c) disabled child | Yes |
| If the child is disabled, please record the types of impairment(s) (using the children in need categories) | ASD, selective mutism, self-harm, eating issue, under CAMHS for voice hearing |

| | |
|---|---|
| If the child's name is not on the disability register, have the parents consented to it being placed there? | |
| Interim Safety Plan | |
| Suggested Outcomes | <div> <input type="checkbox"/> Strategy Discussion <input type="checkbox"/> Private Fostering Arrangement </div> <div> <input type="checkbox"/> Seek Legal Advice <input type="checkbox"/> <u>No Further Action (Early Exit due to Early Section 47 End)</u> </div> <div> <input type="checkbox"/> Specialist Assessment <input type="checkbox"/> No Further Action </div> <div> <input checked="" type="checkbox"/> Place into Accommodation <input type="checkbox"/> Continue with CIN process </div> <div> <input type="checkbox"/> Child In Need (s17) <input type="checkbox"/> <u>Continue with Child Protection process</u> </div> <div> <input type="checkbox"/> Child In Need Short Break Care (s17) <input type="checkbox"/> <u>Continue with CLA process</u> </div> <div> <input type="checkbox"/> Referral to Other Agency <input type="checkbox"/> Passed to Early Intervention Services </div> <div> <input type="checkbox"/> NRPF (No recourse to public funds) </div> |
| Reasons for these Suggested Outcomes | To enable Lio's needs for educational provision to be met. |
| Date the assessment was completed | 28-Feb-2021 |
| If a C & F Assessment was not completed within the agreed timescales, please give the reason(s) why | |
| Has the Outcome been shared with the referrer ? | Yes |

| | | |
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| Manager's Comments | <p>I am in agreement with the recommendations of the assessment, and that the case should be escalated to panel with a view to seek a boarding placement for Lio. This will support Lio's education and social needs.</p> <p>Lio has complex needs, although the parents are clearly working with professionals to support Lio, it is my opinion that the parents are facing struggles of their own in responding to Lio's needs.</p> | |
| Authorisation Date | 05-Mar-2022 | |
| Signatures & comments (child/young person & family) | | |
| Child / Young persons comments | | |
| Family Comments | | |
| Date Assessment was shared with the Family | | |
| Name of Social Worker completing assessment | | |
| Signature: | | |
| Name of Manager | | |
| Signature: | | |