

Draft v 6



Midlothian Council
Education and
Children's Services

Attendance Procedures
2018

CONTENTS

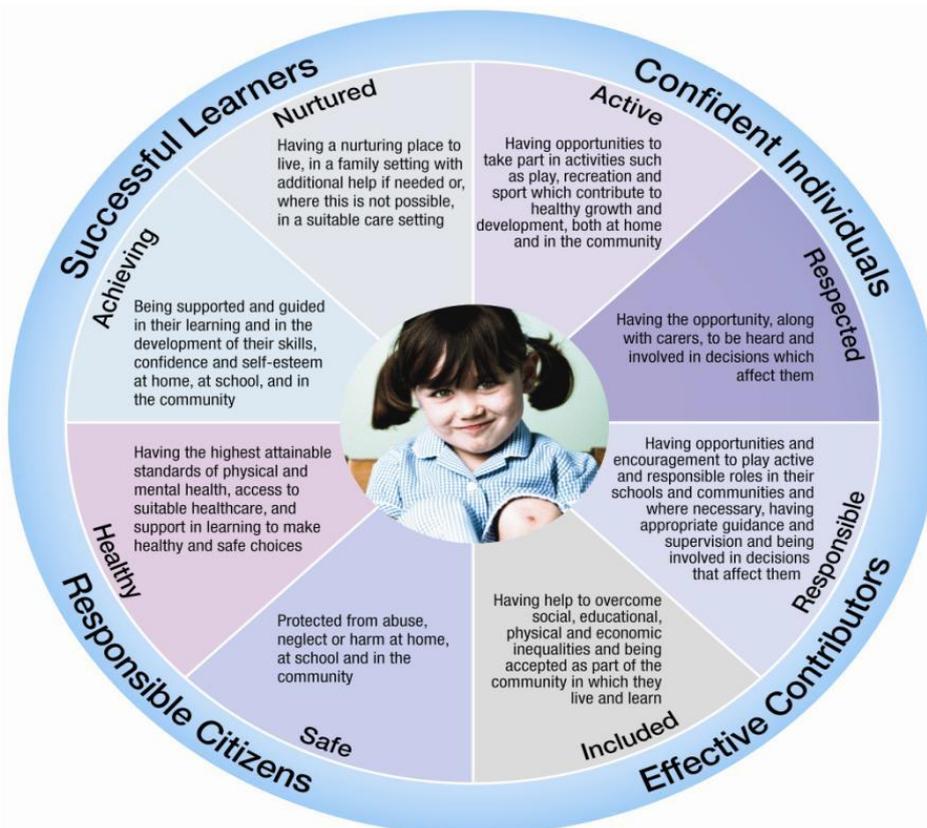
Background	page 3
Current Situation	page 4
Attendance Definition	page 5
Unauthorised Absence & Promoting Attendance	
➤ Task 1 Universal Services (Establishment Contact)	page 6
Late Arrivals / Early Departures / Continued Absences	
➤ Task 2 Continued Absences	
➤ Task 3 No Improvement.....	page 7
Children’s Services – Outcome focussed Assessments	
➤ Task 4 Referral to Children’s services	
➤ Preparing for Hearings.....	page 8
Children Missing in Education & School Leaving Dates	page 9
Appendices	
1. Attendance Flow Chart	page 11
2. Attendance Letter 1 (High School).....	page 12
3. Attendance Letter 1 (Primary School).....	page 13
4. Late Arrival (High School).....	page 14
5. Late Arrival (Primary School).....	page 15
6. Attendance Meeting Letter 2 (High School).....	page 16
7. Attendance Meeting Letter 2 (primary School).....	page 17
8. Children’s Services Referral Form.....	page 18
9. Children’s Services Referral Form Guidance.....	page 19
10. Stage Support Diagram.....	page 21
11. Children’s Services Structure /referral process.....	page 23

BACKGROUND

Historically, the responsibilities of the statutory duties placed upon the Education Authority with regards to ensuring that all children/young people within compulsory school age receive regular and appropriate education lay within the Education (Scotland) Act 1980. However, it should be recognised that a complex mix of policy, legislative and service change has taken place since this date and as a direct result has had a huge impact on the statutory duties.

