

1233

DARLING, TANYA
ADMISSION NO: 1233
DATE OF LEAVING: 28/6/00
DOB ~~21-5-84~~
Admitted 1808-99.

to contact you at school
have 'gaily' chat with you.
No news here except it's
been very cold and lots of
snow. However summer is
coming. Please tell mum I am
crying after her.

Has [redacted] found his son yet
it must be quite a worry for
him.

Stick in at school do your
best. Listen to your care staffs
advice and everything will sort
itself out in time. Oh dear
me "nagging again" Take care
Speak to you next week [redacted]

However in the meantime
stick in at school

← [redacted] has arranged for [redacted] + myself

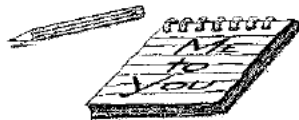
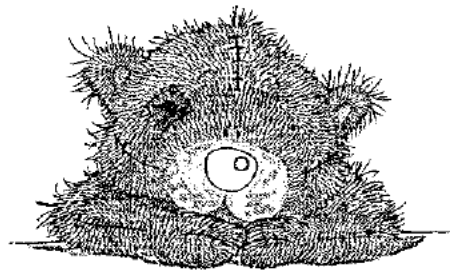
14/2/00

Hi

Tanya,

How are you just
thought I would write a wee
note just to say I was thinking
about you "good thoughts" if you
were wondering? I just received
a lovely bunch of flowers from my
sons for Valentines day which was
a lovely surprise and on invite to
dinner this week with my hubby
to go out for a meal, its a lovely surprise
I hope you received a Valentai card? if not
there is always next year!! I hear
you hope to go to college
in the future. That's great





This Greetings Card is printed on paper made from the pulp of managed Nordic forests. All trees used in the manufacture of this paper are replaced, thus helping to replenish the Earth's resources.

Carte Blanche
GREETINGS Ltd

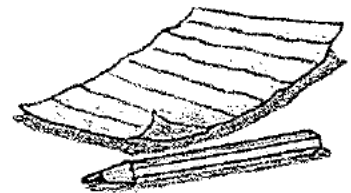
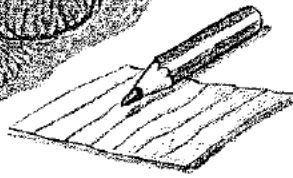
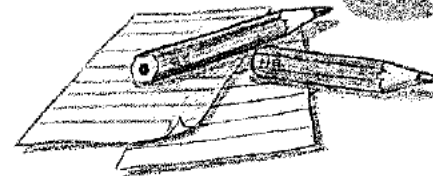
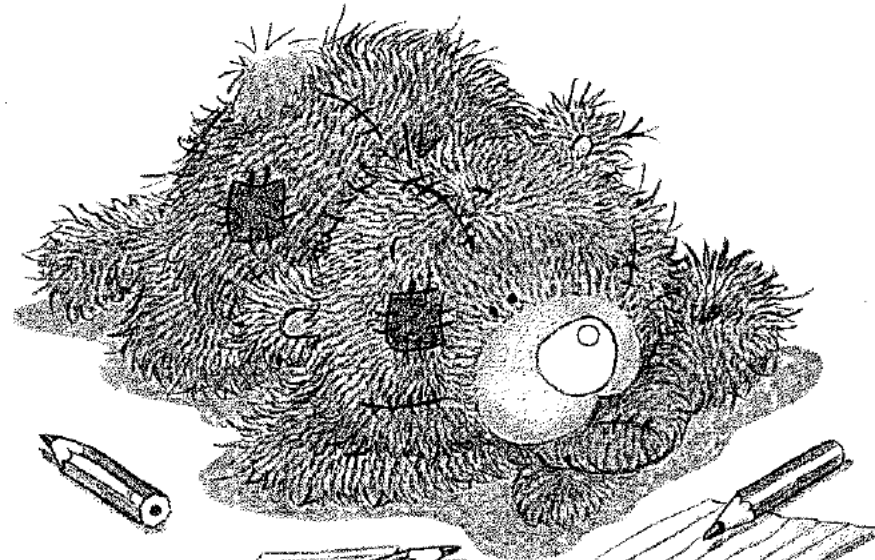
PRICE CODE

FF or (40)

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PO Box 804, Arundel,
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Tel: 01803 731414
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Just A LINE...



CHANGE OF DOCTOR

Please read the notes on the other side of this card.

1. To be completed by the patient

I wish to join the list of

(Name of Doctor)

(Doctor's Address)

If your own name or address is different from that on the front of this card, please give your name or address here

New Name

New Address

Post Code

Your Signature

Date

If you are not the patient, please state your relationship to the patient

Give this card to the doctor whose list you wish to join.

2. To be completed by the new doctor

I accept this patient on my list

Doctor's Signature

Ref. No.

Date

If you will be dispensing drugs for this patient, please enter D here

☐

If you are claiming a rural practice fund (mileage) payment please give the number of miles between your main surgery and the patient's home.

☐**NATIONAL HEALTH SERVICE MEDICAL CARD**ISSUED BY THE
PRACTITIONER SERVICES DIVISION
Clifton House, Clifton Place
Glasgow G3 7LN

Name

Address

TANYA DARLING
GOOD SHEPHERD CENTRE
GREENOCK RD
DISHOPTON
PA7 5PF

Dr:

Acceptance Date

27/01/00

Community Health Index No.	Date of Birth	Serial No.
	21/05/84	9709
NHS No.		
310/84/100		

Form G.P.4 (COMP)

IMPORTANT: PLEASE READ THE INFORMATION ON PAGES 2 AND 3 AND KEEP THIS CARD SAFE

IMPORTANT INFORMATION

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Accidents and Emergencies

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Community Health Index No.	Serial No.	
Date of Birth		9709
	N.H.S. No.	810/84/100

Acceptance Date

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Dr.

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TANYA DARLING

CASE NOTES

AUGUST 1999

19th – Tanya spent first night in the Centre. Settled reasonably well. Accompanied staff and girls on outing to Helensburgh. Tanya was a bit anxious and weepy at bedtime. 20th – Tanya managed well on her first day at school. Collected by staff from Glenview going back there for the weekend. 24th – Tanya unsettled at bedtime. Found in other girls room and out in the corridor. 25th – Call from Social Worker re update on Tanya. Social Worker had been speaking to staff at Glenview and it was possible that Glenview would not be an option at the weekend as staff there felt that due to the amount of bullying going on this was not a safe place for Tanya. Staff explained to Social Worker that a 7 day placement at the Centre would not work as Tanya looks forward to her weekend leave. Social Worker is looking into possibility of carers for Tanya in her home area as she wants Tanya to build on her relationship with mum and gran. 26th – Tanya out running about the grounds. Tanya became anxious and unsettled after witnessing another girls tantrum said it reminded her of things at home. 27th – Tanya collected by taxi to go home on weekend leave to Glenview. 30th – Call from Glenview to say that Tanya had a good weekend and had some contact with her family. Tanya quite unsettled after school phoned mum quite distressed saying she was lonely and that she was bullied during the weekend. She cried throughout the whole call. Staff spent time with Tanya it has been decided that Tanya will return to the Centre on Sunday evenings. Staff and Tanya then phoned mum. Tanya a lot more settled after call. However she later left the building with another resident, returning to the building at 10pm. Tanya quite distressed on her return saying she had a personal problem but was unwilling to talk about it. 31st – Tanya at theatre with the school, enjoyed herself. Tanya saying everyone hated her because of last night, said she wanted to go for a walk. Monitored from a distance. Tanya unsettled again at bedtime.

SEPTEMBER 1999

1st – Things a bit slow to get moving on hearing male voices. Tanya found wandering about the corridor in a short nightie advised to go and get dressed. 2nd – Tanya in and out of classes today. Each time escorted back by member of staff. 3rd – Call from Glenview Tanya had told staff there that she was being bullied by [REDACTED]. It was explained to them that Tanya must be playing a game as she had never mentioned it to staff here. Tanya taken home on weekend leave. 5th – Tanya returned to the Centre claims a resident at Glenview tried to assault her however staff intervened. Tanya saying she was not going back to Glenview. 6th – Staff telephoned Glenview and spoke to staff apparently the weekend went well. Dad took her to a wedding on Saturday. Staff saying she acted very maturely and was able to ignore some of the other girls. Staff also spoke with Tanya about the allegations she made re [REDACTED]. Tanya's explanation was that staff would not believe she did it herself and constantly questioned her to stop this she mentioned [REDACTED] name. Tanya told this behaviour was unacceptable and very dangerous. Tanya unsettled during the evening, disappeared from the unit on several occasions. Tanya found in another girls room where it is suspected she may have been buzzing however it would appear that Tanya was overacting quite a bit. Tanya not coping well at bedtime out in the grounds with another resident and would not comply with any instructions given. Staff tried to

assist Tanya in returning to her room but due to Tanya's inappropriate behaviour it was decided to allow Tanya to spend time on her own. Eventually Tanya managed to return to her room and settle. 7th - Tanya started her attention seeking behaviour this morning, walked out of assembly and had to be held safely by staff until she was able to regain control of herself. This behaviour continued throughout the day. Tanya out swimming in the evening. Banged her toe and had plaster applied in the first aid room at the pool. 8th - Tanya quite demanding of night staff's time quite impatient when demands were not met immediately. 9th - Tanya had a good day at school until last period when she was in and out of class banging doors and then refused to leave the class when the bell went. 10th - Call to Glenview to update them on the week's events. Tanya taken home to Glenview by taxi. 12th - Tanya returned to the Centre. 13th - Tanya had a very unsettled day right from the start including Tanya having to be held safely by 3 teachers. At lunchtime Tanya spreading stories between other units arranging fights with other girls. Again had to be held safely by staff. Tanya allowed some time out in another part of the building where she jumped out the window and made her way to the school block. She then left the building saying she was going home. Tanya left the building later in the evening with two other residents having returned at 3.30pm having been collected by staff in the village. On the 2nd occasion Tanya was returned to the Centre by the Police who had been called to an incident in the village where a young boy selling sweets had been assaulted and robbed of his money and sweets. Tanya had waited for the police and gave a full statement to the police denying any involvement. Tanya did not appear to realise the seriousness of such an incident and would not take responsibility for her actions and continued to be quite demanding. 14th - Tanya appeared to have quite a settled day. 15th - Tanya quite anxious about another resident bullying her. 16th - Another settled day for Tanya. 17th - Call to Glenview to update them on Tanya's week, taken home by taxi after school. 19th - Tanya returned to the Centre in the early evening. 20th - Tanya a settled day, no major problems. 21st - Call to Social Worker to update her on Tanya. Social Worker saying although Tanya has been home at mums for the past 2 weeks they were not seeing this as a long term option and that the placement at Glenview would continue. Tanya opened the back door of the minibus while it was still moving. Staff explained to Tanya how dangerous this behaviour was and that she would forfeit the next outing. Tanya accepted this. 22nd - Tanya allowed to share room with another girl to see if this would alleviate some of the problems at bedtime. 23rd - Tanya has poisoned finger appointment made with the nurse where her finger was dressed and Tanya was prescribed antibiotics. 24th - Call to Social Worker to ascertain if Tanya could remain at Glenview till Tuesday as this was the long weekend. Explained that staff had contacted Glenview and they were not willing. Social Worker will contact Glenview and try to negotiate extra time. Return call from Social Worker. Tanya will remain there till Monday. Tanya had call from mum which upset her as she thought mum had been assaulted. Tanya again seeking attention would not remove from the front office. Eventually had to be physically removed from office by staff at which point she tried to punch a member of staff on several occasions. 24th - Tanya collected and taken to Glenview. 27th - Tanya returned from leave, looking tired saying there had been some friction in the family. Tanya wandering about the building spreading stories among the units. Tanya left the building out in west yard shouting at the other girls then went to the front of the building and began throwing stones at the windows. Staff tried to talk to Tanya but to no avail. She then proceeded to kick the panels at the front door. Assistance was summoned but Tanya made off towards the school block and jumped on the wall

alongside the link corridor whilst running along the wall she lost her footing and fell to the ground banging her head. An ice pack was applied and Tanya was closely monitored eventually she went up to bed. At which point she was threatened by another resident about an earlier incident Tanya went into her room to change into her nightwear however when staff returned to her room Tanya was outside on the window ledge. Staff persuaded her to come back in the window. She then proceeded to leave the building and was eventually found at the school block. Tanya informed staff that she had brought back hash with her. This disruptive behaviour continued with Tanya running about the corridor kicking and punching walls and threatening staff. 28th – Staff spoke to Tanya about her behaviour, eventually staff managed to get Tanya and the girl who was threatening her together to discuss the problem. Tanya later went up to her room and discovered that her play station was missing. Unit searched but to no avail. Tanya had been advised the previous Friday to either take it home or to put it away out of view. She apologised to the night staff in writing about her behaviour the previous evening. 29th – Tanya refusing to come downstairs another resident then came down and said Tanya was crying. Staff went upstairs and Tanya stated that the other resident had come into her room and punched her but that she didn't want the other girls to know she had told staff. Staff addressed the incident in front of all the girls saying it was cowardly and a form of bullying. Eventually Tanya managed to go to school however once again unable to cope kicking bins and slamming doors. Eventually had to be removed and held safely by staff. She was then given some time to regain control however she tried to leave the room on several occasions and had to be prevented from doing so. Tanya saying she had also stolen from mum. Tanya tried to contact Social Worker who was not available however she refused to speak to her senior. Tanya did however agree to speak to [REDACTED] and the appropriate form was completed. 30th – Tanya refusing to go to assembly, found wandering at the front door. Became quite abusive and had to be held safely until she was calm enough to return to the unit. Tanya causing disturbance at the school block in the afternoon, entered a class and kicked a hole in the wall then left and was wandering about the building, all attentions seeking behaviour. Tanya very much aware of what she was doing and at times finding it quite amusing. Left the building and returned in the early evening soaking wet advised to go and have a hot bath/shower. At bedtime once again Tanya displaying attention seeking behaviour running around the building and having to be escorted to her room by staff. Tanya saying she was anxious about going home, advised to speak to staff about this.

OCTOBER 1999

1st – Tanya taken home to Glenview by taxi. 3rd – Tanya returned to Centre, very unco-operative at bedtime. 4th – Tanya spent evening with Goretti at karaoke very well behaved but on return to the unit began acting silly switching lights off. She then went to front office and took [REDACTED] keys. She was asked to return to the unit but refused and began to lash out, throwing chairs about and being wholly disruptive. Eventually she managed to calm down and was able to apologise to staff and clear up the mess. Tanya talking about her boyfriend and the fear she may be pregnant. Again at bedtime running around the corridors having to be escorted back to her room on several occasions. 5th – Tanya appears to have fallen out with another resident in the unit – reason unknown. Call to Social Worker re behaviour over the past couple of weeks also enquired about plans for the October break. Social Worker will try to negotiate with all concerned and phone back. 6th – Social Worker returned call re arrangements for the October break. Tanya on outing to swimming constantly

bickering with another resident. 7th - Tanya involved in coffee morning worked exceptionally hard. However at bedtime she hid in another girls wardrobe and jumped out on the girl when she re-entered her room. The girl got quite a fright however Tanya found this very amusing. 8th - Tanya on outing to cinema with the school. Tanya then taken home on leave to Glenview. 12th - Tanya returned to the Centre in the early afternoon. She appeared to have a good day until bedtime when she was unable to follow staff's instructions hanging out her window shouting to other girls. When this attracted no attention Tanya tried to gain access to other girls rooms before running downstairs. Monitored from a distance. Eventually she came back upstairs before being returned to her room. She tried to gain access to other girls rooms. In her room she broke a piece of glass and handed this to staff bit by bit. By this time the other girls were annoyed by Tanya's behaviour and other residents took the time to speak to Tanya about how they were feeling. Tanya unable to take any responsibility for her actions putting the blame on staff. 13th - Tanya introduced to [REDACTED] (Psychologist) today and filled in a self referral form. 14th - Call from Social Worker to confirm that Tanya has a boyfriend. Social Worker expressed concern over lack of contraception and the risk Tanya is placing herself in. She will speak to Tanya and her mum about this over the weekend. Tanya collected by taxi and taken to Glenview. 17th - Tanya returned to the Centre in the early evening. 21st - Tanya acting very maturely today showing a very caring attitude and being very supportive to staff who were dealing with another resident. At bedtime Tanya apparently sleep walking but sniggering during the whole episode. Tanya returned to her room. 22nd - Call from staff at Glenview to confirm Tanya was staying in the Centre this weekend. Advised that this was not the case and Tanya would be returning to the Children's Home for weekend leave as planned. Tanya collected by taxi after school and taken to Glenview. 24th - Tanya a bit down on her return due to family problems. Handed pieces of glass to staff stated that she was going to cut her wrists. Staff spent time walking with her and noticed that she had already carved the name [REDACTED] into her arm. Staff cleaned the wound. 25th - Tanya vanished from the unit after tea another resident returned to the unit in an anxious state saying Tanya had glass in her hand. Staff followed and discovered Tanya on the roof staff helped her back into the building. Before this incident Tanya did not appear unsettled and could not accept the seriousness of the situation. Tanya quite unsettled at bedtime. 26th - Tanya unsettled at times, constantly niggling with another resident. A knife was removed from Tanya tonight which she states other residents asked her to get for them. 27th - Tanya spoke with staff today as she is concerned about her schoolwork and the fact that she will be sitting her exams this year. Tanya still niggling with another resident resulting in Tanya pouring foundation makeup over the other residents head. At bedtime Tanya was found in another residents room and was returned to her room. Apparently Tanya had tried to kiss the other resident while she was pretending to be asleep. The other resident also stating that Tanya was touching herself in bed. 28th - Other residents overheard saying that Tanya had exposed herself to another resident whilst on an outing swimming. Staff spoke to the other resident concerned who verified the incident. At bedtime Tanya out of her room hiding in other girls rooms constantly having to be returned to her room. 29th - Tanya taken home by taxi to Glenview. 31st - Tanya returned to the Centre. Tanya involved in an incident of bullying other resident albeit her part was minimal. Glass removed from Tanya's room by staff. It is unknown whether the glass was smashed deliberately or accidentally. Tanya cut her finger on the glass. Superficial would no medical attention required.

NOVEMBER 1999

1st – Tanya had a review today at which she coped very well. Mother very impressed with the difference in Tanya since her admission to the Centre. Placement to continue with weekend leave to Glenview. 2nd – Tanya not coping at school, returned to the unit after incident within the school. Spent some time sitting at the front door writing letters, monitored from a distance. Eventually persuaded to return to the unit. Went on unit outing, swimming but the usual carry on with another particular resident continued. At bedtime Tanya left the building with another resident for a short while (10 minutes). 5th – Tanya refusing to go home this weekend but could give no justifiable reason for staying at the Centre, took staff over an hour to get Tanya to go home in her taxi. 7th – Tanya returned to the Centre stating she had an excellent weekend with mum – apparently Tanya allowed another resident to borrow her fibre optic lamp which has gone missing from the other persons flat. Tanya unsettled at bedtime, attempting to gain access to other girls rooms and running about the corridors. 8th – Tanya at the optician, requires glasses staff contacted Social Worker as the frames Tanya has chosen cost £15. Social Worker does not see a problem with this. Tanya coped well at bedtime despite fire alarm being activated. 9th – Tanya unsettled at bedtime staff found her kicking the front door saying she was leaving the building however she managed to stay. Very reluctant to stay in her own room once upstairs and at one point tried to engage a resident from another unit in disruptive behaviour. Appeared to settle when offered one to one support. 10th – Tanya unsettled at bedtime, running around corridors and leaving the building. 11th – Tanya on outing as a guest of another unit a bit hyper on her return but settled well. 12th – Tanya out of sorts in the morning attempted to assault a resident from another unit. Tanya collected by taxi after school going to Glenview. Call from staff at Glenview it has been decided that Tanya will stay at her mums from Saturday 1pm to Sunday 1pm. This has been agreed by all adults concerned and Tanya is aware of this. 14th – Tanya returned from Glenview. 15th – Tanya very unsettled tonight smashed items in her room and ran out of unit. 17th – Staff received a call from teaching staff to say that Tanya had been found outside classroom with a hand towel round her neck saying she wanted to kill herself. Tanya continued to be disruptive throughout the day running around corridors and hiding in toilets and left the building on one occasion. 19th – Tanya saying she did not want to go home today but changed her mind after telephone call from mum. However at home time she again refused to go home and at one point had to be restrained. Which kept the taxi waiting for almost 2 hours. The taxi went away and Tanya later decided that she would go home. Taxi was contacted and collected Tanya at 7.10pm. 20th – Call from staff at Glenview to say that Tanya has been horrendous she had gone out to mums and had not returned at the designated time. She was later returned by the police having been found wandering in the street, her language and behaviour were terrible throughout the night. At one point Tanya wanted to return to the Centre but was advised this was not a good idea. Mum is now collecting Tanya to take her home for an overnight. 21st – Tanya returned to the Centre as planned in care plan. 23rd – Tanya constantly seeking attention when she was not getting enough she began picking on one of the other residents and being abusive to staff. Tanya was advised that if this behaviour continued then she would not be allowed on any unit outings. Tanya started to lash out at staff and surrounding with her feet which resulted in Tanya having to be held safely. Throughout this whole incident Tanya was very much in control and enjoyed the experience. Once she had calmed down Tanya spoke with staff and admitted that she knew full well what she was doing. 24th – Tanya fell down stairs at the multi gym – no injuries. 25th – At

bedtime Tanya running about the building, found downstairs in Goretti unit and escorted back upstairs. Once in room proceeded to go out a window ledge. Tanya dancing about a ledge which was wet.. Nearly slipped twice. Eventually assisted back through window. 26th - Tanya taken to Glenview by taxi. 28th - Tanya arrived back at the Centre in good form however Glenview telephoned to say that Tanya had a terrible weekend running around the building disturbing other residents and causing damage. Glenview also concerned about the amount of bruises Tanya has - a senior will call [REDACTED] or [REDACTED] 29th - Call to Social Worker to update her on telephone call from Glenview. Tanya in the evening throwing items out of bedroom window, smashing glass, tapes, CD's. She was crying hysterically, screaming and locking doors. This went on for some time. However was later very supportive to staff and assisted in preventing another resident from jumping out a window. 30th - Tanya displaying more attention seeking behaviour - out in pouring rain with slippers on. This unsettled behaviour continued all afternoon smashing windows kicking doors and anything in sight which caused her to split the nail on her big toe. Tanya at one point also attempted to remove a pair of scissors from one of the classrooms. These were quickly removed from her. During the evening due to the injuries she had sustained earlier she had to be taken to the hospital. Wound dressed and prescribed painkillers.

