

| ALTERNATIVE PROVISION & MODIFIED CURRICULUM PROCEDURE 2024-2026 | |
|--|--|
| Date of Last Review | December 2024 |
| Date of Next Review: | Every 2 Years or as appropriate |
| Responsible Officer: | Assistant Principal, Inclusion |

Cambourne Village College aims to ensure that every pupil attains standards of achievement that are the highest of which they are capable. We offer our pupils a broad and balanced curriculum which also promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. We acknowledge that our pupils have a wide range of social, emotional, physical, medical and mental health needs and that our curriculum must be inclusive and accessible to all.

We aim, where possible, to integrate pupils in mainstream lessons as this will have the greatest impact on most pupil's attainment and wellbeing. We work to the principle that we should only modify a pupil's timetable, curriculum and place of learning when all other routes of support have been tried. We will aim to keep changes to the smallest possible level for the shortest time possible to ensure that pupils can access their entitlement to mainstream school.

What is alternative provision?

The definition of alternative provision is "*education arranged for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.*" **DFE Alternative Provision Statutory guidance for local authorities January 2013**

At Cambourne Village College we provide alternative provision for students who are unable to access full-time mainstream education for the reasons given in the definition above. By using alternative provision, our programmes of learning may be designed to meet the needs and interests of the individual pupil. This makes it more likely that pupils will engage with learning and succeed in education.

The school's aim is to provide:

- An excellent alternative provision which appropriately meets the needs of our pupils which require its use, enabling them to achieve the best educational attainment possible on par with their mainstream peers.
- That our pupils will receive an excellent education regardless of their circumstances. The provision will be tailored to each individual but will aim to achieve:
 - A return to fulltime school at the earliest possible opportunity
 - Good academic attainment on par with the main school
 - That the specific personal, social and academic needs of pupils are properly identified as soon as possible and met in order to help them overcome any barriers to attainment and attendance.
 - Improved pupil motivation and self-confidence, attendance and engagement with their education and school, an
 - Clearly defined objectives, including the next steps such as reintegration into the main school, further education, training or employment.

The purpose of this procedure is to demonstrate how Cambourne Village College meets its statutory responsibilities/duties and follows best practice in its alternative provision offer in accordance with the following DfE guidance:

- Alternative Provision – statutory guidance for local authorities (Jan 2013) and
- Ensuring a good education for children who cannot attend school because of health needs – statutory guidance for local authorities Jan 2013

This procedure should be read in conjunction with the following school procedures and Trust Policies:

- SEND Procedure
- SEND Report
- Attendance Procedure
- Safeguarding Procedure
- Exclusion Procedure
- Assessment Procedure
- Curriculum Procedure
- Teaching and Learning Procedure
- On-site and remote learning Procedure

Objectives

The objectives of this Procedure are:

- To explain when a pupil might be offered alternative provision
- To explain what alternative provision at Cambourne Village College means and how this is implemented
- To provide guidance to parents and staff on the referral process
- To explain the procedures in place in relation to the monitoring of the pupil's welfare and progress

When might a pupil at CAMBOURNE VILLAGE COLLEGE be considered for an alternative provision?

There are a number of reasons why a pupil may be referred for alternative provision by the school. Some common examples are:

- A pupil may not be attending school regularly and a previously unidentified or emerging need is then identified with the student requiring additional support in accessing the curriculum in a supportive learning environment
- The pupil may have a diagnosed medical/physical/mental/ special educational need which is not being met through the mainstream curriculum on offer.
- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.

Where pupils have EHCPs we may use external providers and Alternative Provision placements to meet the individual's child's needs. This will be reviewed in line with each child's EHCP in collaboration with the child's SEN Casework in the Local Authority.

This list is not exhaustive, and each case will be considered on the basis of the child's individual characteristics and vulnerabilities.

What is our Alternative Provision offer?

There are several provisions which aim to help pupils with additional needs to access mainstream education at Cambourne Village College. Staff in these provisions support pupils with modified curricula and those accessing Alternative Provision external to the school. The provisions in school include:

The Centre - (for students with SEND). Please see our SEND Procedure and SEND Report for detailed information on our SEND provision.

The Blue Room, The View and The Link - these are support centres designed to meet the needs of vulnerable students with emotional, social, or medical issues. They are based centrally in the school and provide a breakout space for students unable to attend normal lessons for either the short term or long term.

