



"Is an AANT right for this pupil?"

The following case studies are examples of when an AANT would be an appropriate next step. These are just a handful of examples, there are many more situations where an AANT could be helpful.

Click on the stack of cards below to read through them. you can use the 'fullscreen' button to enlarge each card.

Olivia is two and goes to nursery three days a week. She has cerebral palsy which affects her speech and motor skills. SALT and OT services are already working with the setting. In her first few months at nursery, she has loved carpet time, singing and stories. But during free flow time, she tends to stay in one place using the sand tray and **doesn't really engage with the other children**. Staff have tried lots of ways of engaging her with other activities, but she is still reluctant to leave the sand tray. They think that her difficulties with speech might be affecting the way she interacts with other children, and that her physical needs are making her worried about moving around the setting. The nursery's SENDCo thinks that an AANT consultation would be **a good way of exploring Olivia's needs**, and hopes that by discussing the concerns with an EP, they can **find some new strategies to help** Olivia.

Tobias has been in Year 1 for just over a term. His teacher has noticed that he is **having trouble settling into classroom routines and expectations**, especially around carpet time and phonics. This means he is not making as much progress with reading as most of the class. She has spoken to Tobias' parents, who are also concerned that he is finding it hard to focus during carpet time and is becoming increasingly reluctant to read with them at home. The SENDCo has suggested an AANT consultation, **to help identify if Tobias has any other needs** which could be impacting on his ability to settle, listen and make progress.

Angelo is in Year 2. He lives with foster carers, having been taken into care when he was a toddler. It is suspected that Angelo has foetal alcohol syndrome disorder (FASD). Angelo finds it really hard to come into school in the morning, and finds any kind of **change to his normal routine really upsetting**. When he is distressed, he runs away from his carers and school staff, and hides in the school grounds. He loves learning, but is missing out on more and more time in the classroom because he dysregulates at least once a day. His teacher and foster carers are worried about him, so request an AANT consultation **to discuss ways of supporting him to spend more time in the classroom**.

Samiya is in Year 4. Her family recently moved to the UK, and she started at her new school just over a month ago. She is starting to learn English, and school have a lot of EAL support in place, including a bilingual teaching assistant in her class. However, staff have noticed that Samiya is **having difficulties at break and lunchtimes** and prefers to stay close to adults rather than joining in with her peers. She also sometimes becomes upset during lessons, with no obvious reason why. School staff have worked with the rest of the class to help her feel included and welcome, but so far this hasn't really worked. Her class

teacher and SENDCo have decided to make a referral for an AANT consultation, **to talk through their concerns** and get an EP's opinion on any other needs she may have.

Louisa is in Year 9. She has always been an able pupil, working beyond age-related expectations in most subjects. However, since the start of Year 9, school staff have noticed a change in her demeanour. She has become quiet and withdrawn in lessons and has stopped handing in homework. When her maths teacher asked her about her homework, she got angry and shouted at him, then left the classroom. Later, the school's Pastoral Support Lead spoke to Louisa, who became emotional and talked about **feeling overwhelmed** by "trying to keep it together all day". The next day, Louisa's parents contacted the SENDCo to say that Louisa has been having "**meltdowns**" **after school** for the last few months and spending nearly all her free time alone in her bedroom. The SENDCo thinks that an AANT consultation would be helpful **to look at Louisa's profile of strengths and needs**, and discuss how school could support her with an EP.

Mitchell is in Year 11 and has **just returned to his mainstream high school** after spending the last two terms of Year 10 at a pupil referral unit (PRU). The school's SENDCo is determined to **make his return to school successful** and has made several phone calls to parents to try and work with them. They have not answered or returned his calls, and the staff at the PRU tell him that parents blame the mainstream school for not supporting Mitchell enough, leading to him needing the PRU placement to avoid exclusion. The SENDCo would like to try and **repair the relationship** and thinks that having an AANT consultation with an EP would reassure the parents that the school is serious about finding new ways to support this young person now he's back. The SENDCo also keen to discuss the **factors that might be maintaining Mitchell's needs** with an EP.

If you think an AANT would be helpful for a pupil you know:

- Find out where the funding for the AANT will come from (for example, school SEND budget, Virtual School,
- Decide who will be the consultee. This person will complete the AANT form and then meet with the EP virtually. This should be someone who knows the child reasonably well.
- Send a request by email to aantsupport@suffolk.gov.uk who can help you set up a new consultee on the AANT platform, and guide you through setting up an AANT.

If you have any questions about whether or not an AANT is right for you, please email aantsupport@suffolk.gov.uk.