

APPENDIX A

Case Study 1

From the start, young person A and mum were supported to share the story of their journey from their perspective. This included where they felt things had gone wrong, where they felt they hadn't been listened to and what they needed.

Young person A had struggled over an extended period of time following bereavement in the family, had become involved in negative behaviours in the community accumulating a number of charges in 2021 and disengaged with education. He had not been in school since the start of the academic term 21/22 but had started to engage with 2 professionals to access input for literacy and numeracy, however, this engagement was sporadic during that academic session with the young person saying he did not want to return to school.

Targets were set with the young person once the relationship had been built. This was about what he wanted to achieve with the support from the team around him.

A relationship was built with one member of the team initially, and this led to increased engagement with the young person attending almost all sessions with his key workers. He has engaged with new workers from Sport Aberdeen who have links to the pilot through the Virtual School, so building up his curriculum and developing strategies and approaches to support him back into school. The young person is now demonstrating increased motivation for learning, and this can be seen through his ask to have "earlier sessions to help him to get better at getting up for when he comes back into school". He has also achieved qualifications through working with a 3rd sector organisation and now wants to be in school as he is keen to engage in a career in engineering or energy. There has also been a reduction in risk taking behaviours in the community with no police reports for this academic session.

The relationship with Mum was built through weekly contact with a member of the team developing the education plan. Mum has built trust and therefore has been able to open up and share other worries e.g. financial, which we have been able to address by connecting her with other supports. Mum has an increasing number of positive relationships with members of the team.

Through the weekly operational meetings, family learning were able to provide information on support for mum that could then be further explored through the Barnardo's worker who held the relationship. This then supported additional funding and gifts for Christmas which relieved some of the financial pressures. There was also signposting and support in relation to ongoing financial support.

Through discussion with the team it was also highlighted that there could be a role for youth work given the young persons needs. This was then offered to the family who took this up and has been developing a relationship with the worker with a view to supporting work towards a Dynamic Youth Award.

Initially all sessions with the young person took place outwith the school building in community settings as this was where he felt most comfortable. Gradually over time, he has returned to the school setting and has now been offered a college place as part of the ABZ Campus. He will be supported to attend this by an identified key person in the team around him.

The young person and mum were supported throughout the school holidays with check ins from the Barnardo's worker and continued sessions for with the 3rd sector organisation and Sport Aberdeen

Case Study 2

Person B was referred to the Pilot Project in November 2022 following concerns from school and social work that his attendance at school was adversely impacting his academic achievement and future positive destination. Person B is an S4 pupil who could potentially leave school in May 2023. Person B's anxiety at being in school is the biggest barrier to his attendance. At the beginning of the academic year 2022/23, he did not feel able to return to his existing classes and his timetable was reduced to English and Employability. He could manage to attend some English class, but his Employability classes were more problematic. Person B was not attending and if he did, he often left the class and went home.

Through discussion with the operational team, it was agreed by all that the most appropriate person to link in with Person B and his Gran (carer) was the Barnardos worker due to her particular skill set and personality. She linked in with Person B alongside his Guidance teacher to get a better understanding of what they felt the barriers to school were and what his hopes would be. Person B made the decision that he wanted to work with the Barnardos worker.

Since starting the Pilot Project in November 2022, Person B has been working on the Let's Investigate Anxiety Management (LIAM) with his Barnardos worker. This has looked at the impact of anxiety on Person B and better coping strategies for managing anxiety. This has helped him access more of the curriculum.

Person B is also now completing his Employability lessons in the team space and has been introduced to other members of the team. This is now seen as a safe space for Person B and he has others in the team he can go to if needed. Person B has also started to work with the Outreach Teacher on his Nat 3 Maths. His attendance for his English lessons has improved and he is motivated to achieve his Nat4 English, Nat4 Employability and has already achieved 2/3 outcomes for his Nat3 Maths and is hoping to achieve Nat4 Maths

Person B's views are that working with the Pilot Project 'Means I can do my Employability lessons in school'.

Person B and his grandmother arranged to visit the NESCOL open day supported by the Barnardos worker, to explore whether he wished to continue with his education post 16. Person B has a lot of potential academically but lacked confidence.

Work has also focused on looking at Person B's strengths and Person B was able to say being 'clever' was a strength of his.

Person B has now been able to start to talk to the school's career advisor (Skills Development Scotland) again with support from his Barnardos worker and start to explore his options for post 16.