DECEMBER 1999

1st - At bedtime Tanya displaying more attention seeking behaviour, throwing things about the room. Staff spent time with Tanya. 2nd - Tanya sat art exam today. Found it quite difficult at times. Tanya again being quite disruptive and attention seeking at bedtime. Information received from another resident that Tanya had orchestrated this behaviour at bedtime with another resident. 3rd - Tanya home on weekend leave. 7th - Tanya sitting exams today however acting out her attention seeking behaviour eventually had to be held safely by two members of the teaching staff at one point Tanya had gone to attack another resident for no apparent reason. At bedtime once again Tanya had to be physically removed from another girls bedroom. Tanya pushing boundaries in the unit. 8th - Tanya again unsettled went out unit window. On her return staff spent time with Tanya who stated that she could not cope with her school work, permission given for Tanya to work in the unit for the next couple of days. At bedtime once again Tanya demonstrating attention seeking behaviour. Forced ring on her finger. Staff tried to remove it but she eventually had to be taken to RAH to have ring removed by nursing staff. 9th - Tanya running around the building eventually agreed to work in the unit. 10th - Tanya home on weekend leave. 12th - Tanya returning to the Centre. Tanya very disruptive at bedtime again running around the building and smashing objects. 13th - Tanya running around the building, looking for attention from staff. 14th - Call from Social Worker for update on Tanya. 15th - Tanya had a disagreement with another resident this morning. There appears to be continuous friction between these two residents both appear to want constant attention from staff. Social Worker visited Tanya today as she is leaving the Social Work Department however Christmas leave has been organised. At bedtime Tanya assaulted the resident mentioned above for no apparent reason. Once girls were separated Tanya left the building and on one occasion she kicked a member of staff who had been involved in holding her safely to prevent her causing any further damage. 16th - Again Tanya unable to settle at bedtime. Looking for attention from staff. 17th - Tanya absconded from the building as soon as she woke this morning, made her way to the village, came back within ½ hour wandering about the school.

Tanya once again assaulted the other client (15th) whilst waiting to have meningitis injection. Staff spent time with Tanya regarding the incident and she eventually accepted that she was responsible for her own actions and that her recent behaviour was putting her placement in danger. Tanya also requested to have more time with [REDACTED] child psychologist. Tanya also spoke about missing her dad and that the last time she saw him was in May. Tanya taken home on leave after school. 19th - Tanya returned from weekend leave in good form. Apparently had an excellent weekend. Spent time with mum. However staff received a call from staff at Glenview to say that she felt that Tanya going to 3 places was not beneficial to her. It was explained to them that Tanya would not cope with a 7 day placement at the Centre and that at this moment Tanya's attention seeking behaviour was getting more extreme and on a more regular basis especially at bedtime. Glenview now saying that maybe mum should have Tanya for the whole weekend. It would appear that they would like Tanya only to be involved with mother and Centre and this would offer Tanya no safety net should the relationship between Tanya and her mum deteriorate. 22nd - Tanya again unsettled at bedtime. Left the building and had to be returned by staff. 23rd - Tanya appeared to enjoy Christmas dinner. Although the friction between her and the other resident appears to be continuing even although the police have spoken to Tanya. 24th - Call from Glenview staff to say that Tanya must go straight home today due to shortage of staff. Social Work Department update on change of plan. Tanya home till 05.01.00.

JANUARY 2000

1st - Tanya at home. 5th - Tanya remained at home until today when she returned to the Centre at 6.50pm. 6th - Tanya displaying attention seeking behaviour running about building had to be escorted to her room by staff. Staff then spent time with Tanya to help her settle. 7th - Tanya complaining of sore back returned to unit crying but went back to school after break. Collected by taxi after school. Call from Glenview staff for an update they suspect that Tanya may be bringing alcohol back with her for other residents. Situation to be monitored. 8th - Home on leave. 9th - Returned to Centre by taxi. 10th - Tanya whilst out with a member of staff in the school vehicle opened the door whilst the vehicle was in motion. She then went out the car and walked back to the Centre where this behaviour was challenged. 11th - Tanya taken to optician to have glasses repaired. Tanya on outing to cinema but did not manage herself. Threw water on another resident. Staff removed the bottle of water and she settled for a short spell. She then crawled under the seats to retrieve the bottle of water which she managed to get. She then began throwing water about the cinema. She had to be removed from the cinema and returned to the Centre. Tanya spent time with staff but continued to misbehave. Tanya has been told she will have to pay back the cost of a wasted outing. Tanya continued to be unsettled at bedtime in and out of her room trying to gain entry to the other units. Staff removed broken glass which Tanya had used to give herself a tattoo. Staff cleaned the wound. 12th - Unsettled from when she got up this morning. This continued at school where she was continually out of class after school. The boisterous mood continued roaming about the building and fighting with another resident. Once she had settled she phoned her mother who stated dog is apparently getting put down. 13th - Tanya taken to thg3 doctors prescribed paracetamol for headaches. Whilst staff were driving Tanya removed medication and refused to return it. Staff had to stop the car and remove medication. Tanya was very angry once back in the Centre. Tanya's behaviour continued to be very negative storming around the unit, left building without

permission. Staff tried several times to divert Tanya's attention but to no avail. At one point she entered another unit and when asked to leave Tanya physically attacked a member of staff she was removed to her own unit and had to be held safely by staff. She then ended up at the front door where she had a drinks can halved in two. Staff removed this can from Tanya. 14th - Tanya collected by taxi and taken home for weekend leave. 15th - At home. 16th - Returned to the Centre at 7.25pm had a good weekend although she was feeling ill and went to bed at 8.15pm. However at bedtime Tanya was up running about the building had to be escorted back to her room. 17th - Tanya caught packing foods and claimed she was leaving for a few days but will be back for Wednesday. However Tanya was found in another part of the building and was returned to the unit. She refused to hand over alcohol to staff struggled with staff. Staff managed to take lid off and empty what was left in the bottle. Tanya not happy. 18th - Tanya in and out of class. Spoken to by senior teacher and was advised that if this behaviour continues she will be excluded from class and will work in a room by herself after this Tanya remained in school all day. 19th - Had meeting planned for today but it was cancelled due to illness. Tanya unsettled prevented from running about the building. This behaviour continued at bedtime. Tanya in and out of her room smashed glass from photo frame and scratched her arm. 20th - Out all day with school hill walking. Excellent reports from teaching staff. Tanya at cinema in the evening with the unit. At bedtime Tanya in and out of room running downstairs. Brought back to her room where she cut her arms with broken glass. She also tried to set her quilt on fire with a lighter. Tanya trying to blame her behaviour on several excuses. 21st - Tanya not feeling well but went to school was returned to unit a short time later due to not coping. Call from Social Work Department to say that Tanya was to go to Glenview. Another call received to say that they had spoken to the Social Work Department and Tanya was to go to mums. Taxi collected Tanya after school. 22nd - Tanya at home. 23rd - Tanya returned to centre settled well at bedtime. 24th - Up and at assembly but did not cope well and had to be returned to unit. Tanya doing schoolwork in unit. Unsettled at bedtime ran outside trying to join other girls in the room, returned to unit by staff. Out of bed at 3am cut her lip and scratched her forehead. Cleaned both wounds herself. 25th - Tanya managed school until 12.45pm when she left class and wandered in and out of classes. Tanya had to work in unit but made her way back down to school and had to be returned by staff. At bedtime Tanya continuously out of her room. 26th - Tanya in bad form this morning would not follow staff direction wandered about the building. When told to get ready for school stood up and smashed window in corridor. Tanya standing on radiator next to open window shouting out the window. Staff explained to Tanya how dangerous this behaviour could be. Tanya out sleep walking during the night steered back to her bedroom. 27th - A good day. 28th - Began the day by trying to wind up another resident within the unit. This behaviour continued into the education setting where Tanya was involved in a fight with one of the day girls. Tanya returned to unit by staff until the issues could be resolved. Tanya accepted responsibility for her part in the incident. Tanya collected by taxi after school to go home on leave. 30th - 7.40pm returned by taxi from weekend leave said weekend had been hard as there had been trouble at home, mum and partner fighting and police had to be called. Tanya unsettled at bedtime. Out of her room on numerous occasions staff spent time with her. Tanya saying she was a bit anxious about her mum after weekend events at home. Tanya up several times complaining of being sick and of having glass in her foot. 31st - Tanya claiming to be unwell and refusing to attend assembly and school. Tanya not eating anything all day saying she was too sick. Spent evening sleeping on

the couch. At bedtime Tanya vomited a few times said stomach pains were keeping her awake. Tanya was tactfully told that she had slept in the early evening and that this may be the reason why she could not sleep. She was assured however that if her symptoms persisted we would not hesitate in contacting the emergency health call service. This seemed to help Tanya to settle. Doctors contacted for advice unknown to Tanya.

FEBRUARY 2000

1st – Tanya managed to get herself up to go to school but remained in unit after mid morning break as she was not feeling well. [REDACTED] 'Who Cares' worker visited Tanya over lunchtime appeared to cope well with meeting. Tanya out at swimming with the unit. Attendant complaining about her behaviour it would appear that Tanya was also involved in episode of being rude towards a new sessional worker. Tanya running about the building at bedtime. However night staff quietly dealt with this matter. 2nd – Tanya up and ready early for school in good form, managed to stay in class all morning. However behaviour deteriorated in the afternoon. In and out of classes. Spoken to by [REDACTED] Head of Education. After school Tanya was accompanying another girl who was being taken home to collect belongings. Tanya was told she would not be allowed to visit girls home but would be remaining in the school transport. She responded by screaming and shouting and running around the front office kicking all the doors and attempting to go down the school corridor. She was prevented from doing so and returned to the unit. This behaviour was a means to attract attention to herself as she was not upset and was very much in control. She could be seen laughing behind her hand while she performed. Later in the evening we had a repeat performance. Tanya disrupted the evening activity trying to wind up the other girls. Tanya given every opportunity to modify her behaviour but would not do so. Tanya had to be taken upstairs to her bedroom by staff. Tanya again very much in control of herself and once she saw she was not getting her own way she settled down. However she was up on numerous occasions during the night. On one occasions because she had pushed a small fragment of mirror into her finger and it was bleeding. Night staff removed the foreign body and cleared the wound which was only minor. No further medical attention required. 3rd – Tanya out on outward bound all day with school, had an excellent day out. [REDACTED] (Child Advocacy Department) coming to have dinner with Tanya on Tuesday 8th. Tanya taken out for clothing with staff. At bedtime Tanya displaying very disruptive behaviour constantly out of her room although staff had spent time with her. While staff were dealing with another situation Tanya went to [REDACTED] and [REDACTED] room and wakened both girls then ran downstairs to the fire door and went outside running about the building. This behaviour continued until 2am. 4th – Tanya wandering around front door. Refusing to put a school uniform on. At school time would not go to class running around outside with residents from another unit. Returned to unit to work in quiet room. Tanya given clear messages by Senior Teacher that this behaviour is not acceptable and Centre will not tolerate it any longer. Tanya took no notice of this message, left the quiet room and made her way to the school block via the bedrooms. She was escorted back to the unit by staff and had to be supervised doing schoolwork. Tanya is always in control of what she is doing and can give no explanation for her behaviour. Tanya collected by taxi and taken home for weekend leave with mum. Tanya managed to cope better in school in the afternoon. A member of night staff reported for duty that evening with bruising to her eye caused by Tanya's behaviour the previous evening. 5th – Tanya at home. 6th – Tanya returned from weekend leave

in good form stated that she had a better weekend than last. 7th - Tanya acting silly at break time, wound herself up so much that she was unable to cope in class. Spent time with teaching and care staff and eventually calmed down to return to class. Tanya in and out of her room at bedtime. 8th - Tanya leaving class and being abusive to staff, left the building and was disrupting other girls in their classes. Eventually caught by the principal. Tanya then returned to the unit to work supervised by staff. Throughout the whole incident Tanya very much in control of her behaviour. Tanya allowed to return to school after lunch. [REDACTED] (Child's Advocate) visited and had dinner with Tanya this evening. Tanya found it difficult to settle at bedtime in and out of other girls room. At one point Tanya went downstairs and disappeared. It was thought she had left the building. Night staff went to search for Tanya which resulted in a member of night staff slipping on a floor and striking his head on a concrete floor luckily there was little injury but it could have been very serious. She was eventually found hiding in a toilet and returned to her room. A good day and night for Tanya. At bedtime she managed to stay in her room during a very disruptive episode. Tanya commended for her co-operation. 10th - Tanya very tearful during the night, had a nightmare. Staff spent time with Tanya until she was able to settle. Earlier in the evening Tanya had gone skating with the unit. She had tried to prevent another girl from falling but bumped her elbow on the barrier in the process. Attended to by the First Aid officer on site and given a sling to rest her arm. First aider felt there was nothing broken just bruised. 11th - Tanya up in the morning complaining arm was still sore, given 2 paracetamol to try to relieve the pain. However she fell a couple of times and bumped her elbow again (sometimes it was felt that she did this on purpose). Due to staff being involved in other incidents another member of staff was called in to take Tanya to hospital to have her arm checked. Tanya and staff went to the RAH Paisley where they were seen by the nurse and told to wait for the doctor however Tanya did not have the patience to wait for the doctor and decided she wanted to be taken back to the Centre to get her taxi. On her return [REDACTED] was called and updated on the situation and asked would she take Tanya to the hospital in the evening if she felt this was necessary. Tanya asked to call centre with result of hospital visit (as yet we have heard nothing 9.10pm on 12.02.00). call to Glenview to update them on a situation also. Tanya collected by taxi and taken home to mum. 13th - Tanya arrived back at the Centre in good form although she did say mum and [REDACTED] were fighting again and that it upset her very much. 14th - Tanya had a reasonable day an incident involving Tanya kicking the front door was quickly resolved by staff. However later in the evening Tanya caught up in silly behaviour. Put lipstick all over her face to the point where she could not wash it off. 15th - Tanya in and out of class did not want to go out with her class so decided to work in the unit. However Tanya left the building and headed towards west ferry, returned shortly afterwards and went back to school. Tanya out of class after lunch running around in the rain, returned to the unit by staff and worked there until she was able to cope better at school. 16th - Tanya trying to manipulate situation re home contact over the long weekend. Call to Glenview Tanya to spend time at home with mum and a sessional worker will be put in place to support Tanya. Tanya informed of this. Tanya then telephoned Glenview re leave and came off the phone very upset that she was not allowed to go to Glenview. 17th - Tanya in and out of class constantly. Smashed picture in the living room and headed towards the school with pieces of glass. [REDACTED] Principal spoke to Tanya about her behaviour. 18th - Tanya had an excellent day taken home by taxi for leave. 19th to 21st - Tanya at home no contact. 22nd - Tanya at home. 23rd - Tanya returned to Centre by taxi after long

weekend. She settled initially at bedtime but then started wandering about the building and had to be escorted back to her room. 24th – Tanya had future needs meeting today which she coped with very well and which proved very positive for Tanya. However she returned to her attention seeking behaviour in the evening. 25th – Tanya started off the day well but in the afternoon she had some difficulties and had to return to the unit. Tanya going on outward bound course after school today as part of her Standard Grade exams. 26th – Tanya on outward bound course. Call from [REDACTED] to say that Tanya was doing well and behaving well. Tanya due back tomorrow she will then be collected by taxi and taken home to mums. 27th – Tanya's behaviour at Blairvaddoch deteriorated. She was involved in a scuffle with another resident and her behaviour was getting out of hand. When she returned to the Centre she initially refused to go home but was eventually persuaded and went home by taxi at 5pm. 29th – Tanya returned to the Centre in good form claims to have a new boyfriend [REDACTED]. On return she ran into another unit with permission from staff, claiming to want to show another resident with whom she has no particular friendship her new trousers. Returned to the unit by staff. Initially settled well at bedtime, but became unsettled later possible due to a disruption caused by another resident. Tanya unable to respond positively to staff in and out of her room, running around inside and outside the building. Pretended to sleep on floor downstairs corridor and inflicted a superficial cut to her arm. No treatment necessary.

MARCH 2000

1st – Tanya up in good form however when other resident returned Tanya threw trifle over her due to incident at the weekend previous. In the evening Tanya went to the karaoke where she removed keys from staff and would not return them. When challenged she stated it was all a joke. 2nd – Tanya self harmed today superficial wound. Brought back to the unit by teaching staff had the wound dressed by care staff. Tanya then removed 2 knives from the kitchen table which had to be removed by staff. At bedtime Tanya running about the building. She was then escorted back to her room. She then came out of her room on the pretence of going to the toilet. She then locked the door. Staff managed to open the door from the outside. Tanya was choking not actually physically being sick but trying to be. She had a plastic bag with her containing nail varnish. There was a smell of hairspray, both items were removed. Tanya tried to run about the unit and staff had to spend time sitting with her. She again tried to leave the building and had to be held safely by staff until she was able to gain her composure. 3rd – Tanya very unsettled today causing disruption over in the school block. Tanya was actually throwing herself down the stairs in front of other girls who received quite a fright. Tanya then proceeded to leave the building and climb onto a roof on which she slipped on several occasions. Throughout all incidents Tanya was very much in control and knew exactly what she was doing. Coming down from the roof Tanya actually threw herself to one side at which point a member of staff had to stop her from falling causing injury to the staff's right shoulder. Tanya was spoken to by [REDACTED] and [REDACTED]. She stated she did not want to go home and this was why she was acting out. Tanya told this was not an option and that she would be going home today after school. 4th – Tanya at home. 5th – 3.40pm Call from Tanya, Tanya full of the giggles saying she is having a brilliant weekend. 7pm – Arrived back in the Centre. Tanya very happy that mum and boyfriend have split up. Tanya had a settled night at bedtime. 6th – Tanya had an excellent day at school up until the afternoon when after lunch she went into the teachers staff room and refused to leave, had to be removed by staff and returned

to unit. Returned to school damaging fire doors which had been newly installed by pushing them and damaging locks. After school spent time in her room. After a while left the unit with another resident without permission via the fire door. Staff went to look for them but could not see them. The girls returned some time later stating they had been up feeding the horses at the top of the drive. At bedtime she initially settled but then became unsettled within a couple of minutes trying to run around other units she was escorted back to her room and staff spent time with her. 7th - Tanya coped very well at the morning assembly even although other girls were being quite disruptive. Returned to unit for a short time as she felt she was unable to cope in class, acted very maturely. Had an excellent day, coped well at bedtime and was allowed to visit another resident for a while. 8th - Tanya had a good start to the day, very helpful within the unit in the morning. She was also the first to congratulate other resident on the reading she did at the Ash Wednesday service even although there is continuous friction between both girls. However at dinnertime 5.20pm on her way round to the unit Tanya began an argument with a resident from another unit and physically hit her. Staff intervened and Tanya was returned to the unit. Settled down after this went to the Chaplain's group in the evening and then went for a run with staff, had a settled evening and at bedtime however hurt her hand replacing slots on the base of her bed. 9th - Tanya had an excellent morning in school. Tanya was angry at a resident from another unit who had been verbally abusive to one of the girls from the unit. Both girls came face to face in one of the classrooms and a few words were exchanged although both girls reacted verbally but were kept apart. Tanya has now moved back to room 6 to share with her friend within the unit. Tanya complaining at bedtime of sore stomach. 10th - Another good day for Tanya, excellent reports from school. After school Tanya went home by taxi. Tanya not happy at the amount of pocket money she was receiving, explained to her that money had been deducted for the amount of damages she had caused within the building. 11th - Tanya at home. 12th - Tanya at home due back in Centre this evening. 13th - Tanya had a difficult start to the evening, kicking doors, eventually had to be held safely by teaching staff. However she soon calmed down and had a good evening. At bedtime Tanya was very unsettled by another group of girls who were causing a disruption climbing onto the roof but despite one incident where she climbed up onto the window ledge. She coped reasonably well. 14th - A settled day for Tanya unable to settle at bedtime but not a problem. 15th - Tanya allowing herself to be wound up by the other girls to the point where she threw a cup of milk over another resident. Staff took Tanya out of the Centre in an effort to diffuse the situation. On her return she was running about the corridors eventually went to her room where staff spent time with her, spoke of 'back flashes' when a man called [REDACTED] was her mothers boyfriend and he would fight with her mother. He also stabbed himself (not deep) and he would enter the house via the windows. Tanya requested to sleep in another resident's room - request denied. 16th - Tanya complaining of feeling unwell has spots on her face. Health Centre contacted advised to rest and drink plenty of fluids. Tanya suspected of fly smoking with other residents in her room. 17th - Tanya feeling better this morning. Prior to being collected by taxi to go home on leave Tanya tried to gain entry to a room where [REDACTED] was having a meeting for another resident. 18th - Tanya at home. 19th - Returned to Centre in good form, called mum on her return. 20th - Tanya returned to the unit, not coping well in the class. Allowed to do schoolwork in the unit however she returned to the school block and caused a disruption by kicking doors and walls. Staff attended and escorted Tanya back to the unit. Tanya taken to have repair done on her glasses. Tanya left

the building at 1am with another resident. Tanya with duvet draped around her shoulders. On her return said she was only going to get other girls back from the village. 21st - Tanya working in the unit this morning went over to the opticians to collect glasses. Tanya a bit out of sorts after school lunchtime but managed to settle. Attended doctors advised to hand in urine sample. Also prescribed Mebervine tablets. Appeared a bit withdrawn from the group this evening and quite tearful. Complaining of feeling unwell at bedtime but responded without complaint when fire alarm went off. 22nd - Tanya complaining of sore stomach this morning but got ready and went to school. However she became involved with a group of girls after the break and was trying to climb onto the roof. Spent a short time with these girls then came down at staff's request and came back to the unit. Staff spent time with Tanya and she was allowed to work in the unit for a while. Appeared to settle well after this and this continued into the evening when she went on outing to the theatre. At bedtime she became quite tearful because [REDACTED] had gone home without speaking to her. 23rd - Tanya causing disruption immediately after assembly however she was very much in control of her actions and was manipulating the situation to get attention from [REDACTED]. I advised Tanya of this which she did not like. On return from her outing in the evening Tanya once again caught up with girls who were outside but once upstairs settled without further problems. 24th - Tanya had a difficult day in class, pretending to be under the influence of solvents. However Tanya appeared very much in control of her behaviour and in no way under the influence. Tanya collected by taxi and taken home to mum for weekend leave. 25th - Tanya at home. 26th - Tanya at home. Telephone contact to say all was going well. Tanya returned to the Centre at 7.20pm went straight up to her room without letting staff know she was back. Spent evening in the unit doing her washing, very good company. 27th - Tanya had a good day at school spent some time in the multi gym in the evening. At bedtime complaining of feeling unwell, had pains in her chest. Staff checked her temperature which was fine although she did look a bit flushed. She then went out into the hallway and staggered about, managed to bump her nose and has a small graze on her nose. Returned to her room. 28th - Tanya acting as if she had been on something this evening, spent evening in the unit. At bedtime again acting as if she had been on something had to be taken upstairs and put in her room by staff. 29th - Tanya out with another resident and unit student this evening. Went to McDonalds. Tanya very excited about this. Tanya has had her radio removed as she appears to be getting a shock from it. 30th - Tanya showing off a bit at breakfast time. She managed to get herself caught up with another girl from another unit saying she was going to Greenock with her. Tanya advised of consequences of such a decision and chose to remain in the building. Went out in the grounds to collect daffodils. 31st - Tanya required some time out from the art class as she was not coping well as she thought she had failed her art exam however managed to return to class and complete her folio. Collected by taxi after school to go home on leave.

BACKGROUND REPORT - 20 JULY 1999

NAME : TANYA DARLING

D.O.B. : 21 MAY 1984

ADDRESS : GLENVIEW CHILDREN'S UNIT

LEGAL STATUS : SECTION 25 CHILDREN (SCOTLAND) ACT 1995

FAMILY COMPOSITION

██████████ - mother - housewife - 10 Gala Park Court, Galashiels

██████████ - Co habitee - unemployed

██████████ father - unemployed - Beech Avenue, Galashiels

BACKGROUND

Tanya has been known to the Social Work Department since 1997. The family were experiencing difficulty with Tanya's behaviour which was related to other family problems.

