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Tom Smith

Date of Birth: 28/07/2021

25/01/2025

Attendees

Name	Designation/Role	Present or Apologies	Report submitted
Principal Teacher	PT ASN	Y	No
Parent A	Mother	Y	No
Parent B	Father	Y	No

Reason for meeting

The meeting was held to discuss Tom's transition and progress within his secondary education setting. The primary purpose was to review the effectiveness of his current plan, specifically regarding his engagement in core subjects and his improved ability to self-regulate. Additionally, the team met to evaluate Tom's readiness for increased independence in his learning and to discuss the potential transition from a multi-agency plan to a school-based support framework, given his significant recent achievements. The session also aimed to ensure a coordinated approach between school, home, and external health supports, such as the Dietician, regarding his sensory and nutritional needs.

Key Points from Discussion

1. Tom's attendance and behaviour at school have been positive overall, with some initial reluctance to enter class in the mornings possible because the taxi has been late a few times. Tom likes positive feedback. He has made great progress in workshop, where he has struggled in the past but has made significant improvements. He still struggles with sensory issues around strong smells. Despite challenges Tom is happy at school, enjoys computing and is proud of his

achievements such as merits and managing targets. He is working on coping strategies and is able to self-regulate better than before. He would like to try working independently for longer periods.

2. The school expressed that Tom is coping much better in secondary school, engaging more in lessons, and showing progress in various subjects including Computing, Maths and Music. They highlighted positive feedback from learning assistants and teachers, noting improvements in confidence, participation and ability to manage dysregulation. They noted the importance of not overloading his timetable and appreciated the downtime on Tuesdays and Fridays with a later start to manage overwhelm. They also discussed the possibility of a school-based plan instead of a multi-agency plan considering current progress. They feel Tom is ready to increase his independent work time to 20 minutes, and are ready to trial this having spoken to him.
3. Parent/carer expressed preference for positive feedback as Tom finds this much more motivating. They shared positive developments at home such as improved sleep routines and managing diet. Tom is also showing less hyperactivity on the weekends which has made things more manageable. They highlighted ongoing sensory challenges and the need for understanding and support around those. The parents/carers are proud of Tom's progress and value the support from school and external agencies. They are keen for him to try more independent work.
4. Dietician was not present at the meeting but is providing support around meal planning and has an upcoming appointment.

Actions agreed

1. Share the positive feedback from learning assistants and teachers with Tom.
2. Adjust Tom's daily goals, increasing independent work time to 20 minutes.
3. Continue the reduced timetable with a 10am start and downtime on Tuesdays and Fridays.
4. Considered implementing a school-based plan for ongoing support instead of a multi-agency plan.
5. Explore further support for Tom's sensory needs and coping strategies, including use of familiar scarf and working closely with Muna.

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6. Parent/carers to look for a parents group, with PT ASN to speak to other teachers and find out if they are aware of one currently running in the area.

Is everyone in agreement with the decisions?	If not, please specify areas of disagreement
Yes	

Stage of Intervention	Was a CSP considered?
	Yes / No

Chairperson/Lead Professional Signature	Date, Time and Venue of Next Meeting (if applicable)

Feedback

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