Person B's social anxiety is his biggest barrier to his inclusion in his community and wider world. His friendships tend to be mostly on-line gaming. Before being part of the Pilot Project, Person B was not able to attend a Pet Therapy session organised by his social worker. His anxiety meant he could not interact at all, and he left the session without any engagement despite really wanting to participate.

LIAM sessions were started to support Person B with his anxiety. A work experience was found with the help of DYW at Northfield Academy at a dog groomer's. Person B was supported with this initially and gradually was able to attend himself. He is really enjoying the work experience.

The weekly operational meetings with the multi-agency team provided insight from all agencies and as the team are based within the partnership area of the school, key links and relationships were built with both SDS and DYW to explore opportunities for Person B.

Person B lives with his grandparents and describes his current home as a safe space. His poor attendance at school however was impacting his relationships at home. His grandmother was frustrated by Person B leaving school when he was overwhelmed, and his younger sibling resentful that Person B could leave school and that he had to attend.

Since starting the Pilot Project, Person B's grandmother has described his worker as a 'Comfort blanket' in school. Some discussions with Grandmother have also been undertaken around understanding LIAM and how to support Person B at home when he is anxious. There is less stress now within the family around Person B's attendance at school.

Family Learning have also met with gran to support her to find a network in her community. At present, gran does not feel she needs this but is aware support is available.

The Barnardos worker continues to provide check ins for person B and gran through the holiday periods to maintain the relationship and also support the transition back into school

after a break as this can be an additional barrier for some young people with a high level of anxiety.

Case Study 3 – Lochside Academy

Person C is an S1 pupil commencing her time at Lochside in August 2022. In October 2022 Person C first began working with pilot staff. She had been excluded from school for fighting with another pupil. Her behaviour in school was also reportedly rude with her often spending time out of class. She was a risk for running away from school having done this previously. School felt at the time that it was difficult to manage Person C's behaviour in school to keep her and other young people safe. It was felt that for her to return to school safely she would require a high level of support.

Initial contact was made with Person C through the Virtual school Education Support Officer who discussed with Person C what had been shared by school and to get her perspective on events. It was also an opportunity for her to then talk about what she felt she wanted in terms of any help / support.

Through discussion at the weekly operational meeting, it was agreed that the best placed members of the team to provide support to Person C would be the Barnardos workers.

Person C has four sessions weekly with the Barnardo's workers and one session with a youth worker in the team from the pilot.

A reduced timetable was agreed for Person C with pilot staff (Barnardos) seeing her 4 days a week with additional input from a Children 1st worker being scheduled for the other day. This was reviewed on a regular basis in order to adapt according to her needs.

Targets were jointly set with Person C with the main focus of work to date being on peer relationships and managing conflict as well as exploring feelings and emotions, how she expresses these and positive ways to help manage them. Person C has engaged with much of the support offered to her. She has only missed pilot sessions due to illness choosing to attend all other sessions. She has also been supported to attend CAHMS appointments

Person C is sometimes not keen to fully engage with focused work but due to strong relationships forming with staff she is more open to exploring different techniques and strategies at her own pace. She is not yet in a place where she can put techniques learned into real life situations due to her very impulsive responses.

Person C's kinship carer had commented on the additional strain having Person C at home was having while she was on a severely reduced timetable and it was felt that some additional time with a youth worker could support Person C's carer with some

additional respite from her caring responsibilities. It was felt this would benefit the home stability. It was also felt that the youth worker, would be a positive male role model for Person C and offer her calm time every week to engage in crafts or similar which she enjoys giving her some peaceful down time.

Weekly discussions with the team and school link meant that the plan for Person C could be very responsive to need and information could be shared with school staff to ensure everyone was working to the same plan.

Person C wanted to be in in school and has commented on several occasions that without that input she may have run away from school as she felt she could not cope alone. She has also sought support directly from pilot staff when she has felt overwhelmed.

Pilot staff have been required to work flexibly with Person C and when possible respond to school requests for support when Person C is not managing in the school environment. There have been occasions when she has been supported in challenging situations which she would not have previously managed independently.

Person C does continue to face difficulties in school. However, her timetable has been altered with support of the pilot to include more English and maths lessons at her request. Person C has been supported by pilot staff alongside school staff to engage in restorative conversations with other young people in the school with an aim to helping her take responsibility for her behaviours, reflect and consider different ways of dealing with difficult situations in the future.

Person C was offered continued support during holiday periods but chose not to take up this offer.