Key staff:

The Blue Room – Gurjit Carter gcarter@cambournevc.org

The Link – Emily Smith esmith@cambournevc.org

The View – Vikki Savill vsavill@cambournevc.org

Attendance Team

Securing the highest possible attendance from each pupil at Cambourne Village College is a high priority. The following members of staff work in the Attendance team:

Mr Tom Darling – Deputy Principal

Vanessa Popplewell – Attendance Officer

Alternative Provision Team:

Assistant Principal, Inclusion

Mrs Lucy Macwhinnie – Alternative Provision and Teacher of English Imacwhinnie@cambournevc.org

Miss Becca Shaw – Alternative Provision administrator rshaw@cambournevc.org

The school also works with the Local Authority Education Inclusion Team and our Education Inclusion Officer is Ms Marie Ah-Mane Marie.Ah-Mane@cambridgeshire.gov.uk

Use of external Alternative Provision providers

Some pupils with additional needs may have to access specialist provision external to the school. Cambourne Village College will only commission Alternative Provision from external providers if they are listed in the Local Authority Alternative Provision Directory. The school also carries out rigorous Quality Assurance and regularly evaluates the suitability of these services for our pupils. Quality Assurance checks include:

- DBS checks,
- Risk assessments,
- insurance provision and,
- service level agreements

The school will provide a budget annually for Alternative Provision and consider value for money for both the pupil and the school.

Pupils who are referred to an external provider remain on the school's roll and the school funds their place in alternative provision. Families are not able to commission their own alternative provision – the school has to be

responsible to ensure quality and appropriateness of provision. The school remains ultimately responsible for the academic progress and safeguarding of all pupils.

The school works in partnership with other local secondary schools to provide managed move places. There may be some students for whom such a move would be more appropriate, and this may be attempted, with parental consent, prior to other off-site alternative provision. Occasionally there is a need for a respite placement at another school, usually a Trust school, whilst a more long-term alternative provision is organised.

Where appropriate a pupil can undertake a period of extended work experience. This is expected to run alongside a modified curriculum, so pupils might have one day per week experience. Before a pupil can undergo work experience, certain safeguarding measures need to be in place:

- The work provider must share their Public Liability Insurance details.
- The work provider must hold a current DBS check.
- A risk assessment of the role and a site visit must take place. (see Appendices for further details)
- IAEP paperwork must be completed and regular checks- once per half term) need to occur.

If a student is permanently excluded from an alternative provision placement, a meeting will be held by the teacher responsible for AP with parents and pupil to identify a further alternative provider.

There is an expectation that any safeguarding concerns by the AP provider are raised with the AP Lead or inclusion team and that all alternative providers adhere to the school's safeguarding procedure.

How we identify the needs of the individual?

Our school provides support for parents of pupils who are struggling to attend school full-time for whatever reason. These measures include:

- Weekly analysis of attendance data and identification of pupils with emerging needs.
- Attendance interviews and regular reviews with Heads of Year/Provision managers/Attendance team.
- Meetings with the Heads of Year/Pastoral teams, our Education Welfare Officer (Mrs Rachael Panther and other external agencies to provide support for children and their parents (TAFs)
- Re-integration programmes arranged between pupils, parents, Heads of Year/Pastoral teams, SLG and SENCO if appropriate after long-term absence
- An individualised curriculum/timetable for the pupil where appropriate

The school will do all it reasonably can to support full-time attendance in mainstream lessons, however there may be cases where pupils are identified with additional needs which require different interventions; this may be where a pupil has been unable to attend lessons for an extended period of time due to medical reasons. In these circumstances an alternative programme of study will be prescribed and managed by an Individual Alternative Education Plan (IAEP). **Please see appendices 1 and 2.** In the vast majority of cases the IAEP will be put in place for the shortest amount of time possible. It must be reviewed at least every six weeks. For pupils with EHCPs where an external provider is suggested to meet SEND the school will complete and review IAEPs at least once a term to ensure that the provision is meeting a pupil's needs. When setting up an IAEP, an Early Help Assessment (EHA) (**appendix 3**) may also be completed to help identify the needs of the pupil and the family and to make a plan to meet those needs. The IAEP and EHA may be shared by the school with other external agencies where appropriate.

The school will liaise fully with the Local Authority allocated Education Inclusion Officer (EIO) when a student is to be referred to alternative provision or have a modified curriculum. There are regular monitoring and quality assurance meetings in school with provision managers.

The school will follow the “Cambridgeshire Medical Needs Procedure (2023)” and use this to assess the suitability of Alternative Provision for pupils with additional needs (physical or mental health related).

Once the need for an IAEP is established a lead professional in school will be identified and will do the following:

- meet with the pupils and parents ***as soon as possible*** to discuss the need for the IAEP and agree the form of the provision
- Explain to the pupil and parents at the meeting the purpose of the alternative provision or modified curriculum and help them understand what is required. Details of where the provision will take place, the pastoral support in place, transport arrangements (if appropriate) and the timings of the school day will be confirmed and agreed. Pupils must attend the alternative provision (either on or off- site) as agreed and parents are expected to support this.
- Parents/carers will be informed of the expected outcome of the support being received in alternative provision. A timeframe of the provision will be agreed as will the date of the first review meeting. Review meetings will take place every 6 weeks but may be more frequent if required. Regular contact with parents/carers throughout this process and provision will be encouraged.