Tanya's behaviour deteriorated to the extent that there was a complete breakdown in family relationships. This resulted in Tanya being placed with foster carers. However this placement broke down and Tanya was placed in Glenview on 20 March 1999.

TANYA

Tanya is a pretty young teenager who is pleasant and sociable. She takes pride in her appearance and enjoys more activities.

Tanya especially enjoys adult attention, particularly on a one to one basis.

Tanya has been assessed as having a moderate learning disability.

She is a good communicator and enjoys writing and drawing

BEHAVIOUR

Tanya does not react well to change which creates many internal anxieties. Tanya displays anxieties by becoming very attention seeking. She instigates situations to gain adult attention and physical contact.

Tanya particularly seeks attention from adult males and will behave inappropriately to gain this attention.

Attempts to provoke discord, absconding, attempts to self harm and physical assault are typical attention seeking behaviour.

However, Tanya has experienced long periods when this behaviour has not been displayed. This appears to be when she is settled with few anxieties present.

Disruptive behaviour is displayed during periods of change - routine, surroundings, persons or problems within the family.

FAMILY ATTACHMENT

Tanya has strong attachment to her mother. They have remained in regular contact since admission to Glenview. However this contact is instigated by Tanya herself with frequent phone calls to mum and requests for visits.

Tanya has also maintained contact with her natural father, again at her instigation. Both visit weekly, at different times.

Contact with other family members, aunts, grandmothers (maternal and paternal) is also maintained.

EDUCATION

Tanya has been positive about continuing her education. However difficulties arose due to Tanya's behavioural problems, resulting in exclusion from mainstream schooling. She was then referred to the Alternatives to Exclusion programme which she attended until the end of June (holidays). On the whole Tanya used this time positively. Although there were occasions when she refused to attend - this coincided with times when Tanya was particularly unsettled.

GLENVIEW

Tanya has resided in Glenview since 20 March 1999. During this time there was initially a period of disruptive, attention seeking behaviour. This settled in May and Tanya experienced several weeks of positive reinforcement.

Recently, Tanya has again become unsettled. relevant to this - Tanya has been informed that a residential placement is being sought - family relationships (between mum and partner) are having difficulties - group dynamics within the unit. Tanya has recently experienced 'bullying' from other girls in the unit. Staff have endeavoured to resolve and protect Tanya and deal with the perpetrators. However, Tanya has a tendency to place herself in situations which are not helpful at such times.

Due to inappropriate and sexualised behaviour towards male workers, Tanya is not allowed to be alone with male staff and females accompany her on outings with Glenview.

HEALTH

Tanya is generally in good health. However as part of, or as a result of her, attention seeking behaviour, Tanya has required several visits to the hospital i.e. swallowing toilet cleaner, cutting her foot, stomach pains and breaking a bone in her foot. She is currently in a plaster cast for the injury to her foot.

CONCLUSION

Tanya requires a structured, consistent environment with education. She responds well to a regular routine with clear boundaries and limits. Within this environment Tanya would re establish and complete her education.

She has expressed an interest in Balnacraig as she knows a little about it.

Contact with her parents is important to Tanya and should be encouraged to continue.

It is highly unlikely that it will be possible for Tanya to return home in the foreseeable future, therefore it is essential to identify appropriate carers for her return to the local area for holidays etc.


Depute Unit Manager
Glenview



COURSE Computing - Word Processing
Making an Item - See Voc.

ASSESSABLE ELEMENTS

Word Processing

Tanya has made little of the
Module & will not now finish
it on time

Layout & Graphics

Excellent over these areas on
the P.C. Made several cards
& calendars & can laminate,
Scan etc

GENERAL COMMENT

When Tanya is in working
mode she is excellent ~~but~~
but often her restless & nervous
& volatile temperament make
working in class impossible

TEACHER'S SIGNATURE

DATE 14/3/2000

NAME TANYA DARLING

YEAR GROUP 4th

COURSE STANDARD GRADE ART	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya has made a lot of progress recently on her course work and I would expect her to achieve level 4 in the exam. She seems to have more of a mature attitude and this reflects in her class work.
DESIGN. Folder progressing well with some pleasing examples of flowers	
EXPRESSIVE. Tanya achieved a 4/5 in the prelim exam in November	
CRITICAL STUDIES. Tanya works well 1:1 and has been working steadily on both Design & Expressive	
	TEACHER'S SIGNATURE  DATE 1.3.00

NAME TANYA DARLING

YEAR GROUP

S4

COURSE RE	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya has recently started this course, and to date has shown a positive attitude. Tanya's behaviour has improved. Tanya's efforts can be variable, but, if she is to achieve all targets she must ensure maximum effort always.
LEARNING OUTCOMES "LIVING IN A PLURAL SOCIETY"	
BEHAVIOUR	
ATTITUDE / EFFORT	
ATTENDANCE - v. good.	
	TEACHER'S SIGNATURE  DATE 1/3/00

NAME Tanya Darling YEAR GROUP S4

COURSE <u>Personal and Social Education</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya works well in class and has completed tasks in Problem solving and working with others. She has proved that she can use these skills in a practical setting but she needs to put more effort into her work and concentrate on staying in class at all times.
Problem solving -	
Research skills -	
Working with others -	
Behaviour - <u>Mixed. can be superb but Tanya often wanders rather than coming to class.</u>	TEACHER'S SIGNATURE _____ DATE _____

NAME TANYA DARLING YEAR GROUP 4th YEAR

COURSE <u>Numbers in everyday situations</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya is CAPABLE OF COMPLETING THE S. Q. A. MODULE. SHE MUST REMEMBER THAT ALL THE LEARNING OUTCOMES HAVE BEEN ACHIEVED. EVIDENCE MUST BE RETAINED FOR THE EXAM BOARD
MONEY	
TIME	
MEASUREMENT	
	TEACHER'S SIGNATURE _____ DATE <u>3/3/00</u>

NAME TANYA DARLING

YEAR GROUP 54

COURSE	GENERAL COMMENT
PHYSICAL EDUCATION	
ASSESSABLE ELEMENTS	Tanya is completing work on her SEA module and leisure study for her Social and Vocational skills Standard Grade exam. Tanya is making progress to date. Her written work is on course. She is beginning to control her erratic body awareness which is capable of causing herself serious injury. Tanya participates well in P.E. On occasion her behaviour on transport can be dangerous and she is reminded of this regularly.
BEHAVIOUR AND ATTITUDE	
APPLICATION OF TEACHING POINTS	
PARTICIPATION	
CO-ORDINATION	
	TEACHER'S SIGNATURE [REDACTED]
	DATE <u>FEBRUARY 2000</u>

NAME Tanya Darling

YEAR GROUP 54

COURSE	GENERAL COMMENT
Social + Vocational Skills / H.E.	
ASSESSABLE ELEMENTS	Tanya will achieve a General award for this part of the course. She worked extremely well at the coffee morning. She is an enthusiastic worker and her practical work is good. Her behaviour is usually very good in the Home Economics Dept.
Community Event Coffee Morning	
Practical Abilities	
Communicative Abilities	
	TEACHER'S SIGNATURE [REDACTED]
	DATE <u>Feb 2000</u>

NAME TANYA DARLING

YEAR GROUP 4th YEAR

COURSE
ENGLISH STANDARD GRADE

GENERAL COMMENT

ASSESSABLE ELEMENTS

READING

TANYA IS ABLE TO GRASP THE MAIN IDEAS IN WHAT SHE READS WITH SOME HELP.

WRITING

TANYA'S WRITTEN WORK IS ~~ABOVE~~ IMPROVING. SHE IS ABLE TO CONVEY THE GIST OF A PERSONAL EXPERIENCE.

TALKING

TANYA IS ABLE TO MAKE A GOOD CONTRIBUTION TO GROUP DISCUSSION.

SHE WILL HAVE TO DO A SOLO TALK BEFORE SHE SITS THE STANDARD GRADE EXAM.

TANYA IS MAKING GOOD PROGRESS IN THIS SUBJECT. SHE IS ABLE TO CONCENTRATE FOR LONGER PERIODS BUT SHE STILL NEEDS A LOT OF SUPPORT WITH ALL ASPECTS OF THE STANDARD GRADE ENGLISH COURSE.

TEACHER'S SIGNATURE

DATE 1.3.2000

NAME
TANYA DARLING

YEAR GROUP 4th

COURSE
SOC + UOC ST. GRADE

GENERAL COMMENT

ASSESSABLE ELEMENTS

COMMUNITY ENGAGE

LEISURE ACTIVITY

MAKING AN ITEM

OUT OF SCHOOL EXPERIENCE

Tanya has participated in all aspects of the course. She must ensure that all written evidence is submitted in time for the exam board. More consistency + effort needed to improve behavior.

TEACHER'S SIGNATURE

DATE March, 2000.

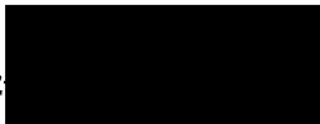
NAME Tanya DarlingYEAR GROUP 1

COURSE <u>Standard Grade Science</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Back in December, Tanya failed to sit her prelim exam. This was solely due to a lack of confidence in her own ability. Since then there has been a change in Tanya's attitude. She is now putting more effort into her work, attending on a more regular basis, and shows a more positive approach to the course. There is still work to be done but it will be easier now, before the exam in May.
Knowledge and Understanding :- (KU) Foundation level	
Problem Solving :- (PS) Foundation level	
Practical Abilities - Techniques : 3 to complete - Investigations : to be assessed.	
KU and PS are estimate grades as Tanya did not sit the prelim exam.	TEACHER'S SIGNATURE  DATE <u>6/3/00</u>

NAME

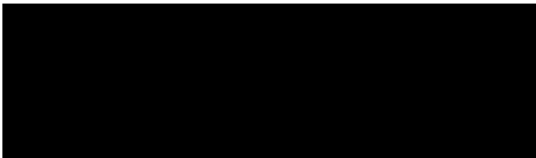
T DARLING

YEAR GROUP

COURSE <u>THE Modern World</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya is very restless in this subject and finds great difficulty in staying in class, unless there is a marked improvement in her behaviour she will be unable to complete her course work, her attendance is very good but her effort needs to improve
Knowledge/understanding	
EVALUATION	
INVESTIGATION	
	TEACHER'S SIGNATURE  DATE <u>2-2-20</u>

HEAD OF EDUCATION COMMENTS

Janya has made good progress in most subject areas. She must continue to work hard over the next two months to produce passes in her Standard Grade Examinations. Janya's behaviour in school has also improved recently, she is displaying a more mature attitude.



**REPORT TO HEADTEACHER
EARLSTON HIGH SCHOOL**

Please ask for:

Our Ref:

Your Ref:

Date: 19.12.96

**TANYA DARLING (21.5.84)
BROOKFIELD, MAIN STREET, GORDON**

Tanya was referred to the Psychological Service on the 8 October 1996. This followed a meeting convened at the school on 4 October which I attended. [REDACTED] and her partner also attended together with [REDACTED] Speech and Language Therapist, who had assessed Tanya following a referral from the Headteacher at Gordon Primary School.

A high level of concern was raised at the meeting held on 4 October concerning Tanya's limited educational progress - and in particular difficulties associated with poor language comprehension - and her poor social integration. At the time of writing I do not appear to have a minute of this meeting but my case notes indicate that concern was raised in relation to Tanya's social isolation at home in Gordon and in the school.

Tanya had not previously been referred to this service and it was agreed that I would carry out an assessment of her intellectual processing and educational attainments which would provide a context from which to interpret Tanya's language and social difficulties.

Tanya has been seen on three occasions for assessment and I have attended the Pupil Support Group at the school and visited [REDACTED] at home. This report summarises my main conclusions.

Educational and Intellectual Assessment

Tanya was assessed using the British Ability Scales Word Reading Test which yielded an equivalent reading age of 9 years 6 months (ie 3 years or so behind her chronological age). This test compares with the Neale Analysis of Reading Ability presented by the school which yielded an equivalent age of 8 years 7 months at a chronological age of 12 years 5 months. The Neale Analysis is recognised to yield a conservative estimate of reading level relative to some other tests. The assessments quoted this far both relate to Tanya's ability to read words. The particular value of the Neale is in gaining a semi-independent estimate of reading comprehension. The school assessment yielded an equivalent age for reading comprehension of 7 years 2 months. Further, it was noted that Tanya became very distressed as the test went on; this is likely to be because she was aware that she was reading material she could not understand and was perhaps anticipating that she would not be able to answer the questions to be asked.

I found Tanya's spelling to be at an equivalent age level of approximately 8 years 10 months. This is a year or so in advance of the estimate from the school assessment. A very brief spontaneous writing exercise with Tanya achieved a writing speed of approximately 12 words per minute.

Assessment using the WISC III (UK), an intellectual sampling and profiling assessment battery indicated that Tanya's general intellectual performance was just within the exceptionally low range. Tanya's overall performance on the test was at the level of the second centile. The profile of performance on individual sub-tests is not particularly remarkable; however, her highest performance was on a sub-test which taps comprehension of social norms in different practical settings. The assessment outcome on the WISC III is consistent with school reports that Tanya struggles to understand much conceptual material in her classes, with the outcome on the Neale for reading comprehension and with reports from the Speech and Language Therapist who noted that she has difficulty comprehending certain concepts - especially complex language utterances.

Social and Attitudinal Assessment

I have spoken to Tanya about how she gets on at school and carried out some projective work with her on this. It was her perception that she enjoys school - particularly music - which she describes as "brilliant". She did not comment on any difficulties on the bus although [redacted] and school staff are aware that there have been difficulties for her there. Tanya said she had friends at school and identified several friends who were known to [redacted]. Her three favourite subjects are Music, Technical and Science. She reported that she struggled most with Geography, Maths and French.

[redacted] reported that Tanya is targeted by local youngsters in Gordon, some of whom have attempted to try out karate kicks on her. She noted that Earlston High is Tanya's third school in a close space of time.

Follow-Up

1. I have agreed with [redacted] and the Principal Psychologist that it would be appropriate to initiate assessment procedures for the opening of a Record of Needs for Tanya. This will allow a multi-disciplinary assessment of her educational and social needs and will necessarily consider the steps which should be taken to meet these needs, including school placement. [redacted] recognises that Tanya will have considerable difficulties with a mainstream curriculum.
2. I understand from [redacted] that [redacted] has already seen Tanya and that he is arranging for an appointment with her at the BGH for a medical and brain scan.
3. In the meantime [redacted] has agreed that a modified curriculum would be in Tanya's best interests. [redacted] particularly mentioned her difficulties with French which Tanya has commented on. I would suggest that this is an area for the school to follow up in conjunction with [redacted] and Tanya.
4. At the Pupil Support Group meeting the question was raised by the school of resources for Tanya. I asked at that meeting for a report summarising the social difficulties identified by the school and indicated that I would discuss the question of resources with the Senior Education Officer when I have the relevant information.

[redacted]
[redacted]
Educational Psychologist

cc: [redacted] Speech and Language Therapist
[redacted] Consultant Paediatrician
[redacted] Senior Education Officer

2rtdarl/kh
18/12/96



PURPOSE OF REPORT:

Section 31 Review

DATE OF HEARING/REVIEW:

5 April 2000

SUBJECT:

Tanya Darling

D.O.B.:

21 May 1984

LEGAL STATUS:

Voluntary

DATE ADMITTED:

SCHOOL/WORK PLACEMENT:

Good Shepherd Centre

NUMBER OF INCIDENTS:

NUMBER OF ABSCONDINGS:

KEY WORKERS:



DATE OF LAST REVIEW/HEARING:

REPORT COMPILED BY:



Previous Care Plan

1. Tanya to remain at The Good Shepherd Centre.
2. Tanya to return to Glenview at weekends and holidays.
3. Tanya to have weekly contact with her mum as negotiated between Tanya, Lesley, Glenview and social worker. This can include some overnights.
4. Caregivers to be found for Tanya for holidays and weekends. This contact is to be built up slowly with a view to them being available for Tanya as she moves into adulthood.
5. Tanya to continue with her educational programme.
6. Tanya to be supported in her feelings/attempted contact with her dad.
7. Tanya to have regular contact with other extended family members.
8. [REDACTED] to continue to co-ordinate care package until the allocation of a permanent worker.
9. Tanya is to be encouraged to have regular sessions with [REDACTED] Psychologist.
10. Regular communication to continue between all relevant parties, namely The Good Shepherd Centre, [REDACTED] Glenview and [REDACTED]

Background/Recent Events

Tanya was voluntarily received into the care of the Local Authority on 8th March 1999 under Section 25 of the Social Work (Scotland) Act 1995. Tanya was placed with foster carers but this broke down due to Tanya's frequent absconding at night, refusal to obey sanctions imposed and threats to self-harm. As a result of this breakdown Tanya was placed in Glenview Residential Children's Home on 20th March 1999.

Initially, Tanya had a very unsettled period in Glenview. She demonstrated attention seeking and self-harm behaviours. She frequently absconded, attempted to swallow items such as toilet cleaner and kirby grips and was often restrained. Staff at Glenview worked well with Tanya and managed to put firm boundaries around her. Her behaviour settled greatly for a long period of time.

Tanya was attending Kelso High School whilst first placed at Glenview. Kelso High School tried very hard to work with Tanya, however, due to Tanya's ongoing threats, attempts to self-harm and regular absconding, the school felt unable to ensure her safety. Tanya was suspended in May 1999. A meeting was held and the school attempted to give Tanya another chance. However, Tanya immediately began absconding from class and Kelso High expelled Tanya on 20th May 1999. The alternatives to exclusion project provided individual tutoring for Tanya but she found this difficult and they were also unable to provide frequent enough sessions to meet her educational needs.

The concerns by June 1999 were that there was no mainstream school who would accept Tanya or which were likely to cope with her high level of needs. She had very little educational input during that year and it was felt that Tanya struggles with a separate home and school situation with the differing rules, boundaries and environments. Tanya requires schooling in a close and supportive environment.

As a result of this, it was decided at a planning meeting held in July 1999, that a residential school placement be found for her. An application was initially made to Balnacraig School but they had no vacancies. A referral was then made to The Good Shepherd Centre in Bishopton. Tanya was accepted and she began there in August 1999.

Social Work Contact

██████████ became social worker for Tanya in April 1999. Anna was a temporary worker and the focus of her work was to support ██████████ until a new social worker could be allocated for Tanya.

Unfortunately, this did not happen. ██████████ visits with Tanya were approximately monthly, during her placement at Glenview. Following admission to The Good Shepherd Centre, ██████████ met with Tanya on a few occasions. It was felt that it would be detrimental for Tanya to build a close relationship with a worker who would then leave the Department.

██████████ maintained weekly phone contact with staff at The Good Shepherd Centre and Glenview and also regular contact with ██████████

██████████ left the Department in December 1999. As there was no available worker to be allocated to Tanya, I took on this role until a new worker is available.

Since mid January, I have had almost weekly contact with Tanya and ██████████. Contact with The Good Shepherd Centre had also been weekly.

Placement

Initially Tanya had a very settled period when first placed at the Good Shepherd Centre. Towards the end of September, Tanya's behaviour began to deteriorate. Tanya is extremely attention seeking and has absconded, broken 2 windows and initiated disputes with other residents in order to get the attention she seeks. When Tanya decides to behave, her behaviour is excellent. She certainly states that she enjoys being at The Good Shepherd Centre and seems to be please at being there. She is aware of her negative behaviours and always promises to change in the future. On the positive front she has achieved many good behaviour certificates and fully participates in the activities offered to her.

Tanya returns every weekend to Galashiels. Until mid January, Tanya shared the weekends between Glenview and her mum.

However this arrangement allowed Tanya to manipulate the situation, playing mum and Glenview against each other. Tanya's behaviour within Glenview deteriorated and she returned to displaying attention seeking behaviour. This was carried into her school placement where her behaviour gave cause for concern.

It was felt that Tanya found difficulty adapting to the three environments, that of school, Glenview and mums. Tanya manipulated staff and mum to meet her own wishes.

A Planning Meeting was held on 26th January to discuss the situation. It was agreed that Tanya would spend weekends and holidays at mum's with support from Glenview.

Over the past few weeks this has worked well. Tanya is visited on Sunday afternoons at mum's from myself or Glenview keyworker, [REDACTED]. Also Sessional work support has recently been put in place. [REDACTED] (sessional worker) works with Tanya on independent living skills. The first session went very well and Tanya is keen to continue with this work.

Tanya continues to attempt to manipulate situations, displaying attention seeking behaviour to achieve one to one attention. Recently she returned to school from an excellent weekend at home. Following disruptive behaviour at school, Tanya informed The Good Shepherd Centre staff that she had had a very upsetting weekend at home.

Several workers had been involved with Tanya on that weekend and there had been no evidence of any problems within the family setting. When asked about this, Tanya acknowledged that she had exaggerated a very minor incident. She had wanted to return to Glenview.

Contact with Family

Tanya now spends weekends and holidays at home with mum and [REDACTED] mum's partner. Tanya has struggled with the relationship between [REDACTED] and [REDACTED] and reacts badly if they argue or fight. This relationship has been ongoing for over six years and on occasion may become volatile. They are aware of the effect of arguments on Tanya and are working together on their relationship to lessen the impact on Tanya.

When in Galashiels, Tanya visits her extended family. There are no formal arrangements and she visits with her with mum or [REDACTED] or on her own.

Tanya has requested contact with her dad. There has been previous contact with [REDACTED] but this proved unreliable. [REDACTED] would promise to see her and then not attend. Tanya found this very upsetting. At this time [REDACTED] whereabouts are unknown even to his immediate family, therefore contact with Tanya cannot be arranged.

[REDACTED] is happy for Tanya to have contact with [REDACTED] should he be located.

School

Tanya seems to enjoy the varied programme on offer at The Good Shepherd Centre.

When Tanya concentrates she fully participates in class and is capable of completing courses to exam level in May.

However, Tanya's attention seeking behaviour has a detrimental effect on her own learning ability and that of other pupils. Her disruption of classes and within the residential setting may result in the breakdown of the school placement.

It is hoped that with ongoing support Tanya will be able to complete her education, gaining some qualifications and leave appropriately on 31st May 2000.

Over the past four weeks. Tanya has made great efforts to improve her behaviour at school. Although there are time when Tanya behaves inappropriately the number of incidents have lessened dramatically.

Post Future Needs Review

A meeting was held on 24th February 2000 to discuss Tanya's future needs. This meeting was very positive and acknowledged Tanya's efforts.

Recommendations

1. Planning should take place for Tanya to leave school some time after her exams. The leaving date is negotiable and would depend to some extent on when a college placement might begin. [redacted] indicated that the Good Shepherd Centre could continue to support Tanya over the summer for some time but if this were to happen then there would be a need for planned experiences in the Borders and there would be a possibility that she could attend a work placement local to the Good Shepherd several days a week.
2. Immediate targets identified for Tanya are to settle into a class routine more quickly, to do things when asked and to reduce her attention seeking behaviour.
3. [redacted] will liase with Borders Careers to set up an appointment in the early part of the Easter holidays so as to facilitate a college visit during the same period. [redacted] will be available to go with Tanya for the Careers appointment.
4. Social Work Department have already made a referral to the Borders Through-Care Team.
5. Tanya to be provided with homework to do at home during the weekend and this should help to develop her sense of responsibility in self directed learning.
6. [redacted] to consider the possibility of work placement experiences for Tanya before or after her S-Grade exams. Such exploration would be expected to involve [redacted] (Learning Support Teacher) from school.