The overarching legislation driving Midlothian's support forward is the Children and Young People (Scotland) Act 2014 which outlines that Children and Young People should be able to access support which is proportionate and timely, and proposes the introduction of the proposed named person.

The GIRFEC policy's eight indicators of wellbeing aim to ensure all children and young people are; safe, healthy, active, nurtured, achieving, respected, responsible, and included and encompass the articles of the UN Convention on the Rights of the Child (1991) and are designed to ensure children get the help they need, when they need it. Making sure pupils are included, engaged and involved in their education is fundamental to achievement and attainment to benefit them as individuals and Scotland as a whole, and include the aims that our young people are successful learners, confident individuals, effective contributors, responsible citizens and have the best start in life, ready to succeed.



CURRENT SITUATION

Getting It Right for Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them. The introduction of Children and Young People (Scotland) Act 2014 has placed legislative changes with respect to working with children & young people including the proposed named person, for further information please see **Getting it Right for Every Child in Midlothian - Integrated Model of Support 2017**.

Evidenced by research, there is a clear link between poor attendance at school and lower academic achievement which underpins a need for consistency and collective approaches to improve pupil attendance and the positive engagement of families and communities – see How Good is Our School (HGIOS 4)

There is an expectation that an authority wide integrated approach with regards to thresholds and expectations in dealing with poor attendance will be implemented in practice. Within this approach there is a responsibility on schools to explore all possible school based interventions regarding attendance. (see Task 1-3).

The Midlothian **Integrated Model of Support** allows families and schools to work in partnership in the first instance to resolve initial concerns before a referral is considered to Children's Services or to the Reporter for Children's Hearings. **See Appendix 10**

Role of LA and role of the school?

Some reference to dashboard issued?

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Attendance:

For the purposes of this document, attendance is defined as participation in a programme of educational activities arranged by the school. In addition to actual attendance within the school premises, this encompasses a range of other activities and reasons within the category of attendance (out of school but marked present), as follows:

- Where a pupil has arrived late to school during the first half of the opening
- Work experience
- Educational excursions or field trips organised by the school
- Annual P7 visits to secondary schools. It is the responsibility of the host school to inform the originating school if the pupil is absent.
- Day and residential visits to outdoor centres
- College/consortium school study
- Interviews and visits relating to further and higher education
- Debates, sports, musical or theatrical productions arranged by or in conjunction with the school
- Activities connected to psychological services

- Study leave during the period from the official start date of the national exam timetable until the restart of timetabled lessons. Study leave must be recorded separately from actual attendance within the school premises.
- Sickness where special arrangements have been made to receive education elsewhere, i.e. tuition via hospital or outreach teaching service
- Pupils attending alternative and off-site provision as agreed by Education Department.
- Exceptional school closures for half days or days when the school is closed due to some unforeseen emergency

AUTHORISED ABSENCES¹:

A child or young person can be off school if:

- They are ill and /or attending a doctor or hospital appointment.
- They are going to a meeting about a Children’s Hearing or court, or if they are going to a Children’s Hearing, care review or court.
- If they are involved in an activity and the school agrees in advance.
- Someone close to the child has died.
- There is a crisis or serious difficulty at home or in the family.
- They are going to a religious ceremony or a wedding of someone very close to them.
- If they are e a Gypsy/Traveller family and while you go travelling you keep in touch with your child’s teacher.
- Your family is returning to a country of origin for cultural reasons or to care for a relative.
- In some circumstances absences linked to parent/ carer if they are active Army personnel.

As long as the school has been informed of the reasons for a child’s absence and the school is satisfied that this is a valid reason, these would be called **authorised absences**.

UNAUTHORISED ABSENCE

The category of unauthorised absence includes absence deriving from reasons such as:

- Family holidays during term time that are not judged to be important to the well-being and cohesion of the family.
- Long-term exceptional domestic circumstances where additional support services have not been accessed to support the pupil.
- Unreasonable excuse, where a parent refuses to send their child to school following a dispute with the school.
- Unexplained absence
- Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both)

PROMOTING ATTENDANCE

Schools should aim to promote children and parents positive attitudes to attendance, [linked to life beyond school.](#) –This includes raising the awareness of parents to the

¹ <http://www.gov.scot/resource/doc/294630/0091104.pdf>

effects on attainment and access to life chances if children do not attend school regularly, or are persistently late.

