

The **Social Communication Resource Provision** is a Brighton & Hove resource, serving the whole city, for primary and secondary aged children who are not attending school at all and/or significantly struggling to attend school on a full time basis due to their identified social communication difficulties (including autism) and associated social and emotional mental health.

There are 2 provisions, one for primary age range and one for secondary age range. The primary provision is based at St Bartholomew's Primary School and the secondary provision is based at Tudor House, which offers residential short break services. The coordinators work throughout the year, including holidays, to support families in accessing holiday provision.

The funding is to be used flexibly due to the wide and varied needs of the identified children/young people who will be using the provision. It is not expected that they will attend the provisions on a full-time basis. The nature of access will be on an individual basis as part of each child/young person's provision map. The school where the child/young person is on roll will work in partnership when considering funding.

1) Aims:

- a) To provide a coordinated bespoke package of educational, social, health support for children and young people not currently attending school who have a profile of social communication difficulties (such as autism) which might be impacting on their emotional and mental health.
- b) To co-facilitate the process of identification of eligible children/young people. This could include an aspect of outreach to the families and completion of pre-assessment information, using a flexible approach to access the child/young person's voice.
- c) To provide a coordinated assessment of need with the child or young person at the center of the process as described by the SEND Code of Practice 2014. Facilitate a team around the family approach, helping to coordinate multidisciplinary assessments as required.
- d) To establish positive and trusting relationships with families, working together in partnership to establish an educational, social and health offer to promote holistic development of the child/young person.
- e) To deliver personalised education through creative and innovative provision, linking with the curriculum in the school the child is on roll at. Will include identification of appropriate Key Stage 3/4 curriculum, linking with FE options, ensuring an offer additional to GCSE where appropriate. May include use of technology, individual and group tuition, on-line learning programmes.
- f) To work with the child/young person and their family to identify and arrange the appropriate mental health and health intervention required to support their wellbeing and developmental progress. To develop packages of support in coordination with other services such as Schools Wellbeing Service, BHISS and CAMHS, OT and SALT.

- g) To arrange additional provision which might include appropriate alternative approaches for identified needs. Seeking funding and commission where required.
- h) To offer a setting where the child/young person's provision can be delivered; e.g. speech and language therapy, occupational therapy, tutor sessions, therapeutic intervention etc.
- i) To plan for successful transitions including the child/young person's voice and linking with annual reviews (where applicable). This will include providing strategies to support accessing the next educational placement (e.g. independent travel) and identifying phase transfer placement.
- j) To successfully reintegrate the child/young person into longer term educational placements through coordinated transition planning. This could include back into mainstream schooling, special facilities or post 16 provision, where appropriate and timely.
- k) To be pro-active in sharing 'good practice' across all providers of services to demonstrate ways for the CYP to reach potential and act as a centre of excellence.
- l) To offer provision which fits individual needs; as such support from the Social Communication Resource is not time-bound.
- m) To work with admissions and schools to ensure each child and young person has a school where they are on roll and working in partnership.

2) Essential eligibility criteria:

- a) The child/young person's age is between school years reception to year 11.
- b) They have identified social communication difficulties, such as autism. The provision is not diagnosis dependent however evidence of relevant social communication difficulties will be required.
- c) Their social communication difficulties, such as autism and associated needs are, or have, significantly impacted on their access to learning and development in school with indicators such as impact on attendance, lack of progression, mental health deterioration.
- d) Despite a range of individualised interventions having been implemented (in partnership with home and relevant supporting services) where situation allowed, the child/young person is still not able to adequately access learning or development in school with indicators such as lack of progression, mental health deterioration or not attending school full time as shown in attendance tracking.
- e) They are on roll at a mainstream school or seeking to access a formal educational setting (or would be willing to be placed on roll at a school whilst accessing education off site - B Code). This school will act as an education partner for curriculum delivery.