The IAEP will clearly set out:

- The individualised timetable – *The aim being to provide 25 hours of education per week, subject to the pupil’s ability to access this. The minimum provision should be 15 hours.*
- Measurable academic goals
- Attendance requirements
- Methods and time frame for evaluating the pupil’s progress - A date for the next review point.

The main aim of the IAEP will be to try and integrate the pupil with the appropriate support back into the mainstream education.

The provision offer will be sanctioned by the Principal at the weekly line management meetings where discussions include type of provision, length of provision, cost of provision and pupil progress within the provision.

During the period of the provision the school will:

- Maintain a register of those pupils accessing a day or more (or the equivalence of) of an alternative provision
- Record the dates of reviews undertaken.
- Securely file and quality assure the Individual Alternative Education Plans for each pupil. Each plan is personalised to meet the individual safeguarding needs of each individual child. For example, in a situation where the school has concerns that parental supervision may not be adequate, the school will carry out additional regular safeguarding checks at home. The school will also follow-up any non-attendance at provisions appropriately – for example by communicating with parents as quickly as possible when a child has not attended a tutoring session or other provision.
- Undertake to support and train staff in home visits. These visits should be planned and regular for those
 - not accessing full time provision.

- Ensure that teaching staff monitor the provision in curriculum areas through close liaison, including delivering subject specific teaching in these areas.
- Ensure that HoY and HODs maintain accurate records and evaluations of pupils' progress with regards to attendance, behaviour, academic progress and pupils' emotional well-being.
- Ensure that HoY and HoDs regularly review the pupils' progress, in conjunction with parents/guardians and other supporting agencies or professionals.

If a placement does not end with integration back into school, the school will work to ensure that the pupil can move onto suitable education or employment alongside study or training. A record will be collected and maintained about the pupil's destination as part of its planning for an alternative provision intervention.

Where an external provider is put in place as part of an EHCP there will be a regular review of how the child progresses against the main aims and outcomes of their individual plan and evaluation about whether the external provider is suitably meeting the pupil's needs.

With off-site provision, the length of time a pupil spends there will be dependent on what best supports his/her needs. Before starting, the school and the provider will complete a service level agreement. A risk assessment will be undertaken, and all appropriate and necessary safeguarding checks at the provider's site will be made. During the provision the pupil's progress and attendance will be regularly monitored by the appropriate lead professional in school.

Monitoring and coding of attendance

Children who are engaged in alternative provision are coded as a B (educated off site). If they are on a reduced timetable but are expected to attend school some of the time, then the school codes them as C2 (authorised absence) for the times it is agreed they will not be in school. When a pupil is absent from either their provision or school a suitable absence code will be used (for instance 'I' for illness or 'O' if the absence is unauthorized. For further details of attendance coding please see the school's Attendance Procedure. The school will apply the Statutory guidance on attendance coding found in "Working Together To Improve School Attendance (DfE 2024).

Roles and responsibilities

The Assistant Principal with responsibility for AP will ensure that the alternative provision on offer at CAMBOURNE VILLAGE COLLEGE is:

- suitable and safe
- supports the pupil's academic/medical/ pastoral/vocational needs
- meets the needs of any of our pupils who have special educational needs and/or disabilities
- secures good academic attainment for pupils
- motivates pupils to learn, develops their self-confidence and improves attendance and engagement
- assesses pupils effectively helping them reintegrate into mainstream education, further education, training or employment

Provision managers, Heads of Year, SENCOs and the Senior leadership group will:

- identify students for whom alternative provision may be appropriate

- Work closely with the inclusion team to ensure that the appropriate measures to support pupils on and off-site are in place.
- Meet regularly with alternative providers (with on or off-site), pupils and families to review progress
- Monitor attendance behaviour and progress of pupils' in alternative provision
- Impact/success will be measured against the targets students are set at the review meeting
- Ensure that the alternative education providers used by the school are appropriately checked. Their staff have the relevant DBS checks and the relevant policies regarding safeguarding, health and safety and data protection are adhered to and are in place.

The Governing Body is under a duty to arrange for the provision of suitable full-time education from the sixth day of fixed period exclusion. Pupils in alternative provision will receive the same amount of education they would have received in school. The link governor with responsibility for AP will meet regularly with appropriate school staff and will quality assure the following:

- Ensure that parents (and the LA where there is an EHCP in place) are given clear information about the placement : why, when, where and how it will be reviewed;
- Ensure that the school keeps the placement under review and involve parents in the review. Reviews being frequent enough to provide assurance that the off-site provision is achieving its objectives and that the pupil is benefitting from it
- Ensure that the school Has a plan in place to reintegrate the pupil at the end of the placement when he/she returned to school.
- Check that school is receiving and logging relevant assessments and reports on progress for each pupil.
- Seek the views of all stakeholders in relation to AP matters. For instance, by speaking with pupils and understanding their views on their provision and its suitability.