Research clearly indicates there is a strong connection between attendance and achievement and that schools should develop strategies which, through the promotion of good attendance, will ensure that all children have the opportunity to achieve their potential.

Individual school handbooks [and websites](#) should promote attendance and be clear in the expectations of parents / carers in relation to notifying the school of any absence (on the first day of absence), length of absence and reasons. On return to school parents / carers should provide a signed note detailing the absence of the child or young person. Email or alternative methods of communication are acceptable however the onus will be on school to verify the authenticity of the parent/carer communication.

Recording of Absence

Consistency of the recording of attendance across the authority is crucial to the monitoring process. Schools are responsible for the registration and recording of attendance through SEEMIS recording system. Against the name of each pupil, the relevant code should be entered in respect of each morning and each afternoon for any day that the school is opened or closed. A list of definitive codes for attendance and absence can be found within the SEEMIS system.

In the light of poor attendance or persistent lateness schools should adhere to the following guidance:

Task 1 – Universal Services School (Establishment Contact)

As a universal service the Establishment Contact should follow the school attendance policy:

The class Teacher, Depute with responsibility for Pupil Support, Head Teacher or other designated person will monitor attendance regularly to identify patterns of absence or lateness. In the following circumstances:

- [When a Looked after at home, Looked after away from home falls or with care experience falls below 95%](#)
- When a child's attendance falls below 90% in Primary School, or
- When a young person's attendance falls below 85 % in High School without good reason,

then this procedure should be followed:

Automated or administrative Absence /Truancy Alert is implemented for any single or multiple unauthorised absence and /or

- Phone contact with parents /carers, and /or
- A letter is sent to the home address with an invitation to contact school to discuss absence concerns.

See Appendix 1 & 2

NB if the pupil is missing from school and there is no contact from home and if the school have child protection concerns -the school should contact Children Services on 0131 271 3413 or the allocated Social Worker/Team Leader without delay.

LATE ARRIVALS/EARLY DEPARTURES ([define this? Is late 5 minutes of 15?](#))

For the purposes of this document, presence or absence of a pupil in the morning session should be regarded as wholly independent of his/her presence or absence in the afternoon session, and vice versa. A pupil who arrives late at school, but at, or prior to, the mid-point of a morning session or an afternoon session, should be marked as present for that session and a pupil who arrives late at school, after the mid-point of a morning session or an afternoon session, should be marked absent for that session. A pupil who, in any morning session or afternoon session, is found to have left school without having completed half of that session in school, should be marked absent for that session, unless his/her departure has been with the knowledge and approval of the Guidance staff, Depute or Head Teacher.

If such behaviour persists, the co-operation of the parent/carer should be sought in restoring punctuality. If there is still no resolution, then normal attendance procedures should be followed. **See Appendix 4 & 5**

[Are we defining a difference between a child and a young person? ie a young person who is over 16?](#)

Task 2 - Continued Absence ([think this needs to be a percentage?](#))

If absence continues or if there has been no recognised improvement in attendance:

- School to issue a letter to home address with meeting date & time. Phone contact can be arranged however a backup letter to remind parents /carers of meeting date & time is advisable. **See appendix 6 & 7**
- If the parent/carer fails to contact the school and/or does not attend meeting the school should issue a letter via Royal Mail 'Signed For' inviting parent/carer to a meeting in school. **See appendix 6 & 7 ('Signed For' delivery²)**

Where possible a plan should be drawn up with pupil, ~~and~~ parents/carers [and other Professional where appropriate](#) to improve the attendance or to look at alternative school supports.

Task 3 – No response from Parents/ Carers & or no improvement in attendance:

If there is no response from the parent/carer to the 'Signed For' letter, Guidance staff or Primary School staff should consider gathering information noting relevant wellbeing concerns and /or risk factors for assessment purposes. Other resources that may be considered by schools may include;

- Support for Learning Base registration,
- Nurture supports,
- Lunch time groups,
- Behaviour support / dinosaur school,
- Mentor or S5/6 buddy support,
- Emotional literacy and Season's for Growth group work etc.
- Discussion with School Nursing Service (medical issues)

² Royal Mail Signed For® - you will be able to see confirmation that your item has been delivered and see the signature that we obtain.

