



Strategies for Schools to Support Young People with Health Needs to Attend School

<p>Green level strategies – Beginning to have concerns. Early intervention could prevent escalation of need. Young person can still attend school with the right support in place.</p>	<p>Tick if used</p>
<p>Attendance monitored closely Try to identify issues as early as possible. Are there any patterns? It is the role of the attendance officer to communicate findings with pastoral and additional needs team. Seek advice from Attendance and Inclusion (A&I) Services if required</p>	
<p>Meeting with parent/ carers Build positive relationships with families and young person, listen to their story. Ask parents/carers to complete a permissions slip. Set date to review strategies within a 6 week period, this could be formalised into a Pupils support plan (PSP).</p>	
<p>Pupil Voice What are the young person’s views on what support can be put in place to ensure full engagement? What would make a difference? Are there any other issues beyond their illness e.g. friendship issues?</p>	
<p>School Nurse Find out about the medical condition and the reasonable adjustments that might be necessary. With permission ask the school nurse to contact the consultant involved for more specific information.</p>	
<p>Risk Assessment</p>	
<p>Mentoring</p>	
<p>Time out systems and use of a safe space Agreed in advance by student and staff. Location of safe space identified.</p>	
<p>Whole staff training / awareness (or key identified staff) Raising awareness and understanding of the health need leads to better support. Information and strategies to be used in classrooms are clearly displayed in staffrooms.</p>	
<p>Flexible use of the classroom Seating and classroom layout planned to meet needs of individual student (medical, social, emotional). Young person has been part of the planning for this.</p>	
<p>Buddy system To support social and emotional development opportunities.</p>	
<p>Use of medical room Do they know where this is and have they been introduced to the first aiders?</p>	
<p>Differentiated writing equipment and materials, possible use of ICT support tools To support the recording of information if this is a difficulty (speech activated, predictive text etc)</p>	
<p>Stability in staffing and peer grouping Can you reduce the number of staff working with the student? Choose staff and students who work well with the young person.</p>	
<p>Modified plan for PE and outdoor play</p>	
<p>Arrangements for work completed at home Send meaningful work home and ensure the young person has the login details for work that can be accessed from online resources. Provide feedback for work completed and keep in touch with the young person. Important to maintain the connection with the school.</p>	
<p>Adaptation of whole school behaviour policy to meet personal needs of a student E.g. Uniform adjustments for students with sensory needs.</p>	
<p>Assessment of other learning needs Check that the need isn’t an unmet learning difficulty.</p>	

Amber level strategies - Situation has escalated and concern from all parties has heightened. Measures need to be taken that try something different and additional so that the young person can continue to attend school.	Tick if used
Complete an IHCP (Individual Healthcare Plan) It is essential that good records are kept of needs identified and strategies implemented. Invite a health professional. Meetings should be regular, e.g., every 6 weeks and date for next meeting should be set in advance. Home visits can work well, especially with complex cases.	
Key worker/Mentor A named adult who the student can check-in with. Ideally a member of staff in the school who the child has identified as having a positive relationship with (this might be the librarian or receptionist – it doesn't have to be a teacher.)	
Use of a safe place for learning Can the young person temporarily complete their work outside of the classroom? Is there an office or meeting room where they feel safe?	
Adjusted Timetable Needs to be planned carefully and tailored to match young person's needs at that time, 'as and when' doesn't work. E.g. Student can RAG timetable and attend lessons they like best, later starts if poor sleep patterns are an issue, going home for lunch if issues are at unstructured times, reducing option subjects, arranging other provisions (e.g. work experience, Duke of Edinburgh). Be creative. Review regularly.	
Intervention programmes E.g. Anxiety and resilience building programmes such as <i>Mind and Body</i> Exam stress intervention groups Social skills groups Use of SEAL/emotional literacy materials Nurture groups Thrive programme Headstart Jump Ahead/clever hands – Development of physical skills If learning needs are identified, these are targeted through appropriate intervention.	
Advice from specialists, multi-agency collaboration, potential referrals E.g. CAMHS (Child and Adolescent Mental Health service), CITS (Children's Integrated Therapy Service for physical, occupational or speech and language difficulties), Community Learning disability team (18+), Early Years Service (KELSI), Early Help.	
Counselling Services In school or outside of school services – See list below	
Support with personal care – possible training required E.g. Dressing and undressing, separate area for getting changed for PE, adjustments to clothing, different toileting facilities may be required.	
Specialist equipment To support independence, e.g. chairs, foot stools, tables	
Exam Access Arrangements Eg Safe room, rest breaks, specialist equipment, extra time	