The School's Governing Body is responsible for the implementation and monitoring of this procedure. The governor with oversight of alternative provision is TBC. The AP Governor will meet with the AP Lead and the Principal to review and audit the school's on-site and off-site alternative provision once a term.

The Principal has overall responsibility for the implementation of this procedure and for reporting any issues to the governing body.

Power of the school to direct a pupil off-site for education to improve behaviour

The DfE statutory guidance on Alternative Provision states: "Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. " When a pupil is directed off-site to improve their behaviour the governing body will ensure that the following is in place:

- Clear objectives are stated – the reasons for the direction off-site and the suggest plan to support the pupil in returning to education
- Clear timeframes are given – this would include regularity of review
- Monitor progress of pupils in reaching targets
- Identification of appropriate staff and professionals engaged in reviewing and implementing plans.

Parents and, where the pupil has a statement of special educational needs, the local authority, can request, in writing, that the governing body review the placement. When this happens, governing bodies must comply with the request as soon as reasonably practicable, unless there has already been a review in the previous 10 weeks

The focus should remain on ensuring that a child continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

Appendices:

1. Initial IAEP form
2. Review IAEP form
3. Early Help Assessment

Appendix 1 IAEP form

INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) AND REVIEW OF PLAN

To be completed at a meeting with parents/carers and student when a student is placed on an

Alternative Education Provision programme – added to the Schools AEP Register and a copy sent to the Local Authority to be added onto the County AEP Register.

| Student Details | | | |
|--|---------------------------|-------------|--|
| Name: | | D.O.B | |
| | Address: | | |
| Name of Parent/Carer | | | |
| Parental responsibility (if not parent above): | N/A | | |
| School: | Cambourne Village College | Year Group: | |
| Member of school staff overseeing this plan: | | | |
| Other Professionals involved: | | | |
| Current and previous status: (Please tick as appropriate) | Current | Previous | |
| EHA | yes | | |
| PSP | | | |

| | | |
|--|--|-----|
| LAC | | |
| FSM | | |
| CIN/CP | | yes |
| Details of reason for AP Provision: | | |
| <p>Alternative Provision Details</p> | | |
| Total hours per week: | | |
| If the total number of hours is less than 25 please state the barriers to full time: | | |
| Outline the plan to build up to 25 hours with timescale: | | |
| Total number of hours on school site in internal alternative provision: | | |
| Total number of hours off site in external alternative provision: | | |
| Details of External Provider: | | |
| Quality assurance details undertaken by the school: | Local authority directory | |
| Has this Provider been quality assured by the Local Authority: | <p>Yes</p> <p>If yes, what stage of quality assurance has been undertaken?</p> <p>Stage 1 Stage 2 Stage 3 Stage 4 (Please circle.)</p> | |

| Desired outcomes for this plan: | | | | |
|--|-------------------------------|-----------------------------|-------------------|----------------------------------|
| (Please circle) | | | | |
| Reduced risk of exclusion | Increased attendance | Reintegration to mainstream | Improved learning | |
| Reduced risk of becoming NEET | Improved outcomes | Others - | | |
| Timetable – attached | | | | |
| To be confirmed | | | | |
| Subject Details | | | | |
| Subject | Qualification working towards | Current level | Predicted grade | Provider (School or AP Provider) |
| | | | | |
| | | | | |
| | | | | |
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| | |
| Support Required: | |
| Who will provide pastoral support from school? | |
| Who will provide pastoral support from provider? | |
| Who will be the main contact in school for the provider and parents/carer? | |
| Who will be the main contact from the provider for school and parents/carer? | |
| Additional support required? | |
| | |
| Transport Arrangements: | |
| Arrangements for FSM (if student is eligible) | |
| <p>YR11 REQUEST FOR STA support</p> <p>If the student is in Y11 s/he may benefit from additional support from the District Team’s Senior Transitions Adviser, who with specialist career knowledge, can assist with Post-16 EET plans for next year</p> | |

If you would like to be considered for this support, please tick this box and ensure that a **copy of the IAEP is sent to the relevant District Early Help Team**
Districtearlyhelpteam.stneots@cambridgeshire.gov.uk

Review of plan details

Estimated duration of plan?

Review date of plan – (date to be set at this initial meeting and should be no longer than six weeks’ time.)

Outline the plans for recording and feeding back daily attendance?

Outline the plan for providing feedback regarding behavior, progress, achievements etc (To be provided weekly, by written report, verbally, at the review meeting?)

Who should attend the review meeting?