Ongoing Medical Absence: Where parent / carers cite ongoing medical issues as a reason for absence and where the school does not have corroborative information around the health needs, the school can request the School Nursing Service to check health records to confirm or update on alleged health matters to ensure they are supporting CYP's health needs at school. Referrals can also be made to Community Child Health if there are concerns around health issues where school feels the child/young person's health needs are not being met.

Where this plan fails to improve attendance the options for further supports **with parental consent** are :

- **High School** - School Wellbeing Meetings for solution focussed discussion for further departmental or wider school supports, or support from additional voluntary agencies.
- **Primary Schools** – referral to Team Around the Child meeting for discussion and additional supports from voluntary agencies where required.

In addition, as part of the 2017 Scottish Government commitment to the devolution of resources directly to schools through Pupil Equity Funding, it is anticipated that schools will use this resource to reduce inequalities and help break down the barriers to learning including the promotion of attendance.

Collectively these supports and resources can lead to;

- Reducing inequalities and improving attainment.
- Children and young people reaching their full potential against Wellbeing Indicators.
- Improved school attendance.
- Young people are supported in mainstream education.

[0% attendance? What to do for this?](#)

Task 4 – Referral to Children's Services for Assessment (Before a Referral to Children's Reporter)

If there is no significant change to attendance for a child or young person and all resources and supports have been fully explored then schools can make a referral to Children's Services requesting further assessment and noting all of the actions previously exhausted. **This referral for an Outcome Focussed Assessment is required before proceeding to a referral to Children's Reporter.**

See Appendix 8

Children's Services – Outcome Focussed Assessment

This assessment will be undertaken by a social worker or a children services practitioner. The child, young person and their parents are involved in all aspects of the assessment and planning process.

Preparing for Children's Hearing :

After there is agreement by school and Children's Services staff, and where possible the family that **all** voluntary measures have been fully explored a referral may be submitted to the Reporter noting ongoing concerns. If required, staff within Children's

Services will progress an assessment report at the request of the Reporter to ascertain if there are legal 'grounds' to convene a Children's Hearing. This assessment will be undertaken in conjunction with the family, school and any other agency involved.

If legal 'grounds' are proven as set down in section 67(2) of the Children's Hearings (Scotland) Act 2011, and a Children's Hearing is planned, Children's Services staff along with schools and any other relevant agency involved with the family may be asked to provide reports and if required, attend the Children's Hearing. If a child or young person has a Compulsory Supervision Order imposed then there will be an allocated Children's Services Social Worker who will become the Lead Professional at that stage.

See Appendix 11

Children Missing in Education

A register of admission and withdrawal has to be kept at every school in respect of each school year. This register will show, in respect of each pupil admitted, or re-admitted to the school, his full name and date of birth, if he has been withdrawn from the school at any time, the date of, and reason for, this withdrawal.

If a child is deemed to be missing in education and no forwarding address or contact from a prospective new school has been received then a referral must progress to:

- The allocated Children's Services worker, if the child has one, should be informed immediately.
- If there is no allocated worker then referral to the Additional Support Needs Officer (ASN) at Fairfield House.

School leaving arrangements are defined in terms of the **Education (Scotland) Act 1980**. Two dates, 31 May and the first day of the Christmas holiday period (or 21 December, if earlier) are the statutory summer and winter leaving dates in each year.

LEAVING DATES

Summer Leaving Dates

- a pupil whose sixteenth birthday is on or after 1 March but before 31 May can leave school on 31 May
- a pupil whose sixteenth birthday is on or after 31 May but before 1 October can leave on 31 May

Winter Leaving Dates

- a pupil whose sixteenth birthday is on or after 1 October but before the first day of the Christmas holiday period can leave school on the first day of the Christmas holidays (or 21 December if earlier)
- a pupil whose sixteenth birthday falls after the winter leaving date but before 1 March can leave school on the first day of the Christmas holidays (or 21 December if earlier)
- [Leavers forms to be completed and remove name form SEEMiS](#)

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Entry to Employment

Pupils who have reached school leaving age can take up full time employment even though they may not have reached their sixteenth birthday. Certain industries may have a minimum age for entry.