- f) Parent carers are seeking to work in partnership with the provision in finding an education, social, health package for their child.

3) Other factors relating to eligibility:

- a) The pupil may have identified additional needs alongside their social communication difficulties, such as; mental health difficulties such as anxiety; general or specific learning difficulties; ADHD; Sensory Processing Difficulties.
- b) Completion of the ATTEND form (or similar) identifying push and pull factors in relation to attendance.
- c) They can access the provision with or without an Education Health Care Plan (EHCP) or be within the 20 week EHCP assessment process.

4) Evidence

Evidence of the above needs to be made available and can be drawn from a wide range of providers including:

- Child/young person's voice (elicited through a variety of ways)
- Parents and carers
- Paediatrician or Consultant Nurse
- Psychiatrist
- Occupational Therapist
- Speech and Language Therapist
- CAMHS psychiatrist
- CAMHS clinical psychologist
- CAMHS therapist or practitioner
- GPs
- Integrated Team for Families worker (Front Door for Families)
- EOTAS tutors
- BHISS Educational Psychologist
- BHISS Specialist Teacher
- BHISS Schools Wellbeing Service practitioner
- SEN team
- Private providers following NICE Guidelines
- School evidence of interventions applied
- Attendance data tracking
- ATTEND form – pupil/parent/school perspectives

5) Children and young people are not eligible if:

- a) Parent/carers have electively opted for home education and continue to seek a home education approach.
- b) Are not within the identified age range reception to year 11. *(NB: Where required a child/young person's placement might be extended to age 17 or completion of year 11 curriculum course).*

Social Communication Resource Provision Eligibility Criteria

- c) Are not Brighton and Hove residents.
- d) Have been on roll at a special school and/or identified as requiring special school or alternative specialist provision through the EHCP assessment and annual review process (e.g. Hill Park, Downs View, Homewood, Pupil Referral Unit with SEMH as prime area of need). Where autism facilities in primary or secondary have been identified, other related eligibility factors will be taken into account.
- e) A Risk Assessment identifies it would not be considered safe for them to access the facility.

6) Exit Criteria:

- a) Child young person's individual progress is measured against agreed baseline and regularly reviewed by the team around the child in partnership with CYP and parent carers.
- b) If a child/young person makes sufficient progress to return, with appropriate support, to their local mainstream school, a transition plan is put into action.
- c) If a child/young person has an appropriate specialist onward placement identified to meet longer term educational needs, a transition plan is put into action.
- d) This is an ongoing, planned and purposeful dialogue between staff, parents, child/young person and receiving mainstream school, special facility, special school or educational setting.
- e) If a family choose to electively home educate.
- f) If a family moves out of the Brighton and Hove postcode area, following a period of transition planning.
- g) The young person is over the age range of the provision, following end of year 11.
- h) Risk Assessment deems it is no longer safe for the child/young person to access the provision.

(N.B. If there is an identified onward provision, but there are no places available at the named provision, need to highlight risk that this could cause difficulties for the best use of provision, avoiding keeping child/young person beyond their requiring the approach offered)

7) Placement Identification

- a) Information about provision shared with groups who can identify and refer possible candidates (e.g. Schools, SEN Team, EMAS, BAP, mASCot, FDFP)
- b) Termly panel with range of stakeholders present (e.g. Provision Coordinator, School, SEN, Health, BHISS, PaCC, Amaze).

Social Communication Resource Provision Eligibility Criteria

- c) Group agree Terms of Reference to ensure process is fair and equitable.
- d) Request form for accessing the provision and related process seeks relevant information and evidence relating to the eligibility criteria.
- e) Process could include self-referral.
- f) Provision Coordinator may seek further information about a CYP's eligibility through contact with families/CYP.
- g) Where CYP is on a dual placement / on roll at a school and accessing the provision (e.g. as part of their reintegration transition plan), the funding arrangements will be negotiated on an individual basis between the Local Authority, provision and receiving school.