Targets for next review period

ADDITIONAL NOTES

| |
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| |
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This IAEP has been drawn up to define the Alternative Education programme agreed at a meeting attended by the parent/carer, the student, the designated representative of the school and where appropriate, the Provider. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.

Details of the updated IAEP will be recorded on the schools and the Local Authorities County AEP Register.

Students/Parents Carers views/comments

Students views/comments on the proposed IAEP:

(To be reviewed at the next meeting)

Parents/Carers views/comments on the proposed IAEP:

(To be reviewed at the next meeting)

SAFE GUARDING:

As part of this agreed plan your son/daughter may be accessing a part-time provision to ensure that they are receiving education and are able to study for appropriate qualifications.

May I take this opportunity to remind you that during the school day, if a student is not at (agreed provision), parents /carers must ensure their child is not present in a public place during school hours without reasonable justification.

By agreeing to this education plan you are taking responsibility for the safeguarding of your son/daughter should there be periods of time where they are expected to be at home.

| | | | |
|------------------------------------|--|-------|--|
| Students signature: | | Date: | |
| Copy of this plan provided | | | |
| Parent/Carers signature: | | Date: | |
| Copy of this plan provided | | | |
| Signature on behalf of the school: | | Date: | |
| Signature of Provider if present: | | Date: | |

Supportive Interventions

| | | | |
|--------------------------|--|-----------------------------|--|
| In School | | Outside Agencies | |
| Meeting with Parents | | Family Worker | |
| Pupil Support Plan (PSP) | | Young Person Worker | |
| EHA Referral | | Youth Offending | |
| Risk Assessment | | Education Inclusion Officer | |
| CCE Assessment | | Senior Transition Advisor | |

| | | | |
|--------------------------------|--|------------------------------|--|
| Safety Plan | | Education Welfare Officer | |
| Medical Plan | | CAMH | |
| Alternative Provision (IAEP) | | Educational Phycologist | |
| Reff eral for Parenting course | | CHUMS | |
| Report | | CASUS | |
| Mentor | | GP | |
| Key Worker | | Consultant | |
| TA in lessons | | Kite Trust | |
| Behaviour Contract | | <i>Other: please specify</i> | |
| Time Out Card | | | |
| Target/ Reward | | | |
| Dropped Option | | | |
| Arn ended start/finish | | | |
| Strategies emailed to teachers | | | |
| <i>Other: please specify</i> | | | |

Appendix 2 – Review of IAEP form

REVIEW OF IAEP PLAN

| | | | |
|--|-----------|-------------|--|
| Name of Student: | | DOB: | |
| Date of IAEP Review: | | | |
| Date of Initial IAEP: | | | |
| Address: | | | |
| Name of Parent/Carer | | | |
| Parental responsibility (if not parent above): | | | |
| School: | Cambourne | Year Group: | |
| Member of school staff overseeing this review : | | | |
| Other Professionals involved: | | | |
| | | | |
| Students views/comments on current provision: | | | |
| Parent/Carers views/comments on current provision: | | | |
| Schools views/comments on current provision: | | | |

| | |
|--|--|
| Providers views/comments on current provision: | |
| Review of Alternative Provision Details | |
| Total hours per week: | |
| If the total number of hours is less than 25 please state the barriers to full time: | |
| Review the plan to build up to 25 hours with timescale: | |
| Total number of hours on school site in internal alternative provision: | |
| Total number of hours off site in external alternative provision: | |
| Details of External Provider: | |
| Plan and timescales to return to mainstream provision: | |
| Report on subject progress | |
| Maths | |
| English | |

| | |
|-----------------------------------|--|
| | |
| Science | |
| Other subjects | |
| Report on attendance | |
| Behavior and attitude to learning | |
| Pastoral support | |
| Areas of concern | |

Other areas to discuss

Notes

Details of any changes to be made to original provision/timetable

Timetable – attached

Review of current targets

| | Met | Partially met | Not met | Comments |
|--|-----|---------------|---------|----------|
| | | | | |
| | | | | * |
| | | | | |

New targets for next review period

- 1.
- 2.

Students views/comments on the reviewed IAEP:

| | | | |
|--|--|-------|--|
| Parents/Carers views/comments on the reviewed IAEP: | | | |
| | | | |
| Date of agreed next review of IAEP: | | | |
| <p>SAFEGUARDING:</p> <p>As part of this agreed plan your son/daughter may be accessing a part-time provision to ensure that they are receiving education and are able to study for appropriate qualifications.</p> <p>May I take this opportunity to remind you that during the school day, if a student is not at (agreed provision)... .. , parents /carers must ensure their child is not present in a public place during school hours without reasonable justification.</p> <p>By agreeing to this education plan you are taking responsibility for the safeguarding of your son/daughter should there be periods of time where they are expected to be at home.</p> | | | |
| Students signature: | | Date: | |
| Copy of this review plan provided | | | |
| Parent/Carers signature: | | Date: | |
| Copy of this review plan provided | | | |
| Signature on behalf of the school: | | Date: | |
| Signature of Provider if present: | | Date: | |