Under no circumstances should a pupil of school age be allowed to leave school to take up full time employment. Apprenticeship is considered to be full time employment.

There are statutory restrictions on part-time employment of children of school age, which are defined in local bylaws. For further information please refer to Policy Guideline 3.12 on "*Part time employment of pupils*".

Entry to Further Education

A pupil of school age can be given exemption from school attendance to begin a full time course of Further Education. Such cases should be considered on their merit depending on the educational needs of the child and in consultation with the pupil's parents and the Principal of the Further Education College.

Head Teachers should advise the Head of Education of any pupil still of school age who wishes to begin a full time course of vocational further education.

[Pupils on part time courses should still attend school on the says they are not attending college.](#)

Social Security Implications

Any young person legally employed is covered by industrial injuries legislation whether or not they he/she has reached the age of 16. Liability for National Insurance contributions does not begin, however, until he/she reaches that age. Entitlement to unemployment, sickness and related benefits is assessed in relation to earnings and contributions from the age of 16.

A young person is not entitled to benefit in her/his own right until he/she becomes 16 although if her/his family is in receipt of benefit he/she could qualify as a dependent until the age of 16 years.

Family Allowance is payable at least until a child reaches 16, whether or not he/she has ceased to be of school age. Benefit continues, subject to appropriate regulations, after the age of 16 if a young person continues in full time education.

FURTHER INFORMATION

If further information or advice is required on any of the points outlined above, please contact:

Education, Communities and Economy
Midlothian Council
Fairfield House
Dalkeith
EH22 4ZG

0131-270-7500

APPENDICES

APPENDIX 1

**Attendance Procedures Guidelines for schools
Getting it Right for Every Midlothian Child
Education (S) Act 1980**

SCHOOL ATTENDANCE CONCERN

1. Regular check on attendance/ lateness patterns via Seemis
2. School methods of Truancy alert to be used as appropriate.
3. Send letter and/or telephone call by school to parent/carer to discuss attendance
4. Parent/carer has failed to contact school and/or does not attend meeting. School send 'Signed For' delivery letter inviting parent/carer to a meeting into school.
5. If appropriate discuss attendance with pupil & consider in school supports/enhanced guidance contact.
6. Discuss supports with parents/pupil (GP, MYPAS, Group work, Community activities, school nurse referral, and voluntary support agencies). Consideration around GIRFEC SHANARRI indicators of wellbeing e.g. family history, reasons for pupil's absence, pattern of absence, % attendance, health and welfare concerns and school/community themes etc.- Consideration to be given to child's needs and most relevant and proportionate supports.

If stages 1-5 completed and no improvement to attendance, with parental consent, add pupil to Wellbeing meeting agenda for discussion in High School and Team Around The Child meetings for Primary school pupils.

Next Steps

GIRFEC 5 Questions:

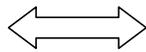
- What is getting in the way of this child or young person's well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Immediate Child Protection Concerns: always follow CP guidelines.

Referral to appropriate Wellbeing Meetings in High School
or
Team Around the Child (TATC) meetings for Primary School

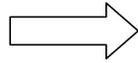
Explore options at Universal Level and/or Services who attend school Wellbeing meetings.

E.g. Youth worker / LLE/ Support Staff / Midlothian Mediation services etc.



When all voluntary, universal & targeted services have been exhausted:

Referral to Children's Services for Assessment of needs – making clear what has been explored e.g. Phone calls / letters / meeting with parents / carers, alternative plans and current risk / concerns.



Referral to Reporter when all voluntary measures including referral to Children's Services have been exhausted. Noting all exhausted attempts to engage and current risks/ concerns.

APPENDIX 2 (High School)

Date

Name
Address

Dear

ATTENDANCE

In **school** High School, a recent review of attendance with **guidance teacher's name** has shown that **child's name** attendance has fallen below 85%. I enclose an attendance summary printout for your information. **Child's name** has missed **figure**% of his/her education in **Syear** to date. If **child's name** attendance does not improve, this will have a negative impact on **his/her** education and **he/she** will not be able to reach **his/her** full academic potential.