Review of Sessional Work

A meeting was held on 17th March 2000 to discuss the input of sessional worker. Tanya has worked well with [redacted] Although she has found some of the tasks boring, Tanya has been willing to do all that has been asked of her. [redacted] and [redacted] have been positive about the time Tanya and [redacted] spend together.

It has been agreed that these sessions will continue and will increase to two sessions per week during the Easter holidays.

Child's View

Tanya wants to continue at The Good Shepherd centre, complete her exams and return to Galashiels permanently. After completing exams, Tanya would like to attend college to pursue a course in either hairdressing or beauty.

She has stated that she wants to attend college in Hawick. The reason for this is unclear. However, it is felt that the travelling distance may prove an obstacle for non-attendance.

Ongoing Concerns

Tanya's behaviour continues to be concerning.

It is evident that Tanya is very much in control of her behaviour and is aware of what she wants to achieve by her demonstrations.

She is also aware that her behaviour is not acceptable within the community and can adapt her behaviour to the situation and environment.

There has been an improvement in Tanya's behaviour over recent weeks. This is due to Tanya's own efforts and also the close communication between the workers involved and [REDACTED] and [REDACTED].

This ensures that Tanya has little scope for manipulation or playing one worker against another.

Tanya is also receiving clear messages from all concerned as to what is expected from her.

[REDACTED] Psychologist from the Andrew Lang Unit in Selkirk, is aware that Tanya is likely to require support on her return to Galashiels. [REDACTED] is happy to receive a further referral to help address behavioural difficulties. However, Tanya does not feel that she requires the help of a psychologist.

Conclusion

Tanya will continue to live at home with the support of the Social Work Department. A referral has been made to the Aftercare Team, who hopefully will be able to offer support with independence. Borders College [REDACTED] has been contacted and arrangements are to be made for Tanya to visit and discuss course options.

Tanya's school leaving date requires to be negotiated with the Good Shepherd Centre, as college course will not commence until the end of September. It has been suggested that there may be a possibility of offering Tanya a work placement experience programme throughout the summer months.

On the whole Tanya is progressing well at home and with continued support would be able to maintain her placement within the family.

[REDACTED]
24 March 2000

██████████
Chartered Psychologist
Andrew Lang Unit
Viewfield Lane
SELKIRK
TD7 4LJ

Please ask for: Ext 5814

Our Ref: ██████████

Your Ref:

Date: 05/07/99

Dear ██████████

TANYA DARLING (21.5.84)

I am writing following on from our conversation on 25 June 1999 when you asked if I would write formally to you regarding a suggestion I had made that Tanya may benefit from a psycho-neurological assessment. This suggestion was referred to in the summary of the meeting held on 18 May 1999 at the Andrew Lang Unit. I first made the suggestion shortly before this at an informal meeting held at Kelso High School.

The background to the suggestion is a medical report from ██████████ dated 24 April 1997, which noted that Tanya had a road traffic accident at the age of 4 years and had a head injury which did not appear to be particularly severe but which was investigated. I believe an MRI scan was arranged. I also have a separate note from ██████████ noting that he referred Tanya to HITS (Head Injury Trust (Scotland)) and that when she attended accident and emergency they did not think it was a severe head injury. You yourself referred to the head injury in your own letter to ██████████ dated 7 May 1997.

I understand that there have not previously been concerns about the head injury but in view of the severe and complex nature of Tanya's difficulties and also given the lack of sustained progress made in relation to her difficulties and the prospect of a residential placement I wondered whether an opinion from a neuropsychologist would be helpful. I am not suggesting that the request for this assessment should hold up a move towards a specialist placement for Tanya.

I enclose a copy of Tanya's profile on a WISC III presented by me in October and November 1996. This profile suggests a pupil who has border line moderate learning difficulties but who shows a particularly weak performance on the block design sub-test.

23 JUL 1999

I should also take this opportunity of commenting on the implication of Tanya's learning difficulties for her general behaviour in the light of the references to this in the report by [REDACTED] of the meeting held at the Andrew Lang Unit on 18 May 1999. I do recognise that she has significant learning difficulties and that she can present as more able in her mechanical word reading and spelling skills than is reflected in her underlying level of comprehension. However, I would not take the view that the degree of her learning difficulties is the main factor explaining her pattern of behaviour. I have had personal experience of many children with her general level of learning difficulties who do not display her behavioural pattern – or anything like it. Her emotional – behavioural needs are severe and complex and, it seems to me, must have a basis which her general level of learning difficulties alone cannot explain.

Yours sincerely

[REDACTED]
[REDACTED]
Educational Psychologist

cc: [REDACTED] Social Work Locality Manager
[REDACTED] al Worker
[REDACTED] Wilton Centre
[REDACTED] Manager, Glenview
[REDACTED] unity Psychiatric Nurse

Information Re Tanya Darling

Background Information

Tanya's mother, [REDACTED] married [REDACTED] in 1983 when she was aged 17. Tanya was born a year later. The marriage was difficult almost from the beginning. There were numerous arguments and [REDACTED] believes in retrospect that the relationship was doomed to fail, given their young ages and having the additional responsibility for a child so soon after getting married. The couple eventually split three years later and have now been divorced for approximately 12 years.

Tanya lived with her mother and has always had irregular contact with her father. [REDACTED] lives with her partner, [REDACTED] and the two have been in a relationship for the past 6 years. [REDACTED] has emotional health problems and receives psychiatric support. [REDACTED] and [REDACTED] have a very conflictual relationship, which is frequently violent. Tanya has witnessed many of these arguments and her mother's resulting injuries. Tanya carries a high level of anxiety about her mother's safety and becomes distressed whenever the two have any form of minor disagreement. Tanya and [REDACTED] have a history of difficulties as a result and Tanya seems to resent any time that her mother spends with her partner.

The Social Work Department first became involved with Tanya in March 1997 when she alleged that [REDACTED] had been violent to her. No injuries were seen and Tanya later retracted her statement saying she had made this up for attention. At that time, Tanya was attending Earlston High School. They found her an attention seeking and demanding young person. As Earlston High had no special unit, it was felt that it was not equipped to give Tanya the level of attention and support she needed and she subsequently transferred to Kelso High.

Tanya settled well until March 1998 when Tanya began absconding, would lock herself in the toilet and threatened to jump out of a window. The clear impression was that Tanya was out of control and putting herself at grave risk. Following a full discussion with the family and senior social worker a decision was made to accommodate Tanya on the basis that it was impossible to guarantee her safety. She was placed with foster carers on 24th March 1998.

Through firm boundaries Tanya's behaviour settled and she continued to progress at school. She eventually returned to her mother's care in July 1998. On returning home to her mother things initially worked well. However, there were on-going difficulties in the relationship between [REDACTED] and Tanya and this continued to be difficult for [REDACTED]

██████████ to manage. Due to a build up of these difficulties and Tanya's attention seeking and demanding behaviour she was voluntarily received into the care of the local authority on 8th March 1999 under section 25 of the Social Work (Scotland) Act 1995. Tanya was placed with foster carers. This also broke down due to Tanya's frequent absconding at night, refusal to obey sanctions imposed and threats of self harm. As a consequence the placement broke down on 20 March 1999 and Tanya was admitted to Glenview, where she currently remains.

Education

Kelso school tried very hard to work with Tanya however, due to Tanya's ongoing threats or attempts at self harm (such as trying to drown herself in the school sink and cutting her wrists) and regular absconding, the school felt unable to ensure her safety. Tanya was suspended in May 1999. A meeting was held and the school attempted to give Tanya another chance. However, Tanya immediately began absconding from class and Kelso High expelled Tanya on 20th May 1999. The alternatives to exclusion project provided individual tutoring for Tanya but she found this difficult and they were also unable to provide frequent enough sessions to meet her educational needs.

The situation at present is that no mainstream school will have Tanya. She had very little educational input last year. Tanya struggles with a separate home and school situation with the differing rules, boundaries and environment. Tanya requires schooling in a close and supportive environment.

Glenview and contact with home

Initially, Tanya had a very unsettled period at Glenview. She demonstrated attention seeking and self harm behaviours. She frequently absconded, attempted to swallow items such as toilet cleaner and kirby grips and would often need restrained. This behaviour is typical of Tanya when she moves to an unfamiliar situation and becomes anxious. Staff at Glenview have managed to work well with her and her behaviour settled greatly for a long period of time. Lately, she has again begun to act in this way and this seems to be as a result of knowing that a residential school placement is being sought for her and a move of environment imminent. She greatly fears the unknown.

Tanya sees her mother on a weekly basis and is very closely attached to her. ██████████ does not always put in appropriate efforts with her daughter and Tanya often has to initiate contact. ██████████ has stated she often "can't be bothered" with Tanya and her needs. She is in agreement with this application and would be keen to see the centre if Tanya is considered for a place. I believe this would also be important for Tanya.

Tanya's father visits on an irregular basis and often lets Tanya down, for example by not visiting her on her birthday when he had promised to do so. Tanya is very fond of her father but more attached to her mother.

Glenview has agreed that initially Tanya can go back and stay with them as she has progressed well there. This would also allow her to see her mother, father and extended family. It is not possible for Tanya to reside with her mother and community carers will be sought for Tanya for her return to Galashiels and to support her in her move to adulthood and independence.

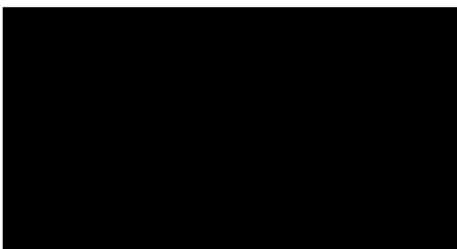
Other Concerns

There are concerns that Tanya may have been sexually abused however she has never disclosed such abuse. Tanya has little understanding of boundaries with adults and in particular males. Staff at Glenview have helped her with this and she had made great improvements. However, as her behaviour has regressed due to her anxieties about her future placement so too has her sexualised behaviour. This will improve again when Tanya becomes more settled and can receive supports with this.

Tanya also stops eating when she is feeling anxious or low.

Summary

Tanya is a young person with a great sense of humour. She is also very sociable. Tanya has a number of needs namely educational, social and behavioural all of which I believe could be fully met in the appropriate resource.



Social Worker.

[REDACTED]
Consultant Child Psychiatrist and Psychotherapist

Please ask for: Ext 5814

Our Ref: [REDACTED]

Your Ref:

Date: 20/11/98

Dear [REDACTED]

TANYA DARLING (DOB 21.5.84)

Tanya is already known to your Service. She has been seen by [REDACTED] (report dated 26 March 1998) and is also known to [REDACTED] who is currently at the beginning of a new involvement with her.

I am writing following on from a recent meeting at Kelso High School which recommended that her educational needs be met through an individual package which will also take account of and respond to her emotional behavioural needs. Tanya moved to Kelso High from Earlston several years ago when it became clear that she had very considerable special educational needs and that she would benefit from the opening of a Record of Needs and support from a resourced secondary school. Tanya presents as a very vulnerable pupil who has considerable emotional needs which appear to derive primarily from her family situation. Her behaviour fluctuates in school between periods when she can be very polite and caring and outbursts where she can actively confront staff, both verbally and through a variety of reactive-manipulative behaviours which historically have included running out of school and trying to get out of a moving taxi and minor incidents of self harm. Recently in school there have been a couple of incidents where she locked herself in a toilet and was found with her face in the wash hand basin which she had filled with water. About half an hour later she managed to steal a knife from the kitchen, locked herself in the toilet again and scratched her wrist with the knife.

The recent pattern of behaviour is not qualitatively different to other patterns of behaviour in the past. Her behaviour in school has been very tightly controlled through a contract system where her wish to remain at Kelso High School has been linked structurally to behavioural conditions which she has now exceeded. It should be emphasised that Tanya has shown some ability in the past to limit and control her behaviour according to the contract requirements. However, she has not been able to sustain this for sufficiently long periods to make her continuation at Kelso High School sustainable in the immediate term.

The meeting I attended agreed that a further psychiatric opinion should be sought and I agreed to write to you to request this. I should say that neither [REDACTED] nor Tanya were at the meeting but arrangements were made for the recommendations to be fed back to them afterwards. I am assuming that because they have actively agreed to involvement from your department and are currently involved with [REDACTED] that there would not be an objection to seeking a psychiatric opinion as part of this involvement.

My personal view on Tanya is that she can become overwhelmed by emotional tensions and pressures arising from within the family situation (eg her father's unreliability and tensions arising from this at home, her difficulties relating to her mother's partner) and from her low self esteem which I would think can be linked (not exclusively) to her vulnerabilities within the family. Tanya is also a girl who has significant learning difficulties and I think this does have implications for her social understanding and learning. So far as the recent incidents in school are concerned, her Social Worker, [REDACTED] reports that Tanya has said that she never had any intentions of serious self-harm. The school have been concerned that her behaviour would escalate due to her needs to receive attention.

A planning meeting to set up a package for Tanya has been set for Monday 30 November and it would be very helpful to have any relevant feedback your department is able to provide before this meeting. I am copying this letter to [REDACTED] who may be in more of a position to respond within this timescale than you yourself are able to do.

Yours sincerely

[REDACTED]
[REDACTED]
Educational Psychologist

cc: [REDACTED]

CONFIDENTIAL

KELSO HIGH SCHOOL

PLANNING MEETING

TANYA DARLING, 3EO

HELD AT KELSO HIGH SCHOOL ON 20 NOVEMBER 1998

PRESENT: [REDACTED] (Social Worker)
[REDACTED] (Educational Psychologist)
[REDACTED] (Principal Teacher of Learning Support)
[REDACTED] (Wilton Centre)
[REDACTED] (Depute Headteacher)
[REDACTED] (Senior Education Officer)
[REDACTED] (Senior Teacher)

PURPOSE OF MEETING

To develop a provision for Tanya taking into account her extreme attention seeking behaviour.

[REDACTED] informed the meeting that she had spoken with Tanya and her mother since she had been sent home from school. There had been many discussions at home about acceptable behaviour in school and that Tanya stated that she enjoyed getting the attention at school when she misbehaved. She did not exhibit the same attention seeking behaviour at home. [REDACTED] also felt that [REDACTED] had done as much as she could for Tanya.

[REDACTED] stated that she felt that something at home is worrying Tanya and that she released this worry at school with her behaviour.

[REDACTED] felt that Tanya had very low self esteem particularly about her appearance. [REDACTED] and [REDACTED] agreed with this.

It was felt that school was inappropriate for Tanya at the present time and that some form of individualised package should be explored with the intention of reintegrating her back into school at some point in the future. This would be a good target for Tanya to aim for.

[REDACTED] informed the meeting that [REDACTED] Psychiatrist, Andrew Lang Unit, had contacted him before the meeting saying that if a further Psychiatric Assessment was needed then [REDACTED] (Andrew Lang Unit) should be contacted directly. It was agreed that this offer should be taken up.

It was agreed to offer Tanya a package consisting of:

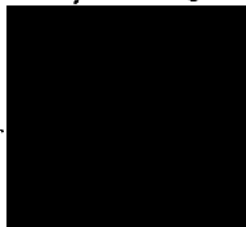
- Literacy and numeracy work
- Music / art therapy
- Cooking
- Sessional worker for counselling, sports etc

KELSO HIGH SCHOOL

SUMMARY OF MINUTES OF FUTURE NEEDS MEETING FOR TANYA DARLING (DOB 21.05.84)

Date : 31.3.99

Present: Tanya Darling



Alternatives To Exclusion
Educational Psychologist
Social Worker
Careers Adviser
Key Teacher
Principal Teacher LS

[REDACTED] explained that the purpose of the meeting was to look forward to May 2000 when Tanya could leave school and to look at the options available after that.

SCHOOL REPORT

[REDACTED] reported on the subjects which Tanya takes at school. These are Standard Grade Art, a Religious Studies module, an Home Economics module, a Communication module and a Numeracy module. At the moment Tanya attends school on three afternoons. In addition she has a one-to-one tuition at Langlee Centre from [REDACTED] in PE, Keep Fit and Cookery and from [REDACTED] in Maths and English. She also has input from [REDACTED] from the Wilton Centre on Tuesday afternoons.

[REDACTED] reported that Tanya had been working well on her programme but that there has been a hiccup lately. However things seemed to have improved again.

[REDACTED] explained that Tanya had been admitted to Care and that the situation was very difficult at the moment. It was hoped to have a Respite Care Plan in place soon. Another Social Work meeting is to be held soon to look at possible options.

[REDACTED] spoke about the options available for Tanya at the end of May next year. These were:

to stay on at school

to attend college either on a mainstream course or on the Workwise Course. The Workwise Course could last for 1 year or 2 years. Tanya would continue with Communication and Numeracy work as at school but there would be additional subjects such as Motor Vehicle Maintenance, Computer Skills and the opportunity to have a day per week in work placement. A link course runs in May each year when students have the chance to try out some days at college while still attending school.

to join a Skillseekers programme. This is linked to a particular job placement and some time is also spent in college. The college also provide Supported Skillseekers. Scottish Borders Council have a Supported Skillseekers but there is no college involvement.

to attend the Production Unit for up to 1 year. There are opportunities in Catering, Computing and Woodwork. It helps you to get working skills. Students have a lot of say in the running of it. Students receive £40 per week. A bursary for college can be applied for.

██████████ is still available beyond school to provide advice and can be seen at the Job Centre.

██████████ said that it was difficult to project forward for Tanya. There was a need for a situation where there would be a lot of support. Tanya was trying to put in an effort school wise. A goal for her was in keeping things stable and achieving her best. A social work assessment for Tanya's future needs would be required.

██████████ thanked everyone for attending.

Director of Education

POST FUTURE NEEDS REVIEW REPORT

Please ask for: Ext 5814

Our Ref:

Date: 7-Mar-00

TANYA DARLING (21.5.84)

19 GALAPARK COURT

GALASHIELS

RESIDENTIAL PUPIL AT THE GOOD SHEPHERD CENTRE, RENFREWSHIRE

A post Future Needs Review was held for Tanya at the Good Shepherd Centre on Thursday 24 February 2000. Those present were:

Tanya Darling (Subject of Review), [redacted] (School Teacher), [redacted] (Key Worker, St Claire's, Good Shepherd Centre), [redacted] (Depute Manager, Glenview, Social Work Case Worker), [redacted] (Children's Advocacy Worker, Social Work Department, Scottish Borders), [redacted] (Careers Adviser, Renfrew Careers Partnership), [redacted] (Depute Principal, Good Shepherd Centre), [redacted] (Family Representative), [redacted] (Educational Psychologist, Scottish Borders Council).

Those present but unable to attend and sending apologies were as follows:

[redacted] (Careers Officer, Borders Careers), [redacted] (Special Needs Department, Borders College), [redacted] (Local Psychologist) and [redacted] (Tanya's mother).

[redacted] began and clarified that the primary focus of the review was to look at provision for Tanya post-school. There will be a separate Social Work convened meeting in April. [redacted] noted that Tanya has been at the Good Shepherd Centre for six months or so; the last Section 31 Review report [redacted] 1.11.99) noted that Tanya wished to return to the Borders when she is 16 to attend College in Galashiels. The review report also raised the possibility of continuation at the Good Shepherd Centre post-16.

It was noted that Tanya is 16 in May and she may leave after her exams. Roger Barrow indicated that having seen Tanya before the review Tanya had requested that the review would focus on positive progress;

DATA PROTECTION

Please note some information is held on a computer system by this Authority for the purposes of administration and organisation of the provision for Special Educational Needs.

Education

██████████ emphasised that there was also a need for realism in terms of properly planning for Tanya's future.

██████████ began with the school report. He noted that overall Tanya has been making progress and that she has been meeting most of her short term targets. Tanya has been having some one to one support to accelerate her learning in specified areas. The main concern at present is to encourage Tanya to settle more quickly into a classroom; ██████████ noted that Tanya can take a long time to settle into the routine. Whether or not she does so depends a lot on her feelings and improvement in this area is a major target for the future. ██████████ noted that Tanya did not agree with one of the comments on her school report relating to computing. ██████████ indicated that this would be picked up with Tanya after the review. The full school report is attached to the present meeting summary for those who were not present at the review.

██████████ reported on Tanya's progress from the care side at the Good Shepherd Centre. ██████████ noted that Tanya looks after herself and her room very very well. She is meticulous. ██████████ noted that Tanya will go to "extremes" to obtain attention although this has recently improved. ██████████ noted that Tanya is now settling at night time much more quickly. Improvements in Tanya's behaviour followed on from the establishment of good relationships with staff and it is apparent that Tanya herself is making strong efforts to improve by not seeking attention in such extreme ways. Another factor identified in the course of discussion as being important in order to help reduce this attention-seeking behaviour is good communication between Scottish Borders staff and staff at the Good Shepherd Centre. Such communication helps to reduce disruption arising from Tanya's reports of how she has got on in different situations. ██████████ indicated that she was convinced that Tanya's attention-seeking is well under control. ██████████ noted that there was an extreme incident before Christmas and following a warning that the placement at the Good Shepherd Centre would be terminated unless her behaviour settled, Tanya's attention-seeking did settle considerably.

██████████ noted that attendance at Glenview has been cut out and this has reduced scope for manipulation by Tanya. A session worker has been identified to support Tanya on Sundays and Tanya is going home every weekend and spending holidays at home. The Social Work Department are planning to build in more support for Tanya over the Easter holidays and Tanya continues to receive regular visits from ██████████ and her former key worker from Glenview. ██████████ indicated that Tanya has been referred to the Through-Care Team, a Social Work team based in the Borders, who will concentrate on the development of independent living skills and could provide ongoing support; in the eventuality that her home situation deteriorates they would be expected to be able to arrange supported accommodation for Tanya. ██████████ anticipated that the Through-Care Team would take on primary Social Work responsibility for Tanya and she would return full time to the Borders. ██████████ emphasised that a new Social Worker might be susceptible to manipulation by Tanya and that this would need to be addressed in prior planning.

██████████ opened up some discussion with Tanya at this point to clarify whether she agreed with what was being said and Tanya at this point confirmed that the manipulative behaviour described by several participants in the review was under her control. Tanya/

Tanya indicated that she would like to go home and go to College in the Borders when she finishes at the Good Shepherd Centre and that eventually she would like to set up her own home. Tanya also expressed the view that the number of individuals involved with her at home may be too many and that this can have the effect of reducing contact with her mother. [redacted] indicated that this was an area that Social Work would pick up in the future. [redacted] felt that Sunday appointments are particularly disruptive in terms of family outings.

[redacted] indicated that from the family point of view it was felt that Tanya would be able to return home when she is 16. [redacted] indicated that there was a need to monitor and discuss contact with Social Work representatives. [redacted] also raised the question of whether Tanya would be mature enough to leave school in the summer following her exams.

