# Let’s Talk… Working Together

## Guiding principles for Schools/Settings and Support Services to work collaboratively

There are many services available to Essex schools and settings which can provide support for children, young people (CYP), families and staff. Getting the best out of the support and interventions is a priority for all parties in order to achieve the desired outcomes.

This document highlights best practice guidance for support services and schools/settings to enable successful joint working.

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| **What Both Can do** | **What Support Services Can Do** | **What Schools/Settings Can Do** |
| Build trusting relationships by being compassionate and kind. | Be responsive.  Be flexible.  Be consistent. | Make introductions between the practitioner, the CYP and/or family and relevant staff.  Make time to speak with the practitioner.  Show them where the staff toilets are and where they can get a drink. |
| Get CYP/families the right help. | Provide advice and/or assessment tools to ensure the correct CYP are identified for the intervention. | Use the support services assessment processes and seek advice from the support service. |
| Agree on the expectations and outcomes of the intervention/support. | Make it clear how and when the intervention will come to an end. Agree what the indicators will be.  Revisit expectations and review commitments on a regular basis to keep them at the forefront of the intervention/support. | Make it clear what you hope will be achieved through the support.  Ask the support service what they need to make their provision successful (e.g. allocated space, timings, resources, etc.). |
| Have good communication. | Find out how/when is best to communicate with the link/key person in the school/setting (e.g. best time/days, via phone, via email, etc.).  Agree a system for finding out / being notified if a CYP is absent on the day of your intervention.  Consider the possibility of an alternative plan for the intervention to take place if the CYP has been excluded. | Provide a link/key person that has a positive relationship with the CYP/family to communicate with the practitioner.  Share information about school/setting systems in advance, such as DBS checks, how to book rooms, etc.  Coordinate and share information about who else is involved, what support is being offered and how they can complement each other.  Agree who needs to know what is going on and how this will be communicated within the school/setting. |
| Feedback and review regularly. | Provide feedback about the progress of the intervention.  Attend review meetings.  Adapt to changes in the circumstances where possible (within the parameters of the service offer).  If the CYP is impacted by the session, causing them to become dysregulated and/or potentially effecting their return to learning, inform a member of staff. | Invite practitioners to regular reviews and check-ins, such TAF or One Planning meetings, or plan one if not already in place.    Provide feedback about the intervention/support, including the impact on the CYP before and after the intervention.  Update the practitioner on any changes (e.g. staff changes, transitions, attendance on the day, changes at home, etc.). |
| Value the intervention/support. | Prepare school/setting staff in advance of the potential impact of the intervention.  Ensure the purpose of the intervention is understood and address any unrealistic expectations of the support. | Provide an appropriate and consistent space to work/meet. Consider privacy, fresh air, ease of access, wifi, etc.  Understand that the intervention is to support the child/family and to meet their needs. It is not a punishment/consequence or designed to disrupt their education.  Manage expectations of staff for how CYP may feel or what they may need before or after the intervention.  Prepare the CYP for the intervention in advance so that they are ready to engage.  Allow for and plan processing time for the CYP following the intervention. |
| Value the CYP’s education and sense of belonging. | Adjust intervention timings to avoid missing the same lessons/activities every week and to support the CYP’s privacy.  Avoid removing CYP from lessons/activities they like where possible. | Let the practitioner know if the CYP is involved in another activity and cannot or may not want to attend your session.  Understand that the support service is trying to enable the CYP to better engage in their learning. |
| Work together. | Share language, skills and strategies with staff and/or offer training to promote sustainability once the intervention/support comes to an end. | Engage in staff development opportunities offered by the support service. |

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