



## Case Study: Joseph, 13

### Background

Joseph had been finding school life difficult for a long time and was becoming increasingly unhappy. He disliked being indoors and struggled with social skills, feeling that he just didn't fit in. His behaviour in school was very challenging and had been worsening since primary school. Both Mum and the school were concerned about his future as Joseph was facing possible exclusion. His behaviour at home could also be hard to handle.

Joseph's siblings didn't have any issues at school. Mum said that, when at primary school, a paediatrician had proposed assessing Joseph for an Attention Deficit Disorder but that she had resisted it at the time. However, by the time of the referral into the TAF process, she was becoming quite desperate to try anything that might change the outlook for Joseph.

### TAF process

After the TAF Co-ordination Team received Joseph's Child And Family assessment form (CAF), they put Joseph's case forward for a discussion at the TAF Panel. Joseph's mum felt that the role of the TAF Panel was key for her family.

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*"Attending the Panel made me feel that I wasn't alone. They knew exactly where you were coming from. They were on the ball. I found the CAMHS worker particularly useful"*

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The TAF Panel suggested that another paediatrician assessment should be completed in conjunction with the school nurse. After this diagnosis of 'Impulsivity ADHD', things really

started to move. Mum says that the panel helped her to recognise Joseph's issues and empowered her to support him.

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*"They took me forward in getting to the bottom of what the issues were. They moved me into that realm so I had more tools to support him at home (as well). I felt a huge comfort from having them involved."*

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With the support of the TAF Co-ordination Team, a senior teacher at the school offered to be Joseph's Family Contact. She worked hard with the family to find solutions to help Joseph to stay in school, such as an adapted timetable.

Joseph began to receive 1-1 support from members of his Team Around the Family, including the CAMHS counselling service and a Youth Intervention Service worker. This work enabled him to cope better in school and the family were also offered behavioural support to help improve home life.

### Outcomes

Joseph is much happier and the family feel his chances have improved. Although there are still issues around his behaviour at home sometimes, he remained in mainstream school and has gone on to take a BTEC course at college. Mum feels less stressed, particularly after the diagnosis and support from the Panel.

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*"It's given him a window to carry on with education. I'm sure he would have been excluded permanently (without the intervention)"*

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