[redacted] reported on an interview with Tanya and circulated a report (this report is attached for those not present at the review). [redacted] noted that Tanya had expressed a strong and clear interest in hairdressing. He suggested Tanya may benefit from a work taster in a hairdresser's establishment. [redacted] raised the question about the best entry point into hairdressing for Tanya and suggested that supported training would be appropriate. In the Borders, [redacted] indicated that there was emphasis on mixed work placement and college options. [redacted] emphasised that he felt a supported placement was very important. [redacted] indicated that he could liaise with Borders Careers Service and that he would do so. [redacted] noted that one of Tanya's needs is to learn to respond to directives when asked and that this would be a particularly important skill to have attained if she is going to take up a work placement.

[redacted] indicated that in terms of the future it would be unrealistic for Tanya to remain at the Good Shepherd Centre long term in order to gain access to a hairdressing course; college courses are not readily available from the Good Shepherd Centre although a work placement may be possible. The Good Shepherd Centre does not have post-16 educational package in-house. [redacted] noted that Tanya does not cope well with lots of change and that transition points should be minimised. [redacted] emphasised that she felt that Tanya stores up immature behaviour for places where she feels safe and that she has the ability to be very mature in certain social contexts. [redacted] comments suggested therefore that in the work placement, provided she is well motivated, Tanya may perform very well.

[redacted] noted that he had had discussions with [redacted] and [redacted] and that [redacted] suggested that arrangements be made for Tanya to see the local Careers Officer in the Borders over the Easter holidays. [redacted] indicated that he would make contact to arrange for this. [redacted] indicated that he also had had a chat with [redacted] who had suggested that Tanya could visit Galashiels College. It was agreed that this visit should ideally follow a local careers interview and that the school and [redacted] would liaise to help facilitate this. Ideally both the careers interview and the college visit would take place over the Easter break and before the next Social Work convened review in April. [redacted] reviewed various options previously identified and these were discussed with [redacted]. He noted that the College provide a supported work-wise programme which would allow for various practical experiences and also could include a local work placement at a hairdressers.

It was felt that this kind of course would be most appropriate. Tanya indicated that she would prefer to attend College in Hawick because she has links with Hawick College through a previous contact with [REDACTED]. It was agreed that this would need to be discussed further when she visited Galashiels College. [REDACTED] noted that [REDACTED] had raised the question of whether Tanya would require further support – for example, support from a session worker accompanying Tanya to College. Review participants felt there might be considerable danger that provision of such a person would prompt attention-seeking behaviour from Tanya so as to elicit contact with this person. She might not respond well to having an individual audience and might be less likely to attend appropriately. It was felt that there might be some value in having such support provided at the transition point to College but that such a person should not be readily available but around at a distance and to be called on only as and when absolutely required. [REDACTED] felt that a sessional worker could be considered by her Department.

Recommendations

1. Planning should take place for Tanya to leave school some time after her exams. The leaving date is negotiable and would depend to some extent on when a college placement might begin. [REDACTED] indicated that the Good Shepherd Centre could continue to support Tanya over the summer for some time but that if this were to happen then there would be a need for planned experiences in the Borders and there would be a possibility that she could attend a work placement local to the Good Shepherd several days a week.
2. Immediate targets identified for Tanya are to settle into a class routine more quickly, to do things when asked and to reduce her attention-seeking behaviour.
3. [REDACTED] will liaise with Borders Careers to set up an appointment in the early part of the Easter holidays so as to facilitate a college visit during the same period. [REDACTED] will be available to go with Tanya for the Careers appointment.
4. Social Work Department have already made a referral to the Borders Through-Care Team.
5. Tanya to be provided with homework to do at home during the weekend and this should help to develop her sense of responsibility in self-directed learning.
6. [REDACTED] and [REDACTED] to consider possibility of work placement experiences for Tanya before or after her S-Grade exams. Such exploration would be expected to involve [REDACTED] (Learning Support Teacher) from school.

[REDACTED]
[REDACTED]
[REDACTED]
EDUCATIONAL PSYCHOLOGIST

Cc: all present or giving apologies (with the exception of [REDACTED])

Career Plan of action

W97491/RCPI0798

Name Tanya Darling Address Good Shepherd Centre
Bishopton

Date of Birth 21.5.84.

The Careers Service supports equal opportunities

Agreed aims:

Tanya, at your careers interview we discussed;

Your future plans; You will be eligible to leave education in June and you are keen to look for work in your home area (Galashields). You are not sure at this stage when you will be moving back.

Your career ideas; You enjoy health and beauty classes in the school and you are considering hairdressing as a career. You are keen to look at both employment and college opportunities. You have no other firm career ideas at present. We looked at opportunities open to you.

How to achieve these:

It takes about 3 years to become a fully trained hairdresser. There are no formal entry requirements but commitment and enthusiasm are vital to succeed.

The main routes to consider are;

College - courses normally last one year and offer an introduction to hairdressing. (See list enclosed). As discussed Borders College do not offer a full-time NC course in hairdressing although it is possible to go part-time if employed in a salon. Note college courses do not qualify you as a hairdresser but offer a foundation for further training.

Skillseekers - this is mainly on the job training with attendance at college part-time.

A first step may be to consider supported training (In Renfrewshire this is called Options). This gives you the opportunity to try work tasters, prepare for the world of work and brush up on literacy and numeracy

Action to be taken:

Read enclosed information paying attention to job descriptions, qualities required, entry routes.

Nearer your leaving date I will notify you of opportunities. Details of training opportunities are held at the careers office.

Do not hesitate to contact me if you require further information or advice.

You have agreed: ☐ To seek more information from Careers Library

☐ Leaflets attached

☐ To see Map Card for Careers Office address and telephone number

☐ Leaf lets to follow

☐ To call at the Careers Office about job, training or educational opportunities

The earliest date you can leave school is

Signature:

Careers Adviser: 

Date: 14.2.00

This information may be held on a database to help you find employment or training.



Bishopton
Renfrewshire
PA7 5PF

Tel: [REDACTED]
Fax: [REDACTED]

E-mail: [REDACTED]

Principal: [REDACTED]

FUTURE NEEDS MEETING – 24/2/00

Tanya Darling D.O.B. 21.05.84

Home Address: 10 Gala Park Court, Galashiels

Currently resident: Good Shepherd Centre, Bishopton

Tanya Darling was admitted to the Good Shepherd Centre on 23.08.99. She was previously accommodated on a full time basis at Glenview Children's Unit, Galashiels. Initially Glenview was Tanya's weekend base, however, she now has contact with her mother at home every weekend. A worker has been allocated by the Social Work Department to assist Tanya in her preparation for independence.

Tanya is an attractive teenager who looks after her physical well-being to the best of her ability. She presents herself in a neat and tidy fashion and wears clothing appropriate to her age.

Tanya can be pleasant and co-operative however, there are aspects of her behaviour which portray her as a very immature and attention seeking individual. She enjoys praise on an individual basis but has great difficulty in accepting it in a group situation. She finds it extremely difficult to cope if she feels that an adult with whom she relates appears to be annoyed with her. Tanya's actions at these times often can lead her to lose control and display inappropriate volatile behaviour which in turn can result in her having to be held safely. There have also been occasions of self-harm, none of which were life threatening. It would appear that Tanya is a very insecure and immature young person who requires guidance and support in many areas of her life.

An Individual Education Programme has been drawn up for Tanya at the Good Shepherd Centre. The teaching staff have attempted to provide her with a programme tailored to meet her individual needs. She has made progress in many curricular areas and has achieved some of the short term targets set for her. Her erratic behaviour continues to be problematic in the education setting. Tanya's performance at school often has to be charted on a period to period basis. Tanya can sustain her effort and input in the classroom setting, however, it would appear that there is not happy medium, she is either a model pupil or a very disruptive one. She finds it very difficult to extract herself from the influence of others, especially those who behave in a negative fashion.

She becomes overly excited in these situations and continues with attention seeking behaviour long after others in the group have settled. Work has been done to address this area with Tanya, however, she fails to recognise the effect that this behaviour has on her.

Tanya has been registered to sit Standard Grades in English, Science, Art and Social & Vocational Skills. It is hoped that she will also complete SQA modules in other curricular area in particular Mathematics and Physical Education.

Tanya has been interviewed by [REDACTED] Renfrewshire Careers Service. Over the next few months Tanya will be given support and guidance in this area. A worthwhile and appropriate work experience placement will be sought.

Tanya is a very complex young person. She has made progress over the last six months. On leaving the Good Shepherd Centre, Tanya will need supports to assist her as she makes the transition to independent life as a young adult.

[REDACTED]

[REDACTED]

HEAD OF EDUCATION

23rd February 2000

EDUCATIONAL ASSESSMENT			
NAME : Tanya Darling	D.O.B : 21.05.84	YEAR GROUP : 1	D.O.A. : 23.08.99
TUTOR : [REDACTED]	KEYWORKER [REDACTED]	HOUSE: St Clare's	DATE : 24.02.00
SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
ENGLISH Standard Grade	Tanya is making good progress with her English folio.	She still has several pieces to complete. She also needs to work on comprehension.	Mostly a good effort in English. At times Tanya finds it difficult to settle and can easily be distracted.
MATHEMATICS Working on S.Q.A. Module "Numbers in Everyday Situation"	When Tanya settles she can work well. Pleasant pupil.	Needs to learn to stay in class for a period of work.	Always craves attention but not through work.
SCIENCE Standard Grade	Tanya has been putting a lot of effort into her work doing all that is asked of her. She accepts assistance readily.	Tanya has to complete her practical assessments by end of this term. She needs to work on problem solving and take time with her learning outwith the classroom.	Behaviour is usually very good, although she can be unsettled at times. Effort and attendance are good.

SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
FRENCH N/A			
SOCIAL & VOCATIONAL SKILLS	Has almost completed leisure, she has completed her community event, will take part in a residential stay next week.	Written aspects of the course must be completed by next month.	Attendance – excellent Effort – fair Attention seeking behaviour continues.
SOCIAL STUDIES The Modern World	Tanya when settled is capable of producing very good work.	To keep Tanya in class, tends to wander in and out.	Attendance – good Effort – could improve Behaviour – needs to be more settled.
ART Standard Grade	Tanya has been putting in more work and has made headway on her critical folder.	Keep on the course and meet deadlines.	Attendance – good Behaviour – good Effort – has shown improvement

SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
PHYSICAL EDUCATION SQA Module : Games & Sports Trampolining 1 SVS Leisure Study	Tanya is managing to control her movements much more easily. She is progressing well in the course.	Tanya will be encouraged to continue to manage her physical control and finish her course work.	Behaviour can be erratic, effort and attendance are satisfactory.
GEOGRAPHY N/A			
COMPUTING	Tanya is trying to work. She has a nice personality.	Tanya needs to put more effort into her work and concentrate more on current tasks.	Is very demanding. Behaviour is pretty unpredictable, she is either in class or up and about. She does normally attend it depends on how long she stays.
RELIGIOUS & MORAL EDUCATION Following short course Work on "Plural Society"	Can on occasion settle down to work at a steady pace.	Tanya must ensure she puts max effort into her course work in order to achieve set tasks and receive award at end of course.	Behaviour – usually good. Effort – could improve.

SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
PERSONAL & SOCIAL DEVELOPMENT Skills for life/Soc & Voc	Tanya works very well in class and contributes well to group discussion when settled.	To complete tasks set and settle in class every period.	Behaviour – usually good. Effort – good. Attendance – good.
HOME ECONOMICS Soc & Voc Community Event	Tanya is good at practical work and is an enthusiastic student.	Tanya has to complete the written work for Soc & Voc course.	Behaviour – generally good. Effort – good. Attendance – good.
HEALTH STUDIES			
HAIRDRESSING “Making the Most of Yourself”	Tanya works well she really enjoys the practical side of this work.	Sometimes Tanya has difficulties staying in class.	Behaviour – good. Effort – good. Attendance – good.

GENERAL COMMENTS

Tanya is only a few months away from completing her education at the Good Shepherd Centre. To reach this point she will have to complete her modular courses (in-house and SQA) and sit a total of five Standard Grades. She will be internally assessed in several of these and have completed work required for grading by the exam board prior to the exams, for example her design folder for Art and a folio of written pieces for English. The reports by subject teachers of these Standard Grades courses all indicate that progress is being made in all these areas of internal assessment. A positive approach that has to be encouraged and maintained.

To assist Tanya making progress, her timetable has been updated since her last review. She has moved year groups again from one where she was educated in the same base by the same teacher for the majority of the day, to one that has given her more freedom of movement and time to spend with course specialised teachers.

This has obvious advantages, not only on academic terms but also for her own esteem. However, unfortunately down sides do exist, as it can be seen that Tanya still has difficulty with settling down into a work routine when in class. This is for the majority of her subjects. This is being addressed by the individual subject teachers and her unit staff and will be continued to be worked on with Tanya's full participation.

It is important that Tanya is made to feel that she is an integral part of the education process and is involved in all the decision making processes that concern her own education. Tanya's individual education plan (I.E.P.) has been reviewed and Tanya has been interviewed by a member of the support for learning team. She has made the majority of the targets set for her, which is to her credit, and she has agreed on the new targets for the future. She receives individual tuition to aid her learning, which she participates in fully. Overall, Tanya has made and is still making progress.

TUTOR SIGNATURE :

PUPIL SIGNATURE :



**SOCIAL WORK DEPARTMENT
GLENVIEW**

PURPOSE OF REPORT:

Future Needs Assessment

DATE OF HEARING/REVIEW:

11.45am Thursday 24th February 2000 at The
Good Shepherd Centre

SUBJECT:

Tanya Darling

D.O.B.:

21 May 1984

LEGAL STATUS:

Voluntary

DATE ADMITTED:

8 March 1999

SCHOOL/WORK PLACEMENT:

The Good Shepherd Centre

NUMBER OF INCIDENTS:

NUMBER OF ABSCONDINGS:

KEY WORKERS:

DATE OF LAST REVIEW/HEARING:

REPORT COMPILED BY:



Previous Care Plan

1. Tanya to remain at The Good Shepherd Centre.
2. Tanya to return to Glenview at weekends and holidays.
3. Tanya to have weekly contact with her mum as negotiated between Tanya, [REDACTED] Glenview and social worker. This can include some overnights.
4. Caregivers to be found for Tanya for holidays and weekends. This contact is to be built up slowly with a view to them being available for Tanya as she moves into adulthood.
5. Tanya to continue with her educational programme.
6. Tanya to be supported in her feelings/attempted contact with her dad.
7. Tanya to have regular contact with other extended family members.
8. [REDACTED] to continue to co-ordinate care package until the allocation of a permanent worker.
9. Tanya is to be encouraged to have regular sessions with [REDACTED] Psychologist.
10. Regular communication to continue between all relevant parties, namely The Good Shepherd Centre, [REDACTED] Glenview and [REDACTED]

Background/Recent Events

Tanya was voluntarily received into the care of the Local Authority on 8th March 1999 under Section 25 of the Social Work (Scotland) Act 1995. Tanya was placed with foster carers but this broke down due to Tanya's frequent absconding at night, refusal to obey sanctions imposed and threats to self-harm. As a result of this breakdown Tanya was placed in Glenview Residential Children's Home on 20th March 1999.

Initially, Tanya had a very unsettled period in Glenview. She demonstrated attention seeking and self-harm behaviours. She frequently absconded, attempted to swallow items such as toilet cleaner and kirby grips and was often restrained. Staff at Glenview worked well with Tanya and managed to put firm boundaries around her. Her behaviour settled greatly for a long period of time.

Tanya was attending Kelso High School whilst first placed at Glenview. Kelso High School tried very hard to work with Tanya, however, due to Tanya's ongoing threats, attempts to self-harm and regular absconding, the school felt unable to ensure her safety. Tanya was suspended in May 1999. A meeting was held and the school attempted to give Tanya another chance. However, Tanya immediately began absconding from class and Kelso High expelled Tanya on 20th May 1999. The alternatives to exclusion project provided individual tutoring for Tanya but she found this difficult and they were also unable to provide frequent enough sessions to meet her educational needs.

The concerns by June 1999 were that there was no mainstream school who would accept Tanya or which were likely to cope with her high level of needs. She had very little educational input during that year and it was felt that Tanya struggles with a separate home and school situation with the differing rules, boundaries and environments. Tanya requires schooling in a close and supportive environment.

As a result of this, it was decided at a planning meeting held in July 1999, that a residential school placement be found for her. An application was initially made to Balnacraig School but they had no vacancies. A referral was then made to The Good Shepherd Centre in Bishopton. Tanya was accepted and she began there in August 1999.

Social Work Contact

██████████ became social worker for Tanya in April 1999. ██████████ was a temporary worker and the focus of her work was to support ██████████ until a new social worker could be allocated for Tanya.

Unfortunately, this did not happen. ██████████ visits with Tanya were approximately monthly, during her placement at Glenview. Following admission to The Good Shepherd Centre, ██████████ met with Tanya on a few occasions. It was felt that it would be detrimental for Tanya to build a close relationship with a worker who would then leave the Department.

██████████ maintained weekly phone contact with staff at The Good Shepherd Centre and Glenview and also regular contact with ██████████

██████████ left the Department in December 1999. As there was no available worker to be allocated to Tanya, I took on this role until a new worker is available.

Since mid January, I have had almost weekly contact with Tanya and ██████████. Contact with The Good Shepherd Centre had also been weekly.

Placement

Initially Tanya had a very settled period when first placed at the Good Shepherd Centre. Towards the end of September, Tanya's behaviour began to deteriorate. Tanya is extremely attention seeking and has absconded, broken 2 windows and initiated disputes with other residents in order to get the attention she seeks. When Tanya decides to behave, her behaviour is excellent. She certainly states that she enjoys being at The Good Shepherd Centre and seems to be please at being there. She is aware of her negative behaviours and always promises to change in the future. On the positive front she has achieved many good behaviour certificates and fully participates in the activities offered to her.

Tanya returns every weekend to Galashiels. Until mid January, Tanya shared the weekends between Glenview and her mum.

However this arrangement allowed Tanya to manipulate the situation, playing mum and Glenview against each other. Tanya's behaviour within Glenview deteriorated and she returned to displaying attention seeking behaviour. This was carried into her school placement where her behaviour gave cause for concern.

It was felt that Tanya found difficulty adapting to the three environments, that of school, Glenview and mums. Tanya manipulated staff and mum to meet her own wishes.

A Planning Meeting was held on 26th January to discuss the situation. It was agreed that Tanya would spend weekends and holidays at mum's with support from Glenview.

Over the past few weeks this has worked well. Tanya is visited on Sunday afternoons at mum's from myself or Glenview keyworker, [REDACTED]. Also Sessional work support has recently been put in place. [REDACTED] (sessional worker) works with Tanya on independent living skills. The first session went very well and Tanya is keen to continue with this work.

Tanya continues to attempt to manipulate situations, displaying attention seeking behaviour to achieve one to one attention. Recently she returned to school from an excellent weekend at home. Following disruptive behaviour at school, Tanya informed The Good Shepherd Centre staff that she had had a very upsetting weekend at home.

Several workers had been involved with Tanya on that weekend and there had been no evidence of any problems within the family setting. When asked about this, Tanya acknowledged that she had exaggerated a very minor incident. She had wanted to return to Glenview.

Contact with Family

Tanya now spends weekends and holidays at home with mum and [REDACTED] mum's partner. Tanya has struggled with the relationship between [REDACTED] and [REDACTED] and reacts badly if they argue or fight. This relationship has been ongoing for over six years and on occasion may become volatile. They are aware of the effect of arguments on Tanya and are working together on their relationship to lessen the impact on Tanya.

When in Galashiels, Tanya visits her extended family. There are no formal arrangements and she visits with her with mum or [REDACTED] or on her own.

Tanya has requested contact with her dad. There has been previous contact with [REDACTED] but this proved unreliable. [REDACTED] would promise to see her and then not attend. Tanya found this very upsetting. At this time [REDACTED] whereabouts are unknown even to his immediate family, therefore contact with Tanya cannot be arranged.

[REDACTED] is happy for Tanya to have contact with [REDACTED] should he be located.

School

Tanya seems to enjoy the varied programme on offer at The Good Shepherd Centre.

When Tanya concentrates she fully participates in class and is capable of competing courses to exam level in May.

However, Tanya's attention seeking behaviour has a detrimental effect on her own learning ability and that of other pupils. Her disruption of classes and within the residential setting may result in the breakdown of the school placement.

It is hoped that with ongoing support Tanya will be able to complete her education, gaining some qualifications and leave appropriately on 31st May 2000.

Child's View

Tanya wants to continue at The Good Shepherd centre, complete her exams and return to Galashiels permanently. After completing exams, Tanya would like to attend college to pursue a course in either hairdressing or beauty.

She has stated that she wants to attend college in Hawick. The reason for this is unclear. However, it is felt that the travelling distance may prove an obstacle for non-attendance.

Ongoing Concerns

Tanya's behaviour continues to be concerning.

It is evident that Tanya is very much in control of her behaviour and is aware of what she wants to achieve by her demonstrations.

She is also aware that her behaviour is not acceptable within the community and can adapt her behaviour to the situation and environment.

██████████ Psychologist from the Andrew Lang Unit in Selkirk, is aware that Tanya is likely to require support on her return to Galashiels. ██████████ is happy to receive a further referral to help address behavioural difficulties. However, Tanya does not feel that she requires the help of a psychologist.

Future Needs

Tanya will continue to live at home with the support of the Social Work Department. A referral has been made to the Aftercare Team, who will offer support with independence.

A college placement has been requested by Tanya to pursue a course on either hairdressing or beauty. Due to Tanya's difficulties she will require support to sustain a college placement.

Conclusion

Tanya continues to display attention seeking behaviour which gives cause for concern as she moves towards adulthood.

She is due to leave school on 31st May 2000 and would like to proceed to college to undertake hairdressing/beauty course. Given her behavioural difficulties, Tanya would require support during a college placement.

Tanya and her mother, [REDACTED] will continue to receive support from the Social Work Department to sustain the family unit for the foreseeable future.

A new social worker will be allocated as soon as possible, until such time I will continue with all parties concerned.

[REDACTED]

GOOD SHEPHERD CENTRE

LOOKED AFTER AND ACCOMMODATED CHILD REVIEW REPORT

NAME : TANYA DARLING

(D.O.B. : 21.05.84)

1st November 1999

at

11.30am

CHILD CARE REVIEW REPORT

BASIC INFORMATION

NAME OF CHILD	<u>Tanya Darling</u>	
DATE OF BIRTH	<u>21.05.84</u>	
HOME ADDRESS	<u>10 Gala Park Court</u>	
	<u>Galashiels</u>	
PLACEMENT	<u>Residential</u>	<u>x</u> <u>Day</u> <u>Order 70(3)a</u>
DATE OF ADMISSION	<u>23.08.99</u>	
UNIT GROUP	<u>St Clare's</u>	
KEYWORKER	<u>[REDACTED]</u>	
CLASS GROUP	<u>7</u>	
SCHOOL TUTOR	<u>[REDACTED]</u>	
SOCIAL WORKER	<u>[REDACTED]</u>	
AREA OFFICE	<u>Dumfries</u>	
DATE OF LAST REVIEW	<u>n/a</u>	
DATE & TIME OF REVIEW	<u>01.11.99</u>	<u>11.30am</u>
PEOPLE INVITED	<u>Tanya Darling</u>	<u>Young Person</u>
	<u>[REDACTED]</u>	<u>Keyworker</u>
	<u>[REDACTED]</u>	<u>Keyworker</u>
	<u>[REDACTED]</u>	<u>Glenview</u>
	<u>[REDACTED]</u>	<u>Educational Psychologist</u>
	<u>[REDACTED]</u>	<u>Family Placement Team</u>
	<u>[REDACTED]</u>	<u>Tutor</u>
	<u>[REDACTED]</u>	<u>Social Worker</u>
	<u>[REDACTED]</u>	<u>CPRO</u>

FAMILY DOCTOR'S NAME &
ADDRESS



Bishopton Health Centre

Bishopton

Does the Child have any illness about which the Good Shepherd Centre should be aware (e.g. asthma, epilepsy, diabetes, etc)?