Supportive Interventions please tick all that apply

| In School | | Outside Agencies | |
|--------------------------------|--|------------------------------|--|
| Meeting with Parents | | Family Worker | |
| Pupil Support Plan (PSP) | | Young Person Worker | |
| EHA Referral | | Youth Offending | |
| Risk Assessment | | Education Inclusion Officer | |
| CCE Assessment | | Senior Transition Advisor | |
| Safety Plan | | Education Welfare Officer | |
| Medical Plan | | CAMH | |
| Alternative Provision (IAEP) | | Educational Psychologist | |
| Referral for Parenting course | | CHUMS | |
| Report | | CASUS | |
| Mentor | | GP | |
| Key Worker | | Consultant | |
| TA in lessons | | Kite Trust | |
| Behaviour Contract | | Other: <i>please specify</i> | |
| Time Out Card | | | |
| Target/ Reward | | | |
| Dropped Option | | | |
| Amended start/finish | | | |
| Strategies emailed to teachers | | | |
| Other: <i>please specify</i> | | | |

Appendix 3 EHA Form

Early Help Assessment (EHA)

EHA initiator details

| | |
|--------------------|----------------------|
| Date EHA initiated | <input type="text"/> |
| Name of initiator | <input type="text"/> |
| Role | <input type="text"/> |
| Telephone | <input type="text"/> |
| Organisation | <input type="text"/> |
| Email address | <input type="text"/> |



Privacy Notice

An Early Help Assessment cannot be undertaken without engagement from the young person or at least one parent / carer.

For this reason you must provide the attached Privacy Notice to the family before starting the assessment. The Privacy Notice confirms a family's understanding that PCC will use and hold their information as part of the Early Help Process. You must explain to the young person and family which professionals or agencies their information will be shared with and why, as well as any changes and letting them know if they have any concerns to talk to you.

Please tick this box to confirm you have shared the privacy notice with the young person and/or parent and explained the EH Process

Reason for Assessment and Previous Support

Please explain why the EHA has been initiated and who has contributed to the assessment

What support has already been provided over the last 12 months?



Identifying Details

Child/Young Person's details

| | | | |
|------------------|----------------------|-----------------|----------------------|
| Full Name | <input type="text"/> | Gender | <input type="text"/> |
| Address | <input type="text"/> | Aliases? | <input type="text"/> |
| Telephone | <input type="text"/> | DOB | <input type="text"/> |
| | | Mobile | <input type="text"/> |

Nationality, Ethnicity and Languages

| | | | |
|--------------------|----------------------|------------------------------|----------------------|
| Nationality | <input type="text"/> | Language Spoken | <input type="text"/> |
| Religion | <input type="text"/> | Interpreter Required? | Yes/No |
| Ethnicity | <input type="text"/> | | |

Disabilities

| | | | |
|---|----------------------|--|----------------------|
| Does the child/yp have a disability? | Yes/No | Does the child/yp have SEN Needs? | Yes/No |
| Disability Details | <input type="text"/> | Does the child/yp have an EHCP? | Yes/No |
| | | Give Details | <input type="text"/> |

Assessment Information

Current family and home situation

Family structure including siblings, other significant adults etc; who lives with the child and who does not live with the child

Parent/Carer Details

Parent/Carer 1:

| | | | | | |
|-----------------|----------------------|----------------|----------------------|----------------------|----------------------|
| Forename | <input type="text"/> | Surname | <input type="text"/> | DOB | <input type="text"/> |
| Address | <input type="text"/> | | | <input type="text"/> | |
| | <input type="text"/> | | | Telephone | |
| | <input type="text"/> | | | <input type="text"/> | |



| | | |
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| | | |
| | | Email |

Relationship to child

Parent/Carer 2:

| | | | | | |
|-----------------------|--|---------|--|-----------|--|
| Forename | | Surname | | DOB | |
| Address | | | | Telephone | |
| | | | | Email | |
| Relationship to child | | | | | |

Wider Family Members

| Relationship to child | Forename | Surname | DOB | Address |
|-----------------------|----------|---------|-----|---------|
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| Further Information | |
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Services already working with the child/young person and/or family

Please ensure all agencies known to be involved with the family are included in the list below

| Working with | Forename | Surname | Organisation | Tel No | Email Address |
|--------------|----------|---------|--------------|--------|---------------|
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Child Developmental Needs

