



**EDUCATION
DEPARTMENT**

Rochdale Metropolitan Borough Council

Mrs D Cavanagh
Director of Education

PSYCHOLOGICAL SERVICE
Fieldhouse School, Greenbank Road,
Rochdale, OL12 0HZ

Telephone: 0706 40477

Your Ref

Our Ref MQM/DR

Enquiries to Dr Mangani

Extension

Date 15 August 1991

For the attention of Surinder Biant, PEO, (Pupil
Services)

Mrs D Cavanagh
Director of Education
Municipal Offices
Smith Street
Rochdale

Dear Mrs Cavanagh

Re: [RO-A10] (d.o.b. [DPA]78)
[DPA] Rochdale.

Amendment to Statement

Background Information

The above-named child attended Knowl View School until December 1990. After an initial period at the school in which progress was made, the situation began to deteriorate. He absconded frequently and was involved in activities in Rochdale toilets. This troubled period also coincided with the separation of his mother and his stepfather, to whom he was very attached. Problems at Knowl View were also compounded by the fact that he spent part of his time at the school, holiday times were spent at Poplar House. These placements were interspersed with visits to home.

[RO-A10] was admitted for a period of assessment at [DPA] for Young People, Atherton, which commenced on 4 December 1990. A meeting was held in Atherton on 21 March 1991 which discussed [RO-A10]'s special educational needs. It was felt that he needed a stable, structured environment to promote his educational attainments, and to provide the security for his emotional development. The conclusion of the meeting was that these aims could only be realized if [RO-A10] attended a school with a 52 week placement.

The then AEO (Special) Mr Brian Williams stated in a memo dated 26 March 1991:

...."it would be inappropriate for him to return to Knowl View given present circumstances and that a 52 week placement was necessary, with which I concurred".

Psychologist's Advice

I have met [RO-A10] on two occasions. He presented as a shy, anxious child who has emotional and behaviour problems. This has contributed to his educational difficulties. He needs an environment which encourages and promotes success in basic reading, writing and numerical skills. These are areas where his attainments are significantly delayed. [RO-A10] also needs recognition and praise for his achievements in both academic and vocational areas. Given his problems, to which he is highly sensitive, he would

Cont'd.,



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