No.

List all recent contact with the doctor and state nature of complaint.

Tanya attended the Health Centre on 23.09.99 with a poisoned finger.

Any other necessary comments?

Date of last medical check-up

Admission Medical - 04.11.99

RELATIONSHIPS WITH GIRLS

Tanya has settled into St Clare's unit very well since she first arrived. The other residents made her very welcome on arrival and seem to have taken her under their wing since. Tanya generally interacts well with the other girls. However on occasion she can become hyper much to their annoyance but she soon settles down again with support from the same girls with whom she annoyed in the first place. Tanya has her own room which she takes great pride in. At night just before settling down time girls tend to visit each other for the last half hour. Tanya enjoys having visitors as much as she likes to visit. Tanya participates in any unit outings on offer and also plays an active part in activities within the Centre ie karaoke, pool, football, watching videos. All in all Tanya's relationship with girls is pretty good and tends to get stronger the longer she remains here.

RELATIONSHIPS WITH ADULTS

Tanya converses quite freely with adults within the Centre regardless of what unit they are attached to. She much prefers a one to one with staff and at times prefers adults company especially when she is out of sorts, she will look to staff for support rather than her peer group usually when she has something on her mind which she feels she must talk about. However she tends to deliberately act up in a negative way to gain this attention rather than simply asking for some time out with a staff member.

When Tanya is not out of sorts she can be a great help to staff and is very pleasant and co-operative. Of late Tanya's attitude and behaviour has improved a great deal and she now stops to think before lashing out, physically, in circumstances which, when she first came she would have responded to straight away. As in relationships with girls Tanya is beginning to enjoy the company of St Clare's staff and has started to converse in a mature rather than superficial level.

NIGHT CARE OFFICERS REPORT

Tanya is an extremely complex individual who makes many demands on night staff and on regular occasions she behaves inappropriately in order for her demands to be met. Any requests must be met instantaneously or her behaviour becomes unpredictable and on some occasions she reverts to either running round the corridors or hiding in other residents rooms without permission of staff or on some occasions Tanya runs around the grounds with the sole purpose of getting other girls to become involved with her plans. As a result night staff have developed various strategies in consultation with Tanya and her staff to enable her to settle more readily. Tanya at other times can be very articulate and extremely supportive to night staff. Tanya is well liked and respected by night staff and she has developed strong relationships with some of the girls in her peer group. On most occasions due to the high level of support by staff she does not present a management problem and she settles most nights. Tanya also has built up a strong sense of trust with the staff and they appreciate her excellent sense of humour and they will strive to make her residential stay a positive and worthwhile experience.

SCHOOL REPORT

Please see attached report.

CONTACT WITH PARENTS / HOME LEAVE

Tanya has leave from the Centre every weekend and for some part of her holidays. This is to Glenview Children's Home and the staff there liaise closely with the Good Shepherd Centre staff. It is most beneficial for Tanya to have this break from the Centre and has played no small part in enabling her to settle in school. It is in Tanya's best interest as part of her care plan, and if this placement is to succeed, that the current leave plan is maintained.

AREAS OF CONCERN

Tanya's erratic behaviour causes the most problems within the unit. One minute she can appear to be calm and settled then out of the blue she will be charging about the Centre regardless of the time (day or during the night). Tanya can be easily led at times and often it can be through misguided loyalties towards other girls who stood by her when she first arrived ie girls who have stood up for her in the past. Tanya feels duty bound to join in when they are being caught up in inappropriate behaviour. On one occasion Tanya left the building without permission and joined up with 2 other girls who had absconded. An incident took place in the village where a 13 year old boy was mugged and robbed of £13 and Tanya denies being part of the actual mugging and was still at the scene when police arrived. She was returned by the police and no charges were made. Tanya has also been destructive with school property. When she was in a bad mood she broke 2 windows (on separate occasions) and also damaged a classroom door through kicking it, again for no apparent reason. On at least 3 occasions Tanya has been held safely by staff due to her trying to access places she shouldn't be ie main office, other units. At these times Tanya has hit out physically at staff. On each occasion Tanya has been able to calm down fairly rapidly.

SUMMARY AND ANALYSIS OF REPORT

Tanya has made a great improvement both on the residential and educational setting and it is hoped this will continue throughout this placement. Tanya continues to receive positive reports from the educational block on a weekly basis and has on a couple of occasions been picked for a special treat outwith the Centre due to good behaviour within class. Tanya has a lot of positive qualities and it is hoped that these can be focused upon so as to install a sense of self worth and provide her with a more positive and productive outlook on her future.


KEYWORKER

29th October 1999


CARE MANAGER

26 January 1997

Tanya

Langley Community Centre

I have had 10 x 1½ hour sessions with Tanya.

Cooking: We have shopped for ingredients for baking and Tanya spoke appropriately to staff. I was impressed during preparation discussions when Tanya offered to bring some of the equipment and ingredients. I was delighted when she remembered everything she had agreed to bring especially as it was for 9.15 am on a Monday morning.

Before Christmas we made Truffles (a great success) and Magic Minties (a disaster as I had the wrong size tin of condensed milk). This month we made lovely iced buns and a shepherd's pie.

Sporting Activities have included basketball and exercising to music.

Art: Tanya carefully cut out pictures by various artists - Monet, Renoir, Van Gogh, Cezanne and sorted them into groups. She responded well during discussion and could say why she liked or disliked the paintings.

Tanya has started a painting using cool colours - blue, green, purple. She organised her equipment and planned how she was going to work. She enjoyed the experience and we are both delighted with the high standard of work which she has produced.

During our time together Tanya has always been polite and cooperative. She has followed instructions and suggestions with enthusiasm. She has completed every task in a pleasant, mature manner.



THE WILTON CENTRE

REPORT ON: TANYA DARLING

DOB: 21/5/84

REPORT BY: [REDACTED]

PROJECT TEACHER - ALTERNATIVES TO EXCLUSION

Since our last meeting I have seen Tanya on six occasions. We have worked together on developing her self confidence, self esteem and social skills.

Our programme, which we planned together, consisted of a visit to the hair salon at Borders College for a cut and blow dry, a browse round the shops in Hawick to buy beauty products, a full makeover [face, hair and nails] and latterly, swimming at Teviotdale Leisure Centre.

As the weeks have progressed Tanya's self confidence and self esteem have developed and she has become more positive about her appearance and is now beginning to like what she sees when she looks in the mirror. While travelling to Hawick she put down the sun visor in the car and looked in the mirror and said, "You're right [REDACTED] I am quite nice" with which I wholeheartedly agreed. This was a great leap forward.

Her social skills have improved and her inappropriate behaviour has decreased. While out in the community she is now able to speak more openly about her actions and can realise when she has said or done something out of turn and is able to discuss how the situation should have been handled.

We have both thoroughly enjoyed these sessions and Tanya has shown increasing maturity as the programme has progressed.

[REDACTED]
22nd January 1999

GALA YOUTH PROJECT * 25 BRIDGE STREET * GALASHIELS * TD1 1SW
TELEPHONE [REDACTED]

2nd August 1999

Dear Colleague

RE: GALA YOUTH PROJECT REFERRALS 1999/2000

As is usual at this time of year, Gala Youth Project is looking to confirm and gather both existing and new referrals for group work in order to allow us to plan the services we can provide for 1999/2000. Whilst we accept referrals at any time during the year, referrals received at this time for group work have much more chance of being included in a group. Young people have been referred by you or your department over the last twelve months and if you wish to re-refer them, they will be considered for inclusion in groups if you contact G.Y.P. by **Wednesday 1st September 1999**. It is extremely valuable to the Project's ability to deliver a good service to young people and their families if you **UPDATE ALL REFERRALS.**

If you have any referrals we need a Referral Form(s) completed and returned to G.Y.P. or a phone call to G.Y.P. for any re-referrals by **Wednesday 1st September 1999**.

We are anxious to get all potential referrals to the Project by the above date and we would be most happy to assist with any problems or queries you might have regarding these arrangements. Please find enclosed some referrals forms, if you need any more please feel free to copy.

Yours sincerely

[REDACTED]
[REDACTED]
Project Manager.

Enc.

CHAIRPERSON
SECRETARY:
TREASURER:

PROJECT MANAGER
VICE-CHAIRMAN:
ADMINISTRATOR:

Photocopy To All
C + F Social Worker.
+ give 1 referral form each



REFERRAL TO GALA YOUTH PROJECT

FROM 01 SEPTEMBER 1996 ONWARDS

TO PROVIDE THE BEST POSSIBLE SERVICE TO YOUNG PEOPLE REFERRED TO G.Y.P.
IT IS IMPORTANT THAT THE REFERRER:

- A) COMPLETES ALL SECTIONS OF THIS FORM IN FULL
B) THE REFERRER AND THE PROJECT WILL MAINTAIN AN ONGOING DIALOGUE REGARDING ANY CHANGES IN THE YOUNG PERSONS CIRCUMSTANCES.
C) THAT G.Y.P.'S STYLE OF WORK REQUIRES IT TO BE SEEN IN THE CONTEXT OF A CORPORATE APPROACH TO MEETING THE NEEDS OF YOUNG PEOPLE
(NOTIFICATIONS OF ALL MEETINGS INCLUDING CHILDRENS HEARINGS.

CURRENT ADDRESS:		SURNAME(S):	
		FORENAMES:	
POST CODE:		DATE OF BIRTH:	
TEL. NO.:		GENDER:	
SCHOOL:			

HOME ADDRESS & POST CODE IF DIFFERENT:		PREFERRED OPTIONS	
		COMMUNITY BASED	
		SCHOOL BASED	
		BEFRIENDING	

FAMILY STRUCTURE:				
NAME	RELATIONSHIP	ADDRESS	OCCUPATION/ SCHOOL	D.O.B./ AGE
OTHERS IN HOUSEHOLD:				

REASONS FOR REFERRAL:			
SUPERVISION ORDER	YES/NO	NATURE OF ORDER	
FAMILY INFORMED ABOUT G.Y.P.	YES/NO	ABOUT REFERRAL	YES/NO

YOUNG PERSONS HISTORY:

CURRENT/PAST INVOLVEMENT OR REFERRALS TO OTHER AGENCIES:

CONTACT NAME	AGENCY:	NATURE OF CONTACT

FAMILY HISTORY:

SPECIAL NEEDS:

NAME OF REFERRER:	AGENCY:
SIGNATURE:	DATE:
	/ /

**RETURN TO: GALA YOUTH PROJECT,
25 BRIDGE STREET, GALASHIELS TD1 1SW**



PURPOSE OF REPORT:

Review

DATE OF HEARING/REVIEW:

1 November 1999
Good Shepherd

SUBJECT:

Tanya Darling

D.O.B.:

21 May 1984

LEGAL STATUS:

Voluntary

DATE ADMITTED:

20 March 1999

SCHOOL/WORK PLACEMENT:

NUMBER OF INCIDENTS:

NUMBER OF ABSCONDINGS:

KEY WORKERS:



DATE OF LAST REVIEW/HEARING:

REPORT COMPILED BY:



Circumstances leading to admission

Tanya was accommodated at Glenview on 20th March 1999 on a voluntary basis. Tanya had been placed with foster carers but this had broken down due to Tanya's behaviour becoming a risk to herself.

Progress within Glenview

Initially there was a period of disruptive, attention seeking behaviour. Tanya used acts of self harm to a degree that she had to be physically held for long period of time. Tanya was taken out of the group living environment for a period of several weeks, where she stayed in a flat staffed by Glenview workers. This gave Tanya the necessary respite and she was reintegrated into the unit. At this time she was still displaying frequent disturbed behaviours, but it was felt by the staff team that physical holding was only fuelling the fire. A decision was made not to become physically involved with Tanya and instead she was allowed time out the building to cool down and female staff would talk with her about her feelings. This proved a positive intervention as she enjoyed a settled period through May and June. Only occasionally did staff have to physically intervene when Tanya self abused, trying to swallow small objects such as kirby grips or drink shampoo etc.

Tanya found herself outwith her peer group and spent the majority of time in adult company. She, herself enjoyed this attention but it began to become noticeable that she was spending little or no time with the other young people in the unit.

Following an incident during the summer holidays when Tanya and two other young people experienced difficulties while camping, the divide grew bigger. This reached the stage where Tanya had distanced herself so far from her peers it was very difficult for her to interact again. She also experienced taunts and verbal threats from the other young people. Staff here at Glenview have worked hard to intervene and stop any bullying behaviours. The group dynamics have now changed and the young people placed here are different also. This makes Glenview less threatening to Tanya and a pleasant place for her to reside at weekends.

Current Status

Tanya returns back to Glenview at weekends using the unit as a base to visit friends and relatives. Tanya has one overnight with her mother and her partner, [REDACTED]. On occasions she has chosen to spend both nights with her mother which is monitored by staff here. Tanya has been quite anxious the last two weekends and has taken a lot of persuasion to stay with her mum. This is, as [REDACTED] has highlighted, due to her mum and [REDACTED] arguing some three weekends previously. Tanya still becomes unsettled at the thought of potential arguments and feels generally uncomfortable for a considerable time following such an event. To counteract this, members of staff at Glenview make regular home visits over the weekend, accompanying Tanya to her mums flat to her overnight. This seems to place Tanya's mind at rest and she then enjoys her time at home.

Tanya appears to be experiencing a positive placement at the Good Shepherd. She returns to Glenview full of happy stories and good reports from her teachers and care staff. There is a noted change in Tanya's overall mood and feel there is a newly found maturity in her attitude to both her placement and to her own progress.

Tanya still finds herself mixing with staff more than her peers, however she is accepted as part of the young people's group and on the whole included in games of pool and general socialising.

Education

Tanya appears to have a wide range of topics to study and enjoys this variety a great deal. She has become positive about her education again and states that she enjoys school very much. Tanya also says that she finds it hard to concentrate all the time and sometimes finds herself walking out of class or misbehaving. She also states she is trying to change this behaviour and that staff at the Good Shepherd help her overcome these difficulties.

Family Attachment

Tanya continues to have a strong sense of family loyalty and together with her contact with her mother, she has continued to instigate contact with her father. [REDACTED] has been residing with different friends and relatives which makes contact difficult for Tanya. This can be a source of anger and frustration for her.

Health

Tanya presents as a healthy teenager, she eats and sleeps well, although at times at Glenview has required one to one attention at bedtime to settle well. She enjoys a foot massage or reading aloud.

At the beginning of her placement in Glenview Tanya would often complain of feeling unwell but these upsets have diminished through time.

There were recent concerns over pregnancy but this proved negative. Glenview staff were party to giving Tanya helpful advice about relationships and contraception and monitored her contact with her boyfriend carefully.

Family Placement Input

The Family Placement Team in Selkirk are still looking for appropriate carers to accommodate Tanya at weekends and holiday times.

It is hoped that once a family has been identified, this process will be gradual to allow Tanya time to adjust from Glenview.

Care Plan

- 1 Tanya to remain at Good Shepherd Centre
- 2 Tanya to remain at Glenview at weekends and holidays
- 3 Tanya to continue weekly contact with her mother as negotiated with all parties.
- 4 Family Placement Team to continue to look for appropriate carers for weekends and holidays.
- 5 Tanya to have continued contact with her extended family and support in her wishes to see her dad.
- 6 Regular contact with all parties to continue.


Manager
Glenview Childrens Unit

EDUCATIONAL ASSESSMENT

NAME : Tanya Darling	D.O.B : 21.05.84	YEAR GROUP : 4	D.O.A. : 23.08.99
TUTOR [REDACTED]	KEYWORKER [REDACTED]	HOUSE : St Clare's	DATE : 01.11.99
SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
ENGLISH Standard Grade	Tanya has a keen imagination and is capable of using it to advantage in this subject.	To be committed to the task on offer and not to move on her own agenda.	Effort fair, behaviour erratic and attendance excellent.
MATHS SQA Module	Tanya is following a SQA Modular Course called Money in Everyday Situations. She has the ability to cope with this.	Tanya needs to try and manage her programme without constantly demanding attention. She is operating at level B.	Attendance excellent, effort good, behaviour very demanding and at times dangerous.
SCIENCE Standard Grade	Tanya has put in a good deal of effort into her work and is keen to progress. She is capable of more than she herself thinks.	Tanya seeks and needs a good deal of attention. She needs to undertake practical work for assessment and work on areas of problem solving.	Behaviour, attendance and effort usually good.

SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
FRENCH			
SOCIAL & VOCATIONAL SKILLS Standard Grade	Tanya has the ability to cope with the demands of this course. She will complete a community event, leisure activity, residential stay and making an item.	Group work and discussion can be very difficult for Tanya. She also needs to gather evidence for her folio.	Attendance excellent, effort good, behaviour very demanding and needs constant attention.
SOCIAL STUDIES			
ART Standard Grade	Tanya has ability but sometimes attention is diverted to other less important matters.	Tanya must concentrate her efforts on course work. She must also be prepared to work on Expressive Criticism.	Behaviour varies, effort generally good, attendance good.

SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
PHYSICAL EDUCATION SQA Module. Games and Sports Trampolining 1. SVS Leisure Study	Tanya is beginning to listen more carefully to teaching points and improve her performance.	Tanya will be assisted in completing her coursework.	All are generally good. On occasion Tanya has needed reminding of how to behave in class.
GEOGRAPHY SQA Module British Isles Travel Geography	Can attain outcomes if she puts her mind towards it.	To develop concentration skills.	Behaviour can be problematic. Effort is variable and linked to behaviour. Attendance good.
COMPUTING In House Module Word Processing and Exploration of Graphics. Packages on the PC.	Is able to use Microsoft Word and Microsoft Publisher quite well.	To continue practising using the software available.	Behaviour erratic, effort excellent, attendance excellent.
DRAMA GENERAL COURSE			
RELIGIOUS AND MORAL EDUCATION Living in a Plural Society	Tanya works well once settled. Since change of class I only see Tanya one period.	To complete her module course work.	Behaviour unpredictable, effort and attendance good.

SUBJECT (COURSE FOLLOWED)	STATEMENT OF STRENGTHS	DEVELOPMENT NEEDS TARGETS	COMMENTS (BEHAVIOUR, EFFORT, ATTENDANCE)
PERSONAL & SOCIAL DEVELOPMENT			
HOME ECONOMICS Standard Grade Social & Vocational Skills Coffee Morning	When Tanya is in good form she is an excellent worker.	To complete the written work associated with the course and to try to settle to work more consistently.	Behaviour can be very erratic. Effort and attendance is good.
HEALTH STUDIES SQA Module Personal Preparation in Daily Life	Tanya started this course with great enthusiasm. However she can be easily distracted.	To try to motivate Tanya to better efforts.	Behaviour variable, effort variable and attendance good.
HAIRDRESSING SQA Module Personal Preparation in Daily Life	Tanya is very easily distracted by anything around her.	To help Tanya to concentrate on her module work.	Behaviour erratic, effort fair and attendance good.

GENERAL COMMENTS

Tanya has now entered one of her most important academic years.

In seven months time she will be at the point of completing her fourth year by sitting her Standard Grades and covering all the required work for her SQA Modules.

However, before we reach this end point, Tanya will have to undertake a fair degree of internal assessment for, in particular, her Standard Grades. This covers, completing a folio of written pieces for English, being practically assessed in Science; developing a design folder in Art and participating in several activities in Social & Vocational Skills. This will require commitment and effort from Tanya and support and encouragement from her teachers.

At present an individual educational plan (I.E.P.) is being developed to enable Tanya to follow a programme that is more suited to her needs and also receive assistance in areas that are specific to herself.

Tanya has also recently moved school groups to one that has the benefit from a classroom assistant and the continuity and stability of being educated in the same base and by the same teacher for the majority of her school day.

These moves to try and assist Tanya's learning will only be successful if Tanya participates willingly in the process.

Tanya's good attendance record seems to indicate her desire to participate in her education. Unfortunately this is not enough and her erratic behaviour and level of concentration are causing concern. These areas need to be addressed and worked on with Tanya's full participation to try and reinforce the positive attributes that Tanya possesses, a friendly caring pupil

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PART II

PARENT *

Surname

Forename(s)

Relationship to recorded child or young person **Mother**

Address:—

Change of Address:—

.....
Brookfield

.....
Main Street

.....
Gordon

Postcode

Postcode

(For completion only where Parent/Guardian is a member of the Armed Forces)

Arm of Service

Rank

Number

NAMED PERSON

Surname

Forename(s)

Address for Contact

Postcode

Telephone No.

****Parent** is defined in the Education (Scotland) Act 1980 as including guardian and any person who is liable to maintain or has the actual custody of a child or young person.*

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PART III

ASSESSMENT

A ASSESSMENT PROFILE

Tanya is a physically healthy young girl. She had a road traffic accident at the age of 4 years and had an injury which does not seem to have been severe. Tanya has no hearing or visual difficulties.

Tanya has received learning support when at primary school and she is below average for her age in her basic educational skills. Word reading and spelling skills are below average but relatively strong given her overall level of functioning. Reading comprehension skills are poorer than word reading. Writing speed can be sustained fairly well for short periods. Tanya encounters considerable difficulties with the mainstream curriculum; she requires considerable support to follow instructions and has required educational objectives to be moderated. She follows an individually adapted curriculum. Tanya has been assessed by a speech and language therapist who has identified difficulties with receptive and expressive language. Tanya's ability to fully comprehend what is said is affected by the length and complexity of utterance and her expressive language is hampered by a word finding difficulty. Often she will know what things are for but be unable to name them. In school, Tanya is well motivated to succeed; she tries hard and may be unhappy about receiving direct help because she is constantly expecting to overcome her difficulties. Tanya enjoys attention from adults; her behaviour and her answers to questions in class may be inappropriate.

Tanya has recently moved to Gordon but remains socially isolated there. She has a tendency to exaggerate and fantasise. In school she also comes across as a lonely girl who has had difficulties establishing friendships. There has been a pattern of social difficulties and emotional outbursts and Tanya may appear worried and unhappy. Tanya enjoys good relationships with staff and throughout her time at High School she has never been defiant or rude to staff.

Tanya enjoys singing and music and has shown considerable interest in jewellery and in her appearance.

B SUMMARY OF IMPAIRMENTS GIVING RISE TO SPECIAL EDUCATIONAL NEEDS

NATURE OF IMPAIRMENT	EDUCATIONAL IMPLICATIONS *			
	Physical Access	Curriculum	Facilities	Location
Moderate learning difficulties		✓	✓	✓
Language difficulties		✓	✓	
Emotional/social difficulties		✓	✓	✓

17 JUN 1997

Date

* Tick aspects requiring provision for special educational needs.

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PART VI

SCHOOL TO BE ATTENDED

NAME..... Kelso High School

ADDRESS..... Bowmont Street

..... Kelso

..... TD5 7EG

Head..... [REDACTED]

Telephone No. [REDACTED]

Nature of Placement * Day

17 JUN 1997

Date

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PART VII

VIEW'S OF (RESPONSIBLE PARTY *)

See attached SEN 5.

