

Alternative Provision & Reduced Timetable Policy 2022-2024

Committee:	Teaching and Learning
Approved by FGB on:	6 th July 2022
Date of Next Review:	Every 2 Years or as appropriate
Responsible Officer:	Sean Pollock (SENCO & Alternative Provision Lead)

Comberton 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.

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 Comberton 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 or for those who are unsuited to the mainstream provision on offer. 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 for their circumstances. The provision will be tailored to each individual but will aim to achieve:
 - 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
 - Improved pupil motivation and self-confidence, attendance and engagement with their education and school, and
 - Clearly defined objectives, including the next steps such as reintegration into the main school, further education, training or employment.
 - A return to fulltime school at the earliest possible opportunity

The purpose of this policy is to demonstrate how Comberton 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 policy should be read in conjunction with the following school policies:

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

Objectives

The objectives of this policy are:

- To explain when a pupil might be offered alternative provision
- To explain what alternative provision at Comberton 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 CVC 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
- There may be continued poor behaviour in school which fails to meet our expectations and that has not improved with the supportive pastoral process put in place.
- 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.

What is our Alternative Provision offer?

The alternative provision for pupils on our roll may be on or off-site. For the reasons stated in the paragraph above there are different categories of children who are on a reduced timetable but many are in school also.

Our on-site provision comprises:



The Cabin – is for our students with autism most of whom access lessons fulltime but for some of whom have a reduced timetable. For our mission statement and further information please see the following page on our website:

<https://www.combertonvc.org/about-us/SEND/cabin>

**Director of Cabin
Provisions for CAM
Academy Trust**

Peter
Allcock pallcock@combertonvc.org

**Head of Comberton
Village College Cabin**

Jane
Hylton jhylton@combertonvc.org

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

The Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10 & 11) support - these are support centres designed to meet the needs of students with emotional, social, or medical issues and/or who are unable to access our standard full timetable. 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.

Staff members in KS3 Support

- Steph Wright
- James Mikelson

Staff members in Key Stage 4 Support

- Sharon Baker
- Izzy Baker
- Martin Winter

Email: KS3&KS4support@combertonvc.org

All of the staff who work in one of our alternative provision areas are, either directly or indirectly, accountable to a member of the Senior Leadership Group.

Our key members of staff on the Attendance and Inclusion are:

Mr Sean Pollock – SENCO/Alternative Provision Lead/ Member of the Senior Leadership Group

spollock@combertonvc.org

Mr Zach Beamish – Attendance Lead/ Member of the Senior Leadership Group

zbeamish@combertonvc.org

Mrs Rebecca Gardiner – Attendance and Family Support

rgardiner@combertonvc.org

Mrs Prithie Solanki – Attendance Officer

psolanki@combertonvc.org

Our off-site alternative provision - For those pupils whom it is agreed should be educated off-site, the school uses approved providers cited in the [Alternative Education Provision Directory – Learn Together](#). We carry out safeguarding checks on the providers in this directory and other providers we may use on occasion. This check includes: DBS checks, risk assessments, insurance provision and service level agreements.



Pupils who are referred to an off-site provision remain on the school's roll and the school funds their place in alternative provision. The school remains ultimately responsible for the pupil.

Our 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 tailored 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 have shared 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.

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 policy

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:

- Attendance interviews and regular reviews with Heads of Year/Pastoral teams
- 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 Inclusion and SENCO if appropriate after long-term absence
- An individualised curriculum/timetable for the pupil where appropriate

The school recognises that for some pupils a full-time timetable is not manageable; this may be where a pupil has been unable to attend lessons for an extended period of time due to medical reasons, or by reason of his/her poor behaviour. 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.** The length of the IAEP may be tailored ranging from a week to a year but it will be reviewed by the AP team at least every six weeks. 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. The AP Lead and Attendance and Inclusion Co-ordinator meet fortnightly with the EIO to discuss which children on roll have need of a reduced timetable.

Once the need for an IAEP is established the AP Lead and/or Attendance and Inclusion Co-ordinator will:

- meet with the pupils and parents **as soon as possible** to discuss the need for the IAEP and agree the form of the provision whether off site (e.g. with bespoke home learning with a tutor or at Red Balloon of the Air) or on-site within the Cabin, Centre or KS3/KS4 Support centres.
- Explain to the pupil and parents at the meeting the purpose of the alternative provision and help them understand what is required. Details of where the provision will take place, the pastoral support in place, the timetable (which is likely to be reduced), 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. Failure not to attend as agreed will carry the same consequences as non-attendance at school.
- 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 attendance and inclusion team 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.
- 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 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.