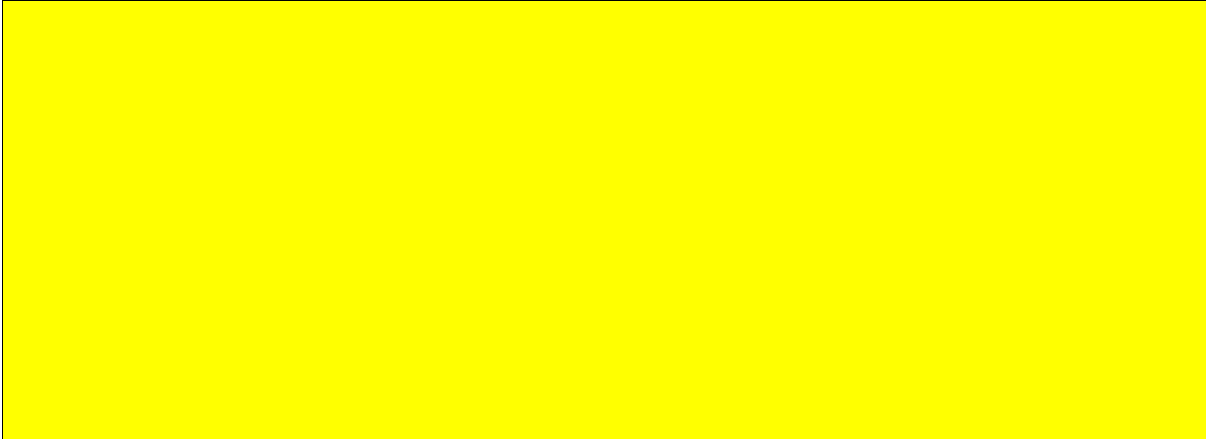
Areas to be included are health, education and learning, emotional and behavioural development, identity, family and social relationships, social presentation and self care skills.

Attributes of Parents and/or Carers

Areas to be included are basic care, safety and protection, emotional warmth, stability, guidance, boundaries and stimulation.

Family and Environmental Factors

Areas to be included are family history and functioning, housing, employment, finance, social integration and community resources.



| | |
|---|-----------------|
| Accommodation type | Choose an item. |
| Registered Social Landlord Provider | Choose an item. |
| Is the child or any immediate family members from the Armed Forces Community | Choose an item. |

Needs Identified

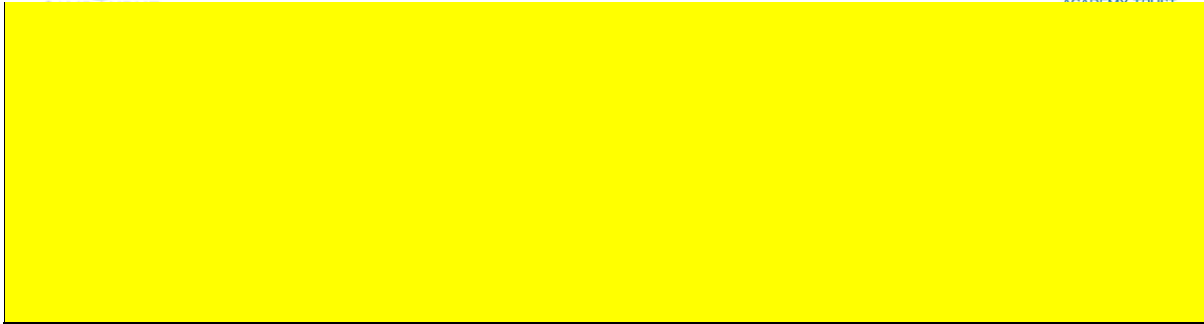
| | |
|---|---|
| Parents and children involved in crime and/or ASB | <input type="checkbox"/> Anti-social behaviour of child/young person <input type="checkbox"/> Young Person at risk of offending <input type="checkbox"/> Young person committing offences <input type="checkbox"/> Young Person involved in gang activity/associating with offenders <input type="checkbox"/> Child/Young person with racist, extremist or radical views <input type="checkbox"/> Anti-social behaviour of adult(s) in household <input type="checkbox"/> Impact of adult offending or imprisonment on child/young person <input type="checkbox"/> Parent/carer due to be released from prison |
| Children with attendance or behavioural concerns at school | <input type="checkbox"/> School attendance concerns <input type="checkbox"/> Challenging behaviour at school <input type="checkbox"/> Accessing alternative provision due to behavioural problems <input type="checkbox"/> At risk of permanent exclusion <input type="checkbox"/> Has received fixed term exclusions <input type="checkbox"/> Permanently Excluded <input type="checkbox"/> Missing from education / not on school roll |



