

A Multi-Agency Approach of support for children and young people who are unable to attend school because of their health needs

Entry/Exit Points	Tools / Resources / Provision
PREVENTION Providing a learning environment and network which promotes attendance and positive engagement in education.	<ul style="list-style-type: none"> • Access to a protocol and pathway and an information and advice toolkit to equip schools, parents and supporting agencies with the knowledge, expertise and skills to promote school attendance and engagement of 'at risk CYP'. • Multi-agency training and learning networks for education establishments and supporting agencies to help grow the capacity of schools in supporting children and young people. • Help and support for parents, by providing information, advice and advocacy to facilitate engagement with schools and supporting agencies.
EARLY INTERVENTION Early identification and provision of tools to prevent regular/chronic non-attendance and engagement in education.	<ul style="list-style-type: none"> • Adoption of "Individual Healthcare Plans" as a vehicle for developing school-led, partnership practice. • Schools complete Early Help Assessments and liaise with appropriate partners to ensure minimal delay in arranging appropriate provision for the child. • Proactive monitoring of school attendance relating to medical conditions and ill-health, where non-attendance of 10 days or more is identified.
INTERIM INTERVENTIONS Additional help and support provided to schools, children/young people.	<ul style="list-style-type: none"> • A Multi-Agency Assessment Panel considering referrals requesting help and support to maintain school attendance and/or engagement. Inclusive of a fast-track referral process when needed. • Liaison Role providing short-term additional support to maintain attendance at the home school. • Use of existing SEND top up funding to provide short term additional support beyond existing financial resources supporting schools to arrange alternative provision where appropriate, through a regularly updated directory of local providers.
RECOVERY & REHABILITATION Provision of a safe, nurturing and therapeutic environment to assist re-engagement with education.	<ul style="list-style-type: none"> • Home schools leading the partnership working with registered providers to determine the short-term provision required, as well as plans for returning pupils to permanent provision. • Ofsted registered commissioned provision offering a short-term full-time curriculum to meet the needs of the individual child with a therapeutic nurturing approach embedded. • Delivery of remote learning where a need is identified i.e. hospital or home based. • Capital investment in physical base(s).
RETURN & REINTEGRATION Long term education and permanent placements.	<ul style="list-style-type: none"> • A multi-agency commitment to a return to a permanent education placement supported by the Liaison Role when required, with exception of some Year 11s (due to the benefit of making examinations more accessible to them). • The Multi-Agency Assessment Panel determine the help and support required to aid a successful return and reintegration. • Home/new schools lead the assessment, planning and provision for the return of their pupils .

Outcomes

Children & Young People	Parent / Carers	Schools
<ul style="list-style-type: none"> • Engagement in education, principally in school • In receipt of a good quality education, with access to appropriate qualifications • Engaged and enjoying learning • Maintaining academic progress – no significant difference with peers • Prepared for exams and achieving expected progress/grades • Feeling of safety, confidence and being supported in a new environment • Increased confidence and self-esteem • Able to maintain routine and structure • Able to maintain social contact with peers and form friendships • Education and support needs are clearly identified • Prepared for the next stages in life and education • Able to build resilience and life skills for the future • Feel confident and able to successfully return to mainstream education 	<ul style="list-style-type: none"> • Feel informed included and engaged in decision making about their child. 	<ul style="list-style-type: none"> • Feel informed and supported by other agencies • Leading the multiagency approach • Able to find alternative education arrangements to meet CYP's needs.