Maintain a record of all placements made, including a pupil's progress, achievements and destination following the placement. This will also include the pupil's own assessment of their placement.



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.

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 inclusion team.

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 C (authorised absence) for the times it is agreed they will not be in school. However, if a pupil fails to attend school contrary to the agreed plan then the pupil is marked as O (unauthorised absence)

Roles and responsibilities

The AP Lead will ensure that the alternative provision on offer at CVC

- 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
- has good academic attainment
- 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

The AP Lead (with the support/assistance of the attendance and inclusion team) 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.

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

Our governing body has the power to direct a pupil off-site for education to improve his/her behaviour. In accordance with best practice our governing body will:



- 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;
- Keep 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
- Have a plan in place to reintegrate the pupil at the end of the placement when he/she returned to school. Such plan to be discussed with the pupil and parents with the setting of objectives.
- obtain from the provider a final report on the pupil's to include details on academic attainment, progress, attendance records and evidence of change in behaviour.
- Will seek the pupil's views on the success of the placement.

The School's Governing Body is responsible for the implementation and monitoring of this policy. 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 policy is implemented and for reporting any issues to the governing body.

6th July 2022



Appendix 1 IAEP form

INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) AND REVIEW OF PLAN 2021 - 2022

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:	Comberton Village College	Year Group:	
Member of school staff overseeing this plan:	Mr S Pollock		
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:		
Alternative Provision Details		
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:	Yes If yes, what stage of quality assurance has been undertaken? Stage 1 Stage 2 Stage 3 Stage 4 (Please circle.)	



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)

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

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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

<p>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.</p> <p>Details of the updated IAEP will be recorded on the schools and the Local Authorities County AEP Register.</p>	
<p>Students/Parents Carers views/comments</p>	
<p>Students views/comments on the proposed IAEP:</p> <p>(To be reviewed at the next meeting)</p>	
<p>Parents/Carers views/comments on the proposed IAEP:</p> <p>(To be reviewed at the next meeting)</p>	
<p>SAFE GUARDING:</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>	



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: Copy of this plan provided		Date:	
Parent/Carers signature: Copy of this plan provided		Date:	
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 2 – Review of IAEP form

REVIEW OF IAEP PLAN 2021 - 2022

Name of Student:		DOB:	
Date of IAEP Review:			
Date of Initial IAEP:			
Address:			
Name of Parent/Carer			
Parental responsibility (if not parent above):			
School:	Comberton	Year Group:	11
Member of school staff overseeing this review :	Sean Pollock		
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

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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?



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Identifying Details

Child/Young Person's details

Full Name	<input type="text"/>	Gender	<input type="text"/>
Address	<input type="text"/>	Aliases?	<input type="text"/>
		DOB	<input type="text"/>
Telephone	<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?	<input type="text" value="Yes/No"/>
Ethnicity	<input type="text"/>		

Disabilities

Does the child/yp have a disability?	<input type="text" value="Yes/No"/>	Does the child/yp have SEN Needs?	<input type="text" value="Yes/No"/>
Disability Details	<input type="text"/>	Does the child/yp have an EHCP?	<input type="text" value="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"/>			Telephone	<input type="text"/>
				Email	<input type="text"/>
Relationship to child	<input type="text"/>				



Parent/Carer 2:

Forename	<input type="text"/>	Surname	<input type="text"/>	DOB	<input type="text"/>
Address	<input type="text"/>			Telephone	<input type="text"/>
				Email	<input type="text"/>
Relationship to child	<input type="text"/>				

Wider Family Members

Relationship to child	Forename	Surname	DOB	Address

Further Information	<input type="text"/>
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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

Assessment

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	<input type="text" value="Choose an item."/>
Registered Social Landlord Provider	<input type="text" value="Choose an item."/>
Is the child or any immediate family members from the Armed Forces Community	<input type="text" value="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
Children who need help	<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

Worklessness or risk of financial exclusion	<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
Families affected by domestic violence and abuse	<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
Parents and children with a range of health problems	<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

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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

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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?

Yes/No

If 'Yes', please provide details

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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.

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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.