There may of course be a very good reason for these absences. If you can give any additional information on the absences noted on the attached attendance summary please let us know. If would like to discuss any aspect of **child's name** progress in school please contact me on the number below.

In the meantime the guidance teacher will continue to monitor **child's name** attendance.

Yours sincerely

Guidance /Depute name

Enc: Attendance Summary.

APPENDIX 3 (Primary School)

Date

Name
Address

Dear

ATTENDANCE

In **school** Primary School, a recent review of attendance with **teacher's name** has shown **child's name** attendance has fallen below 90%. I enclose an attendance summary printout for your information. **Child's name** has missed **figure%** of his/her education in **Pyear** to date. Regular school attendance will enable **child's name** to reach **his/her** full academic potential.

There may of course be a very good reason for these absences. If you can give any additional information on the absences noted on the attached attendance summary please let us know. If would like to discuss any aspect of **child's name** progress in school please contact me on the number below.

In the meantime both class teacher and the **Head/Depute Head** Teacher will continue to monitor **child's name** attendance.

Yours sincerely

Head / Depute Name

Enclosed : Attendance Summary.

APPENDIX 4 (High School)

Date

Name
Address

Dear

LATE ARRIVAL TO SCHOOL, CHILD'S NAME

In **school** High School the Guidance Teacher meets regularly with the Depute to review pupil's attendance and late arrivals to school.

A recent review of attendance with **guidance teacher name** has shown **child's name** has been persistently late for school. Being on time for school is important and valuable for **child's name** to settle in and prepare for their school day ahead.

If you can give any additional information on the lateness noted on the attached attendance summary please let us know. I would like to discuss any aspect of **child's name** progress in school please contact me on the number below.

In the meantime the **Guidance Teacher name** will continue to monitor **child's name** punctuality on a regular basis.

Yours sincerely

Guidance Teacher / Depute Name

Enclosed : Attendance Summary.

APPENDIX 5 (Primary School)

Date

Name
Address

Dear

LATE ARRIVAL TO SCHOOL, CHILD'S NAME

In school Primary School the Head/Depute Head teacher, teacher's name meet regularly to review pupil's attendance and late arrivals to school.

A recent review of attendance with teacher's name has shown child's name has been persistently late for school. Being on time for school is important and valuable for child's name to settle in and prepare for their school day ahead.

I enclose an attendance summary printout for your information. If you can give any additional information on the lateness noted on the attached attendance summary please let us know. If would like to discuss any aspect of child's name progress in school please contact me on the number below.

In the meantime Head/Depute Head teacher will continue to monitor child's name punctuality on a regular basis.

Yours sincerely

Teacher/ Depute Name

Enclosed: Attendance Summary

APPENDIX 6 (High School)

Date

Name
Address

Dear

ATTENDANCE

In **school** High School, a recent review of attendance with **guidance teacher's name** and Depute has shown that **child's name** attendance has fallen to **xx** %. I enclose an attendance summary printout for your information. **Child's name** has missed **figure**% of his/her education in **Syear** to date. If **child's name** attendance does not improve, this will have a negative impact on **his/her** education and **he/she** will not be able to reach **his/her** full academic potential.

Under the Education (Scotland) Act 1980 attendance at school is a legal requirement until the age of 16. It is essential we meet to discuss ongoing attendance concerns on:

Date / Time in school's name.

If this date or time is not convenient please contact me on the number below. If I am not in the office, please leave a message and I will return your call.

Yours sincerely

Guidance / Depute Name
Contact number

Enclosed: Attendance Summary

APPENDIX 7 (Primary School)

Date

Name
Address

Dear

ATTENDANCE

In **school** Primary School, a recent review of attendance with **teacher's name** has shown **child's name** attendance has fallen to **xxx** %. I enclose an attendance summary printout for your information. **Child's name** has missed **figure**% of his/her education in **Pyear** to date. Regular school attendance will enable **child's name** to reach **his/her** full academic potential.