Red level strategies - You have tried a range of strategies and there's been no progress. Young person is not accessing education and has been out of school for 15 days or more (consecutive or cumulative). There is robust evidence of need.	Tick if used
Referral to Kent Health Needs Education Service If approved, work together with KHNES to support the young person to return to school. Continue to use strategies above. Where a child has an EHCP or range of needs referral may be shared with other KCC Services to enable a multi-service support plan.	

Useful websites and information for schools:

<https://www.bma.org.uk/advice/employment/gp-practices/service-provision/supporting-pupils-at-school>

<https://local.kent.gov.uk/kb5/kent/directory/home.page>

<https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/friends-for-life>

WWW.complexneeds.org.uk

WWW.engagement4learning.com

WWW.nofas-uk.org

WWW.mentalhealth.org.uk

WWW.schoolink.chw.edu.au

WWW.youngminds.org.uk

WWW.booksbeyondwords.co.uk

WWW.widgit.com

WWW.butterflyprint.co.uk

WWW.autismeye.com

WWW.nurturegroups.org

WWW.attachmentawareschools.com

WWW.emotioncoachinguk.com

[http:// WWW.early-inclusion.eu](http://WWW.early-inclusion.eu)

WWW.rarechromo.org.uk

<http://WWW.aetraininghubs.org.uk> (Autism Education Trust)

WWW.adhdfoundation.org.uk

WWW.evidenceforlearning.net

WWW.winstonwish.org

<http://hintonpublishers.com/>

WWW.autism.org.uk

WWW.pretermbirth.info

WWW.sebda.org

<https://www.headstartkent.org.uk/schools-and-practitioners/resilience-toolkit#accordion-1>

Counselling Service Schools can access:

<https://www.kentcounsellingforschools.com/our-ethos>

<https://www.cxk.org/contact-us/>

www.kentcounsellingservices.co.uk

<https://www.headstartkent.org.uk/>

<https://www.kelsi.org.uk/support-for-children-and-young-people/health-and-wellbeing>

<https://www.nelft.nhs.uk/services-kent-medway> - For CAMHS referrals please ref into the Single Point of Access Team (SPA) on: 0300 123 4496 or email: nem-tr.kentchildrenandyoungpeoplehealthservices@nhs.net Open 08.00-18.00hrs Monday to Friday and 08.00hrs-13.00hrs Saturdays.

Eating disorders service (aged 8 to 18 years of age) - Telephone: 0300 300 1980

Email: nem-tr.eds.kentandmedway.referrals@nhs.net

Maidstone and Mid-Kent Mind - Email: counselling@mmkmind.org.uk Telephone: 01622 692383

Maidstone and Mid-Kent Mind Email: counselling@mmkmind.org.uk Telephone: 01622 692383

Swale - Email: counselling@mmkmind.org.uk

West Kent YMCA - supporting 11-16 year olds, located in Tunbridge Wells. Contact: Sue Masters

Telephone: 01892 542 209 Email: sue.master@westkentymca.org.uk

Or Email : <https://westkentymca.org.uk/our-work/>

Headstart resilience hub Kent, supporting young people aged 10 -16 years with resilience and emotional wellbeing. They also offer some staff training. Contact: Sarah Thornby

Email: Sarah.Thornby@kent.gov.uk

CHATTs counselling service - <https://www.kentcht.nhs.uk/wp-content/uploads/2016/03/CHATTs-for-teachers-00234.pdf>