* See footnote to Part I of Record of Needs.

29 MAY 1997

Scottish
Borders



C O U N C I L

Form Sen 5
(Rev. 4.97)

PARENT'S VIEWS ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Parents are invited to express in writing within 21 days of receiving the accompanying letter their views about the special educational needs of their child and the measures required to meet them. The information on this form will be restricted to those professionally concerned with your child.

This form may be completed in consultation with the educational psychologist.

Parent's Views

TANYA DARLING (21/5/84)
BROOKFIELD MAIN STREET
GORDON

Dear Sir/madam,

I do understand that Tanya has special needs with her School work. Tanya already gets learning support at Carlisle High School, but needs more than the average child. I have noticed more & more with Tanya since it has been pointed out to me

Signed

Date

28/5/97

(please continue overleaf if necessary)

DATA PROTECTION

Please note some information is held on a computer system by this Authority for the purposes of administration and organisation of the provision for Special Educational Needs.

Education

Scottish
Borders



C O U N C I L

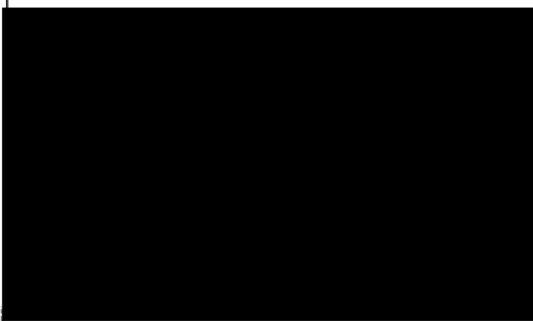
Council Headquarters, Newtown St. Boswells, MELROSE, Scottish Borders, TD6 0SA
Tel: St. Boswells Fax: St. Boswells DX 1310 St. Boswells.

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PART IX

DISCLOSURE OF RECORD OF NEEDS

Copies of/extracts from the RECORD of NEEDS have been lodged as follows:

Date	Recipient	Material Supplied	Authorising Officer	Date Returned (R) Destroyed (D)
19/6/97		COMPLETE RON		
19/6/97	SCHOOL	COMPLETE RON		
19/6/97		RON EXCEPT Pt. <u>VII</u>		
28/10/99	 DEPUTY PRINCIPAL 9000 SHEPHERD CENTRE	COMPLETE RON		

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PART VIII

REVIEW OF INFORMATION RELATING TO SPECIAL EDUCATIONAL NEEDS

Date	Initiated by Authority (A) Responsible Party* (RP)	Extent of Reassessment	Findings	ALTERATION OF RECORD	
				Proposals Notified to Responsible Party	Alteration effected

LOOKED AFTER AND ACCOMMODATED REVIEWS

Girl's Name : TANYA DARLING

Date of Review : 1.11.99

Keyworker [REDACTED]

Referring Authority : Scottish Borders
Council.

Decisions of the Review

- 1) Tonya to remain at GSC with Tonya going to Glenview for weekends and holidays. Weekly contact with mum has to be negotiated with mum. Tonya and Glenview staff Tonya can have overnight with mum.
- 2) Tonya to continue with educational programme.
- 3) Care to be sought for Tonya for holidays and weekends. Continue to build up gradually with mum to be available into adulthood.
- 4) Tonya to be supported in her feelings / attempted contact with dad.
- 5) Tonya to have regular contact with extended family.
- 6) Tonya to be encouraged to have regular sessions with [REDACTED]
- 7) Regular communication to continue between all relevant parties namely GSC, mum, Tonya, Glenview and S/W. (Continue over if required)

Any areas of disagreement in the plan / decisions between the Good Shepherd Centre and the Local Authority.

NO

Were the disagreement / disagreements included in the minute.

YES/ NO

NO

Signed : [REDACTED]

8) [REDACTED] to continue to co-ordinate care package until
the allocation of a permanent worker.

9) Date of next review 5/4/2000 at 10.30 am.

GOOD SHEPHERD CENTRE

Planning for Individual Needs

Pupil's Name

TANYA DARLING

Class/Practical Section

GROUP 7

Previous School/s

EARLSDON HIGH / KILSO HIGH

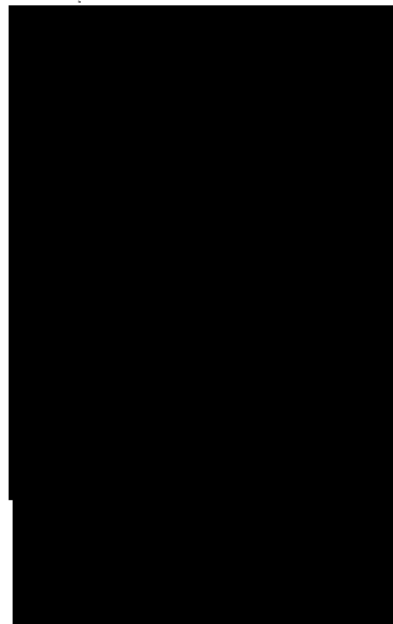
Record of Needs?

YES

Nature of Difficulties

BORDERLINE MODERATE LEARNING DIFFICULTIES /
EXTREME ATTENTION SEEKING BEHAVIOUR

School Staff Involved :



- TUTOR / CLASS TEACHER

S.F.L.

S.F.L. (P.S.O.)

S.F.L.

Other Agencies

MR SWEENEY (CLASS ASSISTANTS)

(KEY WORKER)

MR PSYCHOLOGIST

Relevant Medical Information

INDIVIDUALISED EDUCATION PROGRAMME

Summary of Needs

Sight, Hearing and Communication To get glasses.

Intellectual / Curricular See Record of Need.

Social / Emotional Tanya is a very needy girl who draws attention and will create situations to gain this from staff.

Statement of Strengths

Tanya has the ability to work independantly and can work for long periods at a time.

Long Term Aims

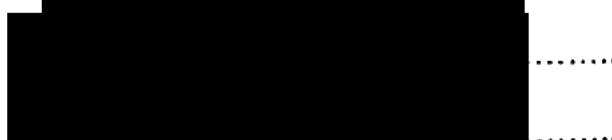
To achieve Standard Grades in English, Science, Art and Soc + Voc.

Short Term Goals

1. To remain in class for set periods without leaving and creating a disturbance.
2. To manage herself on school outings and behave appropriately.
3. To complete a piece of writing for her English folio
4. To sit her Art prelim and complete her expressive Art critical by December.

Date Date of next review of progress :

Signatures :



INDIVIDUAL EDUCATION PLAN

Name: *Tanya Darling*

Date of Birth: *21/5/84* Keyworker: [REDACTED]

Class: *Group 7*

Unit: *St. Claire*

Tutor: [REDACTED]

Year: *4*

Date: [REDACTED]

<u>Subjects</u>	<u>Level</u>	<u>Title</u>	<u>Start Date</u>	<u>Finish Date</u>
English	<i>Standard Grade</i>			
Mathematics	<i>Module</i>			
Science	<i>Standard Grade</i>			
French				
Soc. & Voc.	<i>Standard Grade</i>			
Art	<i>Standard Grade</i>			
Social Studies				
P.E.	<i>Module</i>	<i>Handpicking</i>		
Geography				
Computing		<i>Exploring Packages for Education and Recreation</i>		
R.E.	<i>General Course</i>	<i>"Signs and Symbols"</i>		
P.S.D.	<i>General Course</i>			
H.Economics				
Health Studies				
Hairdressing	<i>Inhouse Certificate</i>	<i>All About Me</i>	<i>August 1999</i>	<i>June 2000</i>
<u>Other Targets</u>				

Signature

Tutor:

Keyworker:

Pupil: [REDACTED]

(17.6.97)
TANYA DARNING - RECORDS OF NEEDS IS KEPT IN

PUPIL FILE IN MAIN OFFICE. FOR PURPOSE OF
DRAWING UP I.E.P. THE FOLLOWING INFORMATION
IS HELPFUL.

TANYA REQUIRES A POSITIVE CURRICULUM TAILORED TO
HER OWN INDIVIDUAL NEEDS - A HIGH LEVEL OF STAFF SUPPORT
IS ALSO AN IMPORTANT REQUIREMENT.

SHE NEEDS VISUAL CLUES TO ASSIST IN PARTICULARLY DIFFICULT
CONCEPTS.

CLOSE HOME/SCHOOL LINKS IS ESSENTIAL.

PSYCHOLOGICAL INPUT ALSO NECESSARY.

SCOTTISH BORDERS COUNCIL

TECHNICAL SERVICES

Z44

SOCIAL WORK TRANSPORT ROUTE Z44

Revised (1) - 02-09-99

SW Contact [REDACTED] Galashiels Office

Tel:

Route description: **Fridays:** 1500 from Good Shepherd Centre, Bishopton - Glenview, Galashiels.
Sundays: 1600 from Glenview, Galashiels - Good Shepherd Centre, Bishopton.

Vehicle Size: 4 seats.

Contract Let: Sept 1999

Expires: Oct 1999
may be extended

Operator [REDACTED] 22 Primrose Bank, GALASHIELS, TD1 2LL

Telephone [REDACTED]

[SBC ref: 4128]

Contract Price: £70.00 per day.

APPROX TIMETABLE - from Friday 3 September until Sunday 26 September initially

Fridays	1500	dep Good Shepherd Centre, Bishopton
	uplift	Tanya Darling
		arr Glenview, Marigold Drive, GALASHIELS
	drop	Tanya Darling
Sundays	1600	dep Glenview, Marigold Drive, GALASHIELS
	uplift	Tanya Darling
		arr Good Shepherd Centre, Bishopton
	uplift	Tanya Darling



16/8/99



FAO

[Redacted]

[Redacted]

Director of Social Work

[Redacted]

Please find enclosed papers re Tanya Darling as discussed today. Please feel free to contact me.

Many thanks

with compliments

Council Office, 4 Abbotsford Road, GALASHIELS,
Scottish Borders, TD1 3DP.

[Redacted]

[Redacted]

Social Work



Director of Social Work

10 Galapark Court, Galashiels
Key Worker, Good Shepherd Centre
Interview
Educational Psychologist

Tanya Darling

Family Placement Team, Selkirk
Educational Representative, Good Shepherd Centre
Social Worker
CPRO

Please ask for:

Our Ref:

Your Ref:

Date:

30th September 1999

Re: TANYA DARLING (DOB 21.5.84)

Unfortunately it has become necessary to change the date, time and venue of the Review on the above child.

This will now take place on Monday, 1st November 1999 at 11.30pm in The Good Shepherd Centre,
Greenock Road, Bishopton, Renfrewshire

The above Review will be chaired by who can be contacted at the Galashiels Office,
Telephone

Please advise this office if you are unable to attend, or have any items you wish included on the Agenda.

Yours sincerely

Child Protection and Reviewing Officer

OPEN ACCESS POLICY Access to Personal Files Act 1987

Clients of this Department are encouraged to have access to all information stored on their personal files. Please indicate clearly on any information, report, minute, letter which you do not wish to be shared with the client RESTRICTED FROM CLIENT ACCESS. It would be helpful to this Department if you would indicate the reasons for the request for restriction.

Social Work

Tanya Darling

Case Sheets

10/5 Tanya out with [redacted] for a run, washed cars with [redacted] Tanya in good form.

10/5 Tanya running around outside and inside the building at one point T. had a fork & knife and a large stick to use on [redacted] (Gorette). Tanya also cut her left arm with broken glass. When water spoke with [redacted] re her behaviour she replied that staff do not give her any attention when she is good.

11/5 Tanya doing Art exam this morning. A bit fearful at break re. her exam but soon brightened up.

Tanya a bit unsettled at the beginning of the evening but managed to pull herself round, went for walk with myself and [redacted] and was excellently behaved. However on return got caught up with row girl from Godt St Margaret's [redacted] - buzzing, not push. - denied it at the beginning but admitted and apologised, was fearful both staff and [redacted] explained to Tanya the danger of buzzing. Again by the end of the evening she had again managed to pull herself round. [redacted] mum. Tanya advised to settle herself down.

11/5 Tanya was a bit weepy tonight, very hot and flushed. Tanya spent some time in [redacted] room and fell asleep. Water managed to coax Tanya into her arm bed, where she settled immediately.

12/5 Tanya up & ready for school, in good form.

Tanya caught up, running round the building with [redacted] Tanya found in her room, apparently [redacted] wanted to go home in Tanya's box with her and had hidden clothes in Tanya's bag. Tanya enquired to her room by staff and told that this behaviour would have to stop or it could result in her losing her placement here.

- 12/5
N/S Tanya is at home. [redacted]
- 14/5 Tanya returned to Centre (7pm) in good form.
[redacted] to dad. [redacted]
- 15/5 Tanya up in good form this morning
Tanya phoned her dad, watched TV and chatted
with Jeff. Tanya washed [redacted] car.
Spent time in Getelli.
- 15/5
N/S Tanya was in C.S. room apparently [redacted]
came into the room and asked Tanya
if she wanted to 'buzz' tipex at this
Tanya had a go at [redacted] This they
continued out into the corridor where
Tanya kicked [redacted] a few times and
punched her. This was stopped by
nurse and [redacted] Later on both
girls spoke and made up with
nurse present. [redacted]
- 16/5 Tanya up and away to her exam.

Tanya did well in her first paper, walked out of
second paper quite upset.
Tanya out on evening pass to [redacted] dropped at the station
H. 30pm however had to be collected again as there was a
train failure. Tanya dropped off at destination by [redacted]

6.40 T/C from mum enquiring about exam, explained
Tanya out on evening pass. she can phone mum tomorrow
morning at Garden.
- 17/5 Tanya up in good form away to school. [redacted]
- 17/5
L/S Tanya taken out by 'Who Cares' workers,
returned at 7.00pm and then went out
with St. Margaret's young people swimming.
An enjoyable evening for Tanya [redacted]

17/5/00 N/S. Tanya out of her room on numerous occasions
Found in [redacted] room, and also found in [redacted]
room. Tanya ignored staff's instructions but decided
to go to bed herself. [redacted]

18/5/00 Tanya up and downstairs at 8.35am

Tanya laid and shaving off a bit at breakfast mainly due
to the fact that she had no cigarette, however she was fly smoking
in Room 4, just before assembly.

Tanya out with [redacted] for the morning

Tanya returned from airing with [redacted] will not be going out in the
afternoon as she has injured her back, no sign of bruising.

18/5 Tanya allowed home with [redacted] to collect medication.

18/5/00 N/S. Tanya not very well after being sick
in toilet. Settled quickly.

19/5/00 Tanya a bit slow at start
this morning but managed school

19/5/00 N/S. Tanya at home. Out back Monday.

20/5/00 Tanya at home

20/5/00 B/S. Tanya at home.

21/5/00 E/S. Tanya at home.

22/5/00 Tanya due back this evening

b.H.S. Tanya arrived back in excellent form, handed in
cigarettes, body spray

21/5/00 N/S. Tanya was very excited tonight - birthday girl.
She took some time to settle but was no management
problem. [redacted] 2-40 AM.

22/5/00
E/S

Tanya has had an excellent day, given her birthday presents from staff and young people. Then her birthday was celebrated at assembly. Tanya has attended all classes, no problem.

[REDACTED]

[REDACTED]

[REDACTED]

22/5/00
B/S

Tanya out on a e/p to N.H's, collecting Tanya at 9-30 pm.

22/5/00
N/S

was allowed to take T/C from S.N.C.O.
[REDACTED] good conversation was had.
No problems from Tanya tonight.

[REDACTED]

23/5/00:

Tanya up bright early and went to school, wearing slippers because of sore feet, school uniform of this

Tanya out with [REDACTED] to drop [REDACTED] Tanya then went out with [REDACTED]

Tanya at McDonald's but would not eat due to being on diet T. then when to Ballahouston Park was in great form [REDACTED]

24/5/00:

Tanya going out for day with [REDACTED] to Glasgow. Tanya taking clothing money out with her

[REDACTED]

9.15 [REDACTED] to arrange taxi to collect Tanya tomorrow and return her Monday due to holiday weekend. [REDACTED] (Glenview) will call taxi firm and arrange this. T/C to mum left message on answering machine re holiday weekend

10.30 Tanya out with [REDACTED] opening day in Glasgow.

[REDACTED]

24/5/00
L/S

Tanya in a good frame of mind, out on van trip, no problems [REDACTED]

[REDACTED]

24/5/00
E/S

[redacted] spent time with Tanya that helped her settle. She was on the verge of getting caught up with girls who were running around the grounds.

25/5/00
E/S

Tanya up for breakfast, attended assembly. T. out of class without permission, T saying she wishes she was not 16, as everyone expects her to behave.

Tanya not coping this afternoon, caught in driver's seat of the mini-bus, spent time in the unit. Collected by taxi at 3pm and taken home due back Monday evening. Tanya telephoned later in the evening to apologise for behaviour today.

26/5

26/5 N/S

At home. Tanya is at home.

Sat 27/5
E/S

TLC from Tanya in a distressed state claiming mum is hitting her. Tanya said she is running away and wants to return to G.S.C.U tomorrow instead of Monday. [redacted] informed Tanya that she would need to stay at home but Amanda would pass info on to Glenview. TLC to Glenview, spoke to [redacted] made TLC to mum, mum says Tanya has been demanding money all the time and was abusive when mum told her she had no money. Tanya told mum she would return to Centre if mum had no money. Mum says she did not hit Tanya but did shout at her. [redacted] from Glenview will visit mum and Tanya this afternoon.

27-MAY-2000

[redacted] - Tanya has called twice, her agenda appears to be a return to the Centre. Tanya states that she will try and patch things up. [redacted]

28/5
E/S.

Tanya at home. [redacted]

28/5
B/S.

Tanya at home. [redacted]

29/5 N/S

Tanya is at home. [redacted]

29/5/00

6.55pm: Tanya returned by taxi. Tanya complaining of sore head due to arguing with her mother.

29/5/00
B/S

Tanya out with writer and [redacted] to Longs, T. was great company. [redacted]

29/5/00
N/S.

Tanya settled with no problems, she spent some time with [redacted] Tanya showed writer a bruise on her left leg, she said her mum did it on purpose. Apparently Tanya called Social Work who advised Tanya to have her mum charged. Tanya then said her mum said she will "hit her more now she is 16". Tanya then asked writer not to tell anyone. [redacted]

30/5/00

Tanya up and at assembly. Tanya has exam today. She has not to visit [redacted] tonight due to exam re pending last week.

Tanya Hc to Glenview re above assault by mum. [redacted] SW will contact centre as soon as she is free.

Re above I have spoken to [redacted] SW re above. There was friction between mum and Tanya over the weekend at one point mum did lift her hand to Tanya but actually missed, also Tanya was threatening to assault Tanya. SW spoke to [redacted] and advised her that if she did assault Tanya she could be charged with assault. SW spent time discussing the situation with Tanya.

and mum, mum saying that Tonya had been very demanding and looking for an argument at every opportunity so that she could return to the centre. Tonya agreed that this is what she had been trying to do. When SJW left she felt the matter had been resolved. SJW said that Tonya's behaviour is beginning to regress and this is the same behaviour that happened when her placement at Glenview was coming to an end. After discussion with SJW it was decided that as from this weekend Tonya will return to the centre on a Monday morning, so we do not want Tonya to become too dependent on the centre.

B/S

Tanya out for a run to camp.
Tanya was in excellent form this evening.

N/S

TANYA ASKED FOR [REDACTED] TO VISIT TONIGHT AS TANYA FELT [REDACTED] NEEDED A FRIEND TANYA AND [REDACTED] WERE GIVEN PERMISSION TO VISIT FOR A SHORT TIME.

31/5/00 Tonya invited by [REDACTED] to visit [REDACTED] this evening but will have to be collected again by [REDACTED]. This has been cancelled as there is no staff available for this.

B/S

Tanya offered to go a run this evening but chose to be unit based. Tanya then began to get hyper, swearing and shouting and using phone in St Christopher's to phone other units. Tanya then picked up a glass picture, sat with it on her knee for a minute and then stood up and smashed it on purpose. [REDACTED] (P.O) spent some time with Tanya and she settled down for the evening.

night

Tanya a bit unsettled. Wouldn't turn her music down thereby causing friction between her and [REDACTED] who couldn't hear her.

T.V. [REDACTED] spent some time with Tanya who subsequently settled.

11/6/00
E/S

T/C to Glenview to arrange Tanya's taxi. Spoke to [redacted] Taxi will be ordered to bring Tanya back on Monday eve instead of Sunday as Monday is an in-service day at school. Tanya out with school all day -

N/S 1/6

Tanya was out for the evening, once out, about she settled fairly well & enjoyed herself, she did however fall several times during the outing, grazed hands & knees

1-6-2000
N/STAFF

TANYA IN GOOD FORM TIDED BEDROOM - MOVED FURNITURE DECORATED BEDROOM WITH EXTRAS DECORATIONS SETTLED WITHOUT A PROBLEM

2/6/00

On waking Tanya this morning there had definitely been no smoking in the bedroom

Tanya out of parts this morning, advised that if she wishes to remain at the centre she has to be at school Tanya taking some of her belongings home today

Tanya collected by taxi going home until Monday evening

2/6/00
N/S

Tanya is at home T/C from SW/SS [redacted] T/C from unknown female stating that Tanya & [redacted] were absconders who were with caller. It is thought that this may just be a hoax because caller gave home T/N as the GSE's. [redacted] will call home to check that Tanya is still at home

4/6/00

Tanya at home Tanya did phone last night to speak to staff but due to situation staff were unable to speak to her and I would call her today



Tanya up on time for school.
Tanya out of school at one point
but went back along when stuff
cashed her to. Tanya fly smoking
in her room at break time with

... [redacted] ... [redacted] ... [redacted] ...
... [redacted] ... [redacted] ... [redacted] ...

6/6/90, Kanya given a lift and dropped off at 5.15 at the train station for [redacted] to [redacted] Kanya to be picked up at 9.00pm on 6/6/90.

Janya being collected by staff at 9pm. Janya has been warned that if she continues with her current mode of behaviour then her placement here will come to an end.

Tanya in Tears at 10:00pm on her return, however, very quickly turned things around.

4/6 Yanya in excellent form today
B/S Tanya out for a run with staff.

315

Therapy out for a run with staff.

7/6
B/S

Tanya threw a bag out of the window belonging to [redacted]. However the bag had a CD player in it which is now broke. I believe Tanya thought it was rubbish that was in the bag. [redacted]

7/6/00
N/S

Tanya quite anxious tonight, she said it is about leaving the Centre. T. eventually settled with no more problems.

8/6
E/S

Tanya out with school to battles. Castle Park. [redacted]

Tanya's behaviour atrocious on the minibus verbally abusive to [redacted]. Tanya spoken to about behaviour on the bus. T/C to Glenview they will arrange [redacted] collect Tanya at 9am tomorrow [redacted] take her home until Monday morning.

Tanya quite attention seeking all night, at last she was a great help / appeal to [redacted]

8/6
N/S

Tanya very concerned about writer when I stay in the bedroom area I was threatened by [redacted] [redacted] actually made a rush at me screaming what she was going to do to me. Tanya became hysterical & shouted at [redacted] to leave me alone. [redacted] backed off cursing & swearing [redacted]

9/6
E/S

Tanya home for weekend left in taxi at 9am. [redacted]

T/C from Tanya to say she arrived home safely looking for everyone [redacted]

10/6/00
E/S

Tanya at home.

