

How GIRFEC worked for Eilidh



Spotting problems early meant that education and health professionals could work together to support Eilidh

When she first started nursery, Eilidh seemed to be doing well but after a while, staff noticed that her attendance was becoming increasingly sporadic. They were also finding it very hard to get in touch with her mum...

The nursery decided to contact Eilidh's dad as they were concerned about her well-being, and he came into the school for a talk. He told staff that Eilidh's mum had multiple sclerosis, and that they had recently separated.

The loss of his support at home was significant for Eilidh's mum – he had always been the one to walk Eilidh to nursery - now, if she wasn't feeling great, Eilidh's mum simply couldn't make the journey and Eilidh stayed off.

The nursery head discussed with Dad the need to share information with the public health nurse, who was Eilidh's Named Person until she reached the age of five. The nurse went to see Eilidh's mum and assessed Eilidh's well-being, using the [my world triangle](#). The nurse recognised that education and health would need to work closely together, and agreed to take on the additional role of [Lead Professional](#), since it was clear that Eilidh and her mum had some further support needs.

Important for Eilidh to continue at nursery

Everyone, including Eilidh and her mum recognised how important it was for Eilidh to continue at nursery, and to feel settled there. The head agreed to open the nursery earlier so that Eilidh's dad could drop her off. This meant Eilidh was safe and achieving. Daily contact with her dad also helped her cope better with the separation and loss and had a positive impact on her emotional well-being (she was better nurtured and healthier).

The public nurse also agreed to explore home support for Eilidh's mum to help with some practical issues. She also helped the mother and daughter to understand more about multiple sclerosis, respecting Eilidh's need to understand what was happening in her life and to say how she felt about things.

Spotting problems early

Spotting problems early meant that education and health professionals could work together to support Eilidh – and to make sure she didn't take

on inappropriate caring responsibilities for her age and stage of development.

Ensuring she had access to education was vital to make her feel active and included.

This case study is from the Scottish Government website

<http://www.gov.scot/Topics/People/Young-People/gettingitright/resources/case-studies/eilidh>