



GREAT MINDS TOGETHER

Case Study T

A multidisciplinary wraparound team, supporting families, schools and services to ensure better outcomes for children and young people with SEND and SEMH needs



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CASE STUDY T

Referred by:
School

At point of referral

- The young person was at risk of permanent exclusion
- The school were struggling to manage the young persons behaviour



Actions implemented by The Great Minds Together Model

- Provided a wraparound co-ordinator for the family to obtain full history and assess the needs of the family
- Provided a mentor for the young person
- Provided a mentor for the parents
- Implemented a small environment within the school for the young person to go to when they were struggling to engage, or with the busy environment of the school
- Carried out a 'Child Needs Assessment' (CNA) in order to understand the full family history
- Engaged the young person in our Growth Mindset Programme
- Spoke to the young person to understand why they were struggling, and went through their timetable to 'traffic light' their lessons to understand where the challenges presented and why
- Provided school with workshops for teachers to help them understand the need of the young person
- Created a 'Great Minds Passport' with the young person to share with staff at school to help them manage the young person's behaviour and understand them better
- Support and guidance provided to teaching staff daily on understanding the young person, and understanding the young person's perspectives
- Carried out some restorative mediation between the young person and teachers on some of the lessons marked as 'red' on their traffic light timetable
- Referred the young person to CAMHS
- Discussed the potential need that had been identified through the CNA process with the family and helped them understand
- Discussed the potential need that had been identified through the CNA process with the young person and helped them understand
- Supported the young person with a college application
- Supported to family and services after a referral to social care and complex safeguarding was made due to risk of exploitation
- Discussed the risks of exploitation with the young person
- Supported the young person at school
- Helped teaching staff understand the young person and their unidentified need
- Supported with a referral for assessment in relation to Asperger's



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Outcomes

- The young person finished school successfully without a permanent exclusion
- The young person was able to understand their additional need and engaged with the assessment process
- The young person is no longer at risk of exploitation
- The young person attends college successfully
- The young person supports other young people that are struggling at school

Impact for family:

Parent: "Great minds were able to quickly identify that my child had a need that had not been picked up on during 12 years of school. They worked with our family to help us understand this and signposted us to services for assessment. They worked closely with school and other professionals to ensure everyone was on the same page, and they supported with mediation between my child and the school. They kept us informed every step of the way, and it meant that my child was able to successfully finish school, which was looking unlikely prior to their involvement. My child is now attending college and we are supported by Great Minds even post 16 to ensure that we have everything we need to support our child into a successful transition to adulthood."

Impact for school(s) / services:

School: "Great Minds Together are an amazing and trustworthy external provider that put the child at the centre of everything they do. I can see that they work tirelessly to build up relationships with the school, families, parents/carers and students to ensure the best outcomes for all involved."





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KEY PARTNERS

Apple

Action4SEND

Manchester Metropolitan University

Skills Builder Partnership

Parent Champions

SENse Learning

One Million Mentors

New Skills Academy

Community Lotto Fund

ALLFIE





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