Under the Education (Scotland) Act 1980 attendance at school is a legal requirement until the age of 16. It is essential we meet to discuss ongoing attendance concerns on :

Date / Time in school's name.

If this date or time is not convenient please contact me on the number below. If I am not in the office, please leave a message and I will return your call.

Yours sincerely

Head / Depute Name
Contact number

Enclosed : Attendance Summary.



**Midlothian Children's Services
Referral Form**

Child/Young Person

Name	
Date of Birth	
CHI number	
Date of Referral	
Referral made by: Name/Agency	
Referrer Contact Details	

Current Address	Telephone Numbers
	Home: Mobile:

Parent or Carer Details (please enter main carer first)

Name 1:		Name 2:	
Address:		Address:	
Home Tel.		Home Tel. No.	
Mobile Tel.		Mobile Tel.	
Work Tel.		Work Tel. No.	

Details of siblings

Full Name	Year	DOB	Address	School/Nurser y

What are we worried about? – Reason for the Referral <i>(current situation, consider all areas of the my world triangle)</i>

What additional support do I need?

--

What you need to know about me and my family
(family history, child's history)

WELLBEING INDICATORS (please tick which indicators are areas of concerns and discuss further in the "what are we worried about box")

Safe	<input type="checkbox"/>	Healthy	<input type="checkbox"/>	Active	<input type="checkbox"/>	Nurtured	<input type="checkbox"/>
Achieving	<input type="checkbox"/>	Respected	<input type="checkbox"/>	Responsible	<input type="checkbox"/>	Included	<input type="checkbox"/>

--

What support am I getting?

--

What Matters to me? My views and the views of my Family

--

Parent/Carer Consent

Are the parents/carers aware and consenting for information to be shared?
YES/NO

How was consent sought?

--

If you are sending this referral electronically please send to:
c&referrals@midlothian.gov.uk

If you are sending this referral by post please send to:

Children's Services
Children & Families Centre
7 Eskdail Court
Dalkeith EH22 1AG 0131 271 6674

APPENDIX 9

Guidance for Completing Midlothian Outcome Focused Referral

“What are we worried about- Reason for referral?”

- Explains risks/concerns and the impact this is having on the child/YP.
- Risks should be explicit to the reader – specific example of behaviour or exposure to risk
Eg. Underage drinking, exposure to Domestic abuse etc.
- This section should discuss current risks and the impact this is having on the child.
- Include reference to multi-agency.

“What you need to know about me and my family”

- The “my world triangle” assessment framework should be used as a guide for completing this section.
- Historic information included is presented explaining the impact it has had on the child now and in the past.
- Details of significant people in the child’s life should be provided with name/address/date of birth/contact numbers if known.
- Note the child/young person’s strengths/likes and dislikes that relate to the referral.
- Family’s strengths, achievements and engagement with services should be noted.
- School chronology can be attached in addition if appropriate.

“Wellbeing Indicators”

- Please tick which indicators are areas of concerns that are discussed further in the “what are we worried about” box

“What supports am I getting?”

- Should summarise what formal and informal supports are currently in place and the impact of these supports/interventions on the child.
- Should summarise what previous supports the family has been offered, engaged or disengaged with.
- Should discuss child and families strengths
- Clarify if there is a difference between engagement by child/YP and/ or parents.
- Has there been previous discussion at “Wellbeing” or “Team around the Child” meeting?

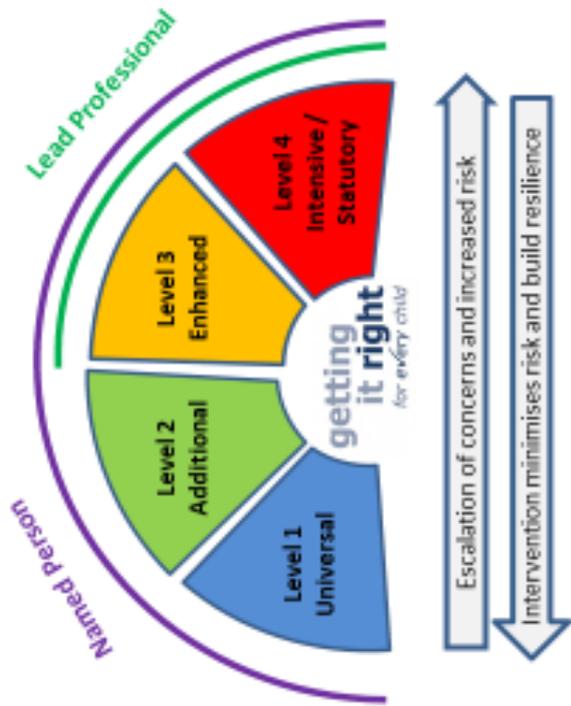
“What matters to me? “My views and the views of my Family”

