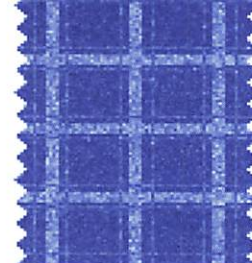


*"Working with young people since 1859"*



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**GOUDIE STREET  
PAISLEY PA3 2LG  
S C O T L A N D**

## **LEWIS DUNCAN SUPPLEMENTARY PANEL REPORT**

**NAME:** Lewis Duncan

**D.O.B:** 22/10/84

**ADDRESS:** 65 Portland Street  
Troon

**DATE OF ADMISSION:** 22/02/99

**NAMED GUARDIAN:** James Cameron

**REFERRAL AGENCY:** North Ayrshire SW

**KEYWORKERS:** Anita Carvalho / Susan Smith

**SENIOR:** David Barr

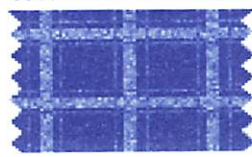
**SOCIAL WORKER:** Ann Johnston

**SENIOR SW:** Isobel Dummigan

**KIBBLE EDUCATION AND CARE CENTRE**

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## **EDUCATION**

### **ABSENCE**

Last 4 Weeks		This Session		Last Session	
Possible	Absences	Possible	Absences	Possible	Absences
36	17	113	56	146	31

Towards the end of final term last year, Lewis began to demonstrate a reluctance to participate in the school curriculum. The behaviour demonstrated by Lewis included a reluctance to participate within the classroom, refusing to attend class, wishing to go home early and eventuated in his non-attendance.

There was one particular serious incident in Education which Lewis was involved in, however it is believed that Lewis' involvement was minimal and he responded appropriately when staff intervened. During the incident Lewis barricaded himself in a room, blocked visual supervision of the situation, and finally set fire to jotters in the room. The rest of the week was completed in a positive manner. Unfortunately, this was not sustained to the following week, where Lewis refused to attend school.

Since the beginning of term, 19 August 1999, Lewis has been consistently absent from school. On occasion this has been due to ill health, but generally is through non-attendance. On the days which Lewis has attended school, he has been unco-operative within class. He regularly leaves class and the school grounds in the company of other boys, either returning to school or making his own way home to Troon.

During the initial weeks of term after discussion with Lewis and John, the decision was taken for Lewis to spend time at home with his dad. To allow a period of discussion to occur with the focus of identifying any difficulties which Lewis may be experiencing within school.

During this process Lewis managed to identify difficulties in his Modern Studies class. Lewis actively sought to try and work out a solution with the Education Department. This was a positive step for Lewis, identifying a problem and discussing it to agree a possible solution. Unfortunately this was followed by a further period of absence.

Education have offered home work packs, Lewis has chosen not to participate with this option at present. It is with regret that the writer must report that Lewis' attendance during the last four weeks has been particularly poor. John reports that regularly Lewis makes positive decisions to attend school in the evenings and promises that he will attend school the following day. However, he does not follow this through on a regular basis. An action which he reportedly regrets and is angry with himself for not following through. This appears to be a cycle which Lewis finds difficult to break.

Staff, John and Lewis have regularly discussed the issue of non-attendance and the potential impact this could have upon his present and future life. Generally Lewis reacts positively to these talks and attends school. However, Lewis has been unable to sustain the commitment he displays at these times.

Clearly Lewis' level of non-attendance is particularly concerning.

## **EXTENDED DAY PROJECT**

Lewis has not attended any group work sessions recently. The group which Lewis had attended did not appear to be fulfilling his particular needs. It was discussed with Lewis and deemed appropriate that he could participate within a different group. We hope to achieve this goal during the present time.

John is regularly in contact with the team, both in person and over the phone. He freely and openly discussed current issues and actively seeks to learn appropriate behavioural techniques.

Within the last four weeks a Social Work student has been identified to work on a one to one basis with Lewis. Consent was sought from both Lewis and John. The intention is that this will offer a flexible and responsive service to provide a period of intense support for Lewis and John. The focus of the work will be to support Lewis to attend school on a more regular basis, and facilitate a forum which may encourage Lewis to identify and explore reasons for his non-attendance.

## **HOME AND COMMUNITY**

John has worked hard to develop his relationship with Lewis. He has been patient, persistent and consistent in his approach. The writer has observed Lewis at home, he presents as both relaxed, comfortable and shares a good relationship with Dad. He appears to discuss issues more freely and easily within the home setting.

Lewis experiences difficulty discussing his feelings. John has continued to try and talk through issues with Lewis and is continuing to make progress in this area.

Lewis continues to have some contact with his mum and brother, their relationship has proved strained at times. At present there is limited contact between Lewis and his family. The contact over the last 4 weeks has mainly been by telephoned.

It appears that Lewis is coping well within the community. Dad has expressed that he feels there are no issues to cause concern at the present time. This is reflected in Lewis' positive response to limits set by dad, and the relationship they have.

The primary focus of concern has been Lewis' low attendance and behaviour at school. John has become increasingly frustrated at the lack of progress in this area, and has found support from the extended day team useful on occasions. There has been a genuine feeling of uncertainty and powerlessness for both John and Lewis over the past few weeks. They have both been concerned that Lewis may be returned to a residential setting. Lewis continues to express the desire to remain within the family home.

## **SUMMARY**

It is without doubt that all parties have expressed concern over Lewis' attendance and lack of progress within Education.

The extended day project is implementing a period of intense support with the intention of bridging the current gap between the negative experience of education, compared to the positive aspects of Lewis' life in the home and community.