| | |
|--|---|
| <p>Children who need help</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Neglect <input type="checkbox"/> Step-down from Children Social Care <input type="checkbox"/> Emotional harm <input type="checkbox"/> Physical harm <input type="checkbox"/> Sexual harm <input type="checkbox"/> Missing from home concern <input type="checkbox"/> At risk of child sexual exploitation / grooming <input type="checkbox"/> Family breakdown <input type="checkbox"/> Young carer in need of support <input type="checkbox"/> Parental Conflict |
| <p>Worklessness or risk of financial exclusion</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Adult(s) out of work <input type="checkbox"/> Debt issues <input type="checkbox"/> Rent arrears <input type="checkbox"/> Inability to afford basic food or clothing items <input type="checkbox"/> Not eligible to access state benefits <input type="checkbox"/> Inadequate or inappropriate housing / overcrowding <input type="checkbox"/> Young person not in Employment, Education or Training (NEET) <input type="checkbox"/> Homelessness <input type="checkbox"/> Risk of Homelessness |
| <p>Families affected by domestic violence and abuse</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing or continuing risk of domestic violence/abuse <input type="checkbox"/> Ongoing or continuing risk of emotional or financial abuse <input type="checkbox"/> Child/Young person has been exposed to domestic violence/abuse <input type="checkbox"/> Adult has been victim of domestic violence/abuse <input type="checkbox"/> Child/young person has experienced sexual abuse <input type="checkbox"/> Adult has experienced sexual abuse |
| <p>Parents and children with a range of health problems</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Poor health or complex physical health needs <input type="checkbox"/> Developmental delay <input type="checkbox"/> Child Young person has learning disability, SEN or EHCP <input type="checkbox"/> Poor personal hygiene <input type="checkbox"/> Obesity or poor diet <input type="checkbox"/> Eating disorder <input type="checkbox"/> Unsafe sexual behaviour <input type="checkbox"/> Child with sexualised behaviour <input type="checkbox"/> Teenage pregnancy <input type="checkbox"/> Alcohol and/or substance misuse of young person <input type="checkbox"/> Alcohol and/or substance misuse of parent/carer <input type="checkbox"/> Mental health needs of parent/carer <input type="checkbox"/> Mental health needs of child/young person <input type="checkbox"/> Poor emotional wellbeing <input type="checkbox"/> Bereavement <input type="checkbox"/> Low self-esteem <input type="checkbox"/> Self-harming <input type="checkbox"/> Behavioural problems at home <input type="checkbox"/> Seeking ASD/ADHD assessment <input type="checkbox"/> Parenting concerns (including routines & boundaries) <input type="checkbox"/> Parental/Carer ill-health or long standing limiting illness <input type="checkbox"/> Parental/Carer disability |

Analysis and Summary of Needs

Use this area to summarise your findings and the needs identified from your assessment, be sure to include strengths and risk factors

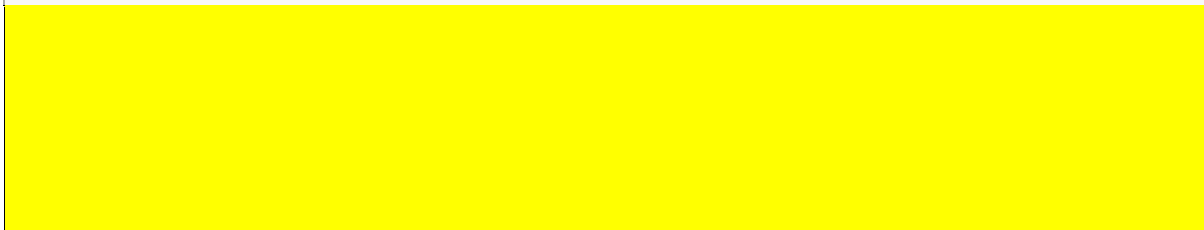


| | |
|--|--|
| Date child last seen by EHA initiator | |
|--|--|

| | |
|--------------------------------------|--|
| Date EHA Assessment Completed | |
|--------------------------------------|--|

Initial Actions Identified

Use this area to detail any initial actions you have identified and agreed with the family as a result of completing the EHA



| | |
|---|---|
| Outcome | |
| <input type="checkbox"/> Manage with Internal Resources | <input type="checkbox"/> Continue with existing process |
| <input type="checkbox"/> Progress to Team Around the Family | <input type="checkbox"/> Close Early Help Episode |
| Are you requesting additional support at this time? If 'Yes', please provide details | Yes/No |
| | |

Views and Comments

Child/Young Person Comments

Use this area to seek the child and/or young person to provide their views on the assessment and needs identified above.



Parent/Carer Comments

Use this area to seek the parents/carers to provide their views on the assessment and needs identified above

Please remember:

An Early Help Assessment cannot be undertaken without engagement from the young person or at least one parent / carer.

For this reason you must provide the attached Privacy Notice to the family before starting the assessment. The Privacy Notice confirms a family's understanding that PCC will use and hold their information as part of the Early Help Process. You must explain to the young person and family which professionals or agencies their information will be shared with and why, as well as any changes and letting them know if they have any concerns to talk to you.