10/6/00
N/S

Tanya Remains at home tonight. [redacted]

11/6
E/S

Tanya remains at home.

11/6/00
N/S

TANYA Remains At Home Tonight.

12/6 Tanya due back in centre around lunch time

11.15am: Tanya arrived back in centre in good form & states she had an excellent weekend

12/6/00 Tanya out for a run with other girls and staff, very well behaved.

13/6
E/S

Tanya up on time for school

4/5 Tanya taken to station by [redacted] Tanya going to visit [redacted] for the evening to be collected by staff 9pm

13/06
N/S

No problems tonight. Spent time visiting other girls for a short time. Settled well.

14/6

[redacted]

Who does - visiting Tanya today at 1pm

[redacted]

visited spent time over lunchtime with Tanya in the flat

16/6/00
U/S

Tanya has remained within the unit this evening, although spent some time within school grounds collecting flowers. Tanya seems to be a little bit down and claimed to be a bit apprehensive about her future leave date, which draws near.

14/6 N/S

Tanya spent time with [redacted] to night, once back in her own room, she settled with no problems at all.

15/6/00 Tonya up and at assembly in good form

Tonya out with school over lunch gang
water picking

4/5 Tonya out for run with girls
from unit.

Tonya refusing to wear seatbelt in van or
sit safely, she then left the vehicle when it
stopped. Tonya eventually returned and settled within
Centre.

15/6
night Tonya weepy at bedtime. Asked writer
where a "body" would go if it had killed
itself. Writer couldn't give Tonya an answer.
Asleep by 00.30hrs.

16/6/00 Tonya has had a difficult day,
still upset from last night, talking
of suicide. Tonya also disturbing
class, left via the window and was on
grounds with piece of glass trying
to cut herself. However, I removed
the glass and returned her to the unit.
Tonya then carrying on with a carton
of juice, squitted this on [redacted] who
retaliated. This led to a physical
confrontation. This was broken up, Tonya
settled down for a reasonable
afternoon.

17/6/00 Tonya at home

18/6/00 Tonya at home

19/6/00 Tonya returned to the Centre at lunch time
and attended all classes this afternoon with
no problems with her behaviour.

Bl5 Tonya out on run to the beach at
Gareock. Tonya in good form.
night. Tonya in good mood. Settled well.

20/6/00 Tanya up for school, but had said to
E/S staff that she felt like being mischievous,
I advised this was not a good idea
as she would lose any privileges.

B/S Tanya out on ELP to [redacted]
[redacted]

night Tanya in good form. Busy packing her things,
however, when [redacted] returned drunk, she visited
Tanya who got caught up for a short time by
[redacted] and [redacted]
[redacted]

21/6 E/S Tanya up early this morning and
helped make breakfast for the unit.
Tanya out horse riding this morning
with [redacted] [redacted]

21/6/00 Tanya had a good evening, out on van
4/5 fun to Agt, no problems
[redacted]

21/6/00 Tanya very settled night
N/S [redacted]

22/6 Tanya up and ready for school, out to Inverary for
the day

B/S Tanya out at Braehead with the unit to
spend her clothing money. Tanya a bit
unsettled on journey to Braehead but
settled when we arrived there. [redacted]

night Tanya in good fettle tonight - settled well
[redacted]

23/6/00 Tanya participating in 5 a side football.
E/S [redacted]

Tanya taken home by taxi due back Monday morning
[redacted]

24/6/00 4.30pm T/C from [redacted]
She said Tanya had moved her very distressed
and could I make arrangements for Tanya to
be collected and returned to GSC

[redacted] said Tanya's mum wouldn't let her
use the phone to call G.S.C. I told [redacted]
that Tanya has support in her home area
and not to worry. I phoned Glenneer and
spoke with [redacted] She will contact
Tanya in case she needs support [redacted]

[redacted] from Glenneer phoned me back. Tanya
is at her friends house at the moment.
However, Mum and Partner had an argument
on Friday. Tanya told her mum she
wants [redacted] (partner) to leave. [redacted]
[redacted] is visiting home tomorrow.

Tanya out with [redacted] for lunch, returned
her work to [redacted] for the evening. [redacted]
[redacted] took her down and brought her back. Tanya
quite fearful on her return but enjoyed evening

27/6/00 Tanya being collected 1pm by oldf gang out
for afternoon.

Tanya quite fearful this morning but soon picked
up. Quite supportive to oldf when speaking about
incident last night. Tanya responding very modestly.
T/C to Glenneer spoke with S/W, Tanya booked for
3pm tomorrow.

Tanya out with [redacted] and a [redacted] shopping
for the unit

Tanya a bit high tonight, phoned her mum
and is looking forward to going home tomorrow.

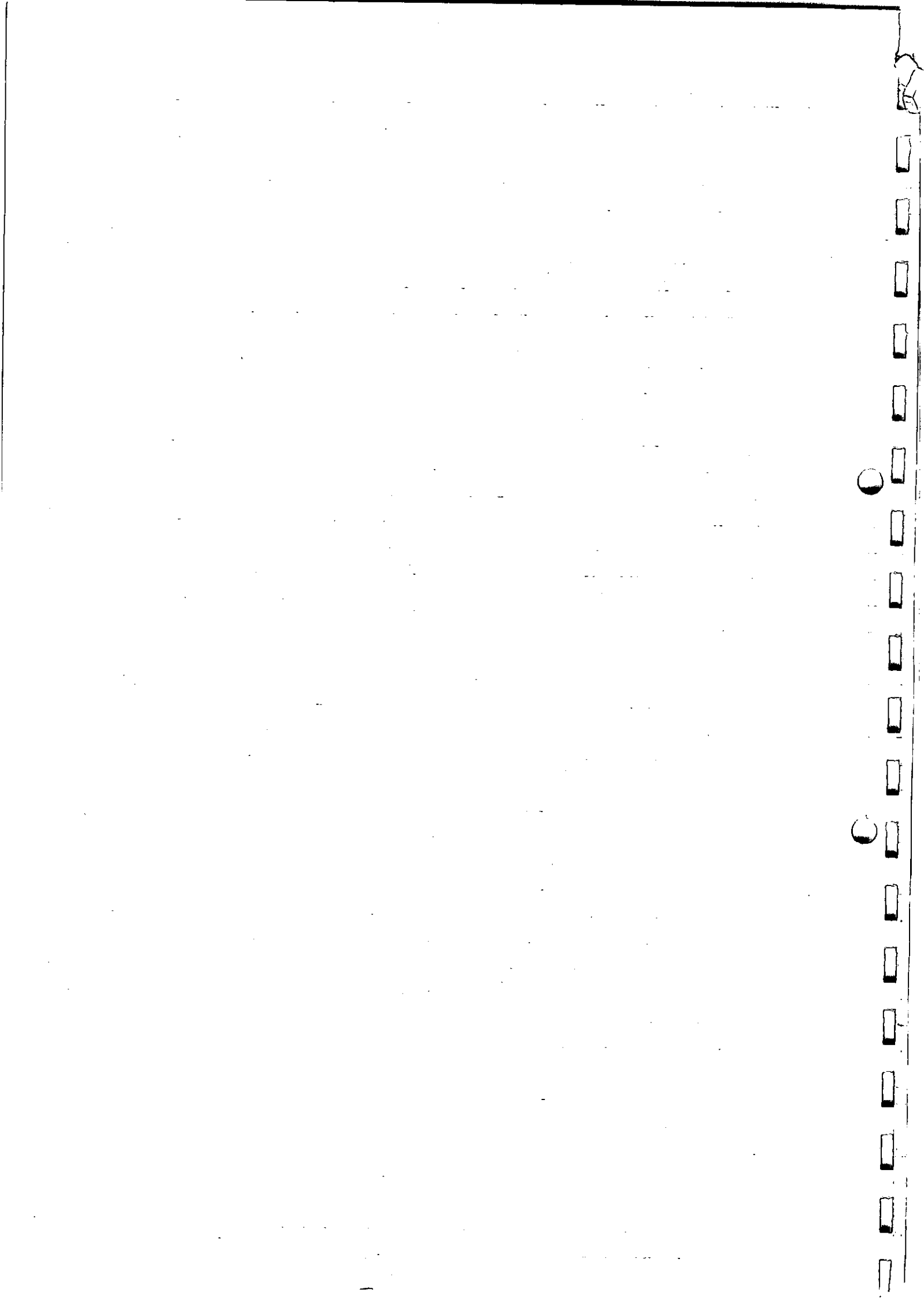
night Tanya a bit nervous tonight re leaving
tomorrow, but not a management problem
a bit of T.H.C. and Tanya asleep by last [redacted]

28/6/00

Tonye up and dressed around Tom, fearful at times, not happy Rick Kaci was coming at 3pm as she wanted to stay later. spoke with Tonye and explained Rick no matter what time the Kaci come as she would still want to prolong it but it was better the way it was arranged, so Rick Tonye can leave in good faith

~~31/7/00~~

Toni collected Tonye at 3pm. left in good spirits promising to keep in touch with everyone



GOOD SHEPHERD CENTRE

LOOKED AFTER AND ACCOMMODATED CHILD REVIEW REPORT

NAME : TANYA DARLING

(D.O.B. : 21.05.84)

5 April 2000

at

11.30am

CHILD CARE REVIEW REPORT

BASIC INFORMATION

NAME OF CHILD	<u>Tanya Darling</u>	
DATE OF BIRTH	<u>21.05.84</u>	
HOME ADDRESS	<u>10 Gala Park Court, Galashiels</u>	
PLACEMENT	<u>Residential</u>	<u>x</u> <u>Day</u> <u>Order 70(3)a</u>
DATE OF ADMISSION	<u>23.08.99</u>	
UNIT GROUP	<u>St Clare's</u>	
KEYWORKER		
CLASS GROUP	<u>7</u>	
SCHOOL TUTOR		
SOCIAL WORKER		
AREA OFFICE	<u>Dumfries</u>	
DATE OF LAST REVIEW	<u>01.11.99</u>	
DATE & TIME OF REVIEW	<u>05.04.00</u>	<u>11.30am</u>
PEOPLE INVITED	<u>Tanya Darling</u>	<u>Young Person</u>
		<u>Mother</u>
		<u>Keyworker</u>
		<u>Glenview</u>
		<u>Educational Psychologist</u>
		<u>Family Placement Team</u>
		<u>Tutor</u>
		<u>Acting Social Worker</u>
		<u>Children's Advocate</u>

FAMILY DOCTOR'S NAME &
ADDRESS



Bishopton Health Centre

Bishopton

Does the Child have any illness about which the Good Shepherd Centre should be aware (e.g. asthma, epilepsy, diabetes, etc)?

No.

List all recent contact with the doctor and state nature of complaint.

Tanya has recently visited the doctor re complaining of feeling sick. She was prescribed Mebervenne tablets and was required to hand in a urine sample regarding a urine infection however Tanya failed to hand in sample.

Any other necessary comments?

Since the last Review Tanya has visited the local optician in Erskine to have her eyes tested and has since been prescribed glasses which she wears regularly.

Date of last medical check-up

Admission Medical - 04.11.99



RELATIONSHIP WITH PEERS

Tanya generally interacts well with the other girls in the unit and is very welcoming to new girls who have been admitted to the unit. However there is some friction between herself and another resident which flares up on a regular basis. Staff have spoken to both girls about the situation and it is hoped that the matter is now resolved. It is mainly Tanya's hyper behaviour which annoys other residents as they tend to see her actions as attention seeking.

Tanya participates in any outings which are on offer and she also takes an active part in 'in house' activities such as karaoke, pool and watching videos. Tanya has a good relationship with the resident with whom she shares a room and often refers to her as her 'best friend'. Previously Tanya did have a room of her own but both girls requested to share with each other and this appears to have had a beneficial effect on Tanya.

RELATIONSHIP WITH ADULTS

Tanya interacts freely with all staff in the Centre and is comfortable and relaxed in their company. She much prefers a one to one with staff rather than being in a group situation. However this has a negative aspect as if Tanya does not feel that she is getting attention or that another resident is getting attention she will deliberately act up in a negative way to gain this attention. If a member of staff is in Tanya's favour she likes them to be around her all the time and staff have tried to explain to her that this is not possible. When Tanya is not out of sorts she is a great help to staff and is very pleasant and co-operative. However Tanya is very much in control of her behaviour and often uses it as a way to manipulate situations.

NIGHT CARE OFFICERS REPORT

Tanya makes many demands on night staff and on a regular basis she behaves inappropriately in order to facilitate her demands more quickly. Any requests must be met instantaneously or her behaviour becomes unpredictable and on numerous occasions she reverts to running round the corridors or hiding in other residents rooms without permission of the staff. On some occasions she reverts to running around the grounds to facilitate staff's attention. To her credit on numerous occasions she attempts to support staff who are trying to encourage other girls who are behaving inappropriately in the Centre grounds to return to their units. In other respects Tanya puts herself at high risk by standing out on her window ledge to get a better view of girls behaving inappropriately in the Centre grounds but thankfully through staff intervention and discussion with Tanya this has become much less.

Tanya's self harm remains a concern for staff and like her day staff night staff work in partnership to offer her numerous hours of close support where and when possible and collectively developed various strategies to enable her to settle more readily. A more recent strategy that appears to be working quite successfully for Tanya is that she is now sharing a room with another resident. Tanya is well liked and respected by both her peer group and the night care team and in many respects she has a high sense of loyalty towards them all. Tanya does not take readily to any immediate change in the night care team and she constantly asks which night staff are on duty at any given time. Tanya is highly sensitive and supportive to night staff when they are involved in other incidents within the Centre. On numerous occasions due to the high level of support offered to Tanya on a regular basis she does not present a management problem and she settles well at night. Tanya continues to develop a strong sense of trust with the staff and they appreciate her good sense of humour. Night staff in partnership with our colleagues on the day staff continue to offer Tanya a high level of close support in order to make her residential stay a positive and worthwhile experience. As time goes on and Tanya moves from one crisis to another then this type of close support becomes ever more evident and frequent but staff remain vigilant in the exercising of such a response and this may remain so in the future.

SCHOOL REPORT

Tanya has now reached the end of her second term in the Good Shepherd Centre. At this point the majority of internal assessment work has to be completed for the Standard Grade subjects. This enables the pupils to gain a significant portion of the overall award prior to the external exams and it also allows them a period of time to concentrate fully on preparation for these exams. Tanya I am happy to say has managed to complete all of the assessment work required for her four Standard Grade courses and for this she deserves much credit. To reach this point however Tanya required a good deal of support and encouragement, not only with her evidence work but also with managing her behaviour which is still cause for concern.

Working on a one to one basis with Tanya is an ideal situation. She co-operates fully and covers a great deal of ground. She is more relaxed with herself and gives the general impression that she cares about her education and her future. She can still be loud and disruptive and can find it difficult to stay in class for the required length of time. This diverts attention away from others who can require as much input as herself. This is unacceptable as it affects the education not only of the other pupils but Tanya herself. The degree of attention that Tanya seeks is going to make it difficult for Tanya to progress quickly to an educational / employment setting outwith the Centre. She is going to need a good deal of support. Tanya herself must be willing to make it work.

CONTACT WITH PARENTS / HOME LEAVE

Tanya now spends every weekend with her mother at the family home. She no longer resides at Glenview Children's Home but the staff there provide Tanya with support through workers spending time with Tanya at the family home. This situation appears to be doing well and Tanya looks forward to her weekends at home with mother. Tanya will also go home over the Easter holidays and it is hoped that extra support will be provided during this time. Staff continue to liaise closely with Glenview staff in the form of weekly updates on Tanya's behaviour which diminishes the chances of Tanya being allowed to manipulate situations to her own advantage.

AREAS OF CONCERN AND OTHER RELEVANT INFORMATION

The main concern at the moment continues to be Tanya's erratic behaviour. She can appear quite calm and settled and the next minute she will be charging about the Centre regardless of the time, day or night. Tanya appears easily led and becomes caught up in inappropriate / disruptive behaviour quite easily. On at least one occasion this has led to Tanya climbing onto a roof with utter disregard for her own safety or of those around her. However as stated previously it is also felt that Tanya is very much in control of her behaviour and enjoys the attention she receives from such behaviour.

Tanya can become quite abusive and defensive when challenged about such behaviour especially when staff appear to see through her behaviour and do not respond the way Tanya would like them to. When in her temper tantrums Tanya continues to be destructive of school property.

SUMMARY AND ANALYSIS OF REPORT

There has been some improvement on the residential and educational setting and it is hoped this will continue throughout this placement. Tanya continued to receive positive reports from the educational staff and has on a couple of occasions been picked for a special treat outwith the Centre due to her good behaviour and hard work in class. Tanya is at the moment working towards her Standard grades and then hopefully onto a college placement in her home area. Tanya has a lot of positive qualities and it is hoped these can be focused upon to install a sense of self worth and provide Tanya with amore secure positive and productive outlook for the future.


KEYWORKER


CARE MANAGER

4 April 2000

NAME Tanya DarlingYEAR GROUP 1

COURSE <u>Standard Grade Science</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Back in December, Tanya failed to sit her prelim exam. This was solely due to a lack of confidence in her own ability. Since then there has been a change in Tanya's attitude. She is now putting more effort into her work, attending on a more regular basis, and shows a more positive approach to the course. There is still work to be done but it will be easier now, before the exam in May.
Knowledge and Understanding :- (KU) Foundation level	
Problem Solving :- (PS) Foundation level	
Practical Abilities - Techniques : 3 to complete - Investigations : to be assessed.	
KU and PS are estimate grades as Tanya did not sit the prelim exam.	TEACHER'S SIGNATURE  DATE <u>6/3/00</u>

NAME T DARLING

YEAR GROUP

COURSE <u>THE Modern World</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya is very restless in this subject and finds great difficulty in staying in class unless there is a marked improvement in her behaviour she will be unable to complete her course work, her attendance is very good but her effort needs to improve
Knowledge/understanding	
EVALUATION	
INVESTIGATION	
	TEACHER'S SIGNATURE  DATE <u>2-2-20</u>

COURSE ENGLISH STANDARD GRADE	GENERAL COMMENT
ASSESSABLE ELEMENTS	TANYA IS MAKING GOOD PROGRESS IN THIS SUBJECT. SHE IS ABLE TO CONCENTRATE FOR LONGER PERIODS BUT SHE STILL NEEDS A LOT OF SUPPORT WITH ALL ASPECTS OF THE STANDARD GRADE ENGLISH COURSE. TEACHER'S SIGNATURE  DATE <u>1.8.2000</u>
<u>READING</u> TANYA IS ABLE TO GRASP THE MAIN IDEAS IN WHAT SHE READS WITH SOME HELP.	
<u>WRITING</u> TANYA'S WRITTEN WORK IS ALSO IMPROVING. SHE IS ABLE TO CONVEY THE GIST OF A PERSONAL EXPERIENCE.	
<u>TALKING</u> TANYA IS ABLE TO MAKE A GOOD CONTRIBUTION TO GROUP DISCUSSION. SHE WILL HAVE TO DO A SOLO TALK BEFORE SHE SITS THE STANDARD GRADE EXAM.	

NAME TANYA DARLING YEAR GROUP 4th

COURSE SOC + UOC ST. GRADE	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya has participated in all aspects of the course. She must ensure that all written evidence is submitted in time for the exam board. More consistency + effort needed to improve behaviour. TEACHER'S SIGNATURE  DATE <u>March, 2000.</u>
COMMUNITY EVENT	
LEISURE ACTIVITY	
MAKING AN ITEM	
ONE OF SETTING EXPERIENCE	

COURSE PHYSICAL EDUCATION	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya is completing work on her SEN module and active study for her Social and Vocational Skills Standard Grade exam. Tanya is making progress to date. Her written work is on course. She is beginning to control her erratic body awareness which is capable of causing herself serious injury. Tanya participates well in P.E. On occasion her behaviour on transport can be dangerous and she is reminded of this regularly.
BEHAVIOUR AND ATTITUDE	
APPLICATION OF TEACHING POINTS	
PARTICIPATION	
CO-ORDINATION	TEACHER'S SIGNATURE  DATE <u>FEBRUARY 2000</u>

NAME Tanya Darling

YEAR GROUP 54

COURSE <u>Social + Vocational Skills</u> / H.E.	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya will achieve a General award for this part of the course. She worked extremely well at the coffee morning. She is an enthusiastic worker and her practical work is good. Her behaviour is usually very good in the Home Economics Dept.
Community Event Coffee Morning	
Practical Abilities	
Communicative Abilities	
	TEACHER'S SIGNATURE  DATE <u>Feb 2000</u>

NAME Tanya Darling YEAR GROUP S4

COURSE <u>Personal and Social Education</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya works well in class and has completed tasks in Problem solving and working with others. She has proved that she can use these skills in a practical setting but she needs to put more effort into her work and concentrate on staying in class at all times.
Problem Solving -	
Research skills -	
Working with others -	
Behaviour - mixed. can be superb but Tanya often wanders rather than coming to class.	TEACHER'S SIGNATURE _____ DATE _____

NAME TANYA DARLING YEAR GROUP 4th YEAR

COURSE <u>Numbers in Emergency Situations</u>	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya is CAPABLE OF COMPLETING THE S. Q. A. MODULE. SHE MUST ENSURE THAT ALL THE LEARNING OUTCOMES HAVE BEEN ACHIEVED. EVIDENCE MUST BE RETAINED FOR THE EXAM BOARD
MONEY	
TIME	
MEASUREMENT	
	TEACHER'S SIGNATURE _____ DATE <u>3/3/00</u>

NAME TANYA DARLING

YEAR GROUP 4th

COURSE STANDARD GRADE ART	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya has made a lot of progress recently on her course work and I would expect her to achieve level 4 in the exam. She seems to have more of a mature attitude and this reflects in her class work.
DESIGN. Folder progressing well with some pleasing examples of flowers	
EXPRESSIVE. Tanya achieved a 4/5 in the prelim exam in November	
CRITICAL STUDIES. Tanya works well 1:1 and has been working steadily on both Design & Expressive	
	TEACHER'S SIGNATURE  DATE <u>13.00</u>

NAME

TANYA DARLING

YEAR GROUP

54

COURSE RE	GENERAL COMMENT
ASSESSABLE ELEMENTS	Tanya has recently started this course, and to date has shown a positive attitude. Tanya's behaviour has improved. Tanya's efforts can be variable, but, if she is to achieve all targets she must ensure maximum effort.
LEARNING OUTCOMES "LIVING IN A PLURAL SOCIETY"	
BEHAVIOUR	
ATTITUDE / EFFORT	
ATTENDANCE - v-good.	
	TEACHER'S SIGNATURE  DATE <u>1/3/00</u>

COURSE Computing - Word Processing.
Making an Item - Soc & Voc.

GENERAL COMMENT

ASSESSABLE ELEMENTS

Word Processing.

Tanya has made little of the module & will not now finish it on time

layout & graphics

Excellent over these areas on the P.C. Made several cards & calendars & can laminate, Scan etc

When Tanya is in working mode she is excellent ~~but~~ but often her restlessness & volatile temperament make working in class impossible

TEACHER'S SIGNATURE



DATE 14/3/2000