- Include child’s wishes and desires, parents’ views and desires, professionals’ views on support and needs.
- Record any agreement/ disagreement about need for change and/or outcome sought.
- This section should be explicit about what has been discussed with the family, are they aware of this referral? Are they in agreement with the referral?
- If not previously discussed, what does the family think would support them best?

“What additional support do I need?”

- This should be explicit about what support is being asked for – eg Children’s Service intervention, MYPAS, Children’s 1st and intervention is to be focused on child’s needs.
- If multiple interventions are required, there should be an indication of priority.
- If this is an agreed outcome from a “Wellbeing/TACT” meeting please note when meeting took place and outcome was agreed.

Integrated Model of Support



- Level 1**
All children /Universal services e.g. Health, school, nursery, leisure, community resources.
- Level 2**
Targeted services for children with additional needs.
- Level 3**
Enhanced, multi agency integrated response required.
- Level 4**
Intensive/ Statutory integrated response required.

NB Segment size does not reflect the actual numbers of children and young people accessing services at each level.

Level 1: Universal Services (Single Agency): Available to all children and young people through schools and health. Universal supports are accessed directly through single agencies such as education (within classroom setting) or health services on an individual basis. *Establishment Contact has responsibility.*

Level 2: Universal Service with Additional Support (Single Agency): Additional targeted support within the universal services i.e. learning support, behaviour support in schools or additional health input within health or the voluntary sector. The responsibility for the coordination of supports at this level lies with the single agencies, such as education or health services, on an individual basis or through referrals, with parent /carers consent, for discussion at High School Wellbeing Meetings for young people over 12 years of age or Team Around the Child Meetings for children aged 0-12. (See Wellbeing Meetings). *Establishment Contact has responsibility.*

Level 3: Enhanced Integrated Support (Multi Agency): Support for a child or young person with more complex issues provided by two or more agencies and may include some initial Child Protection planning. Supports can also be accessed through TATC, Wellbeing Meetings, Multi agency planning meetings or referral to or after assessment by Children's Services Families. This is based on current concerns, potential risk, historical information and/or crisis intervention. *Establishment Contact or Lead Professional has responsibility.*

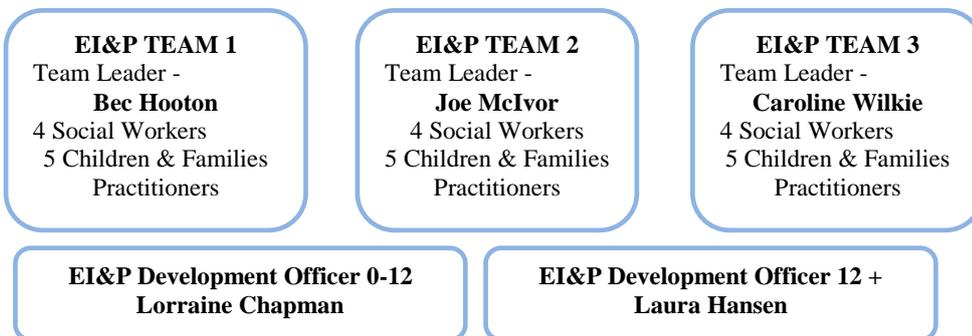
Level 4: Intensive/Statutory Integrated Support (Multi Agency): Stage 4 has been identified as the support required for a child or young person who requires statutory measures to ensure their safety or wellbeing. This would include children and young people who are Looked After and Accommodated, Looked After at Home or on a Compulsory Supervision Order under the Children's Hearings (Scotland) Act 2011. These children and young people will have an allocated Social Worker or Children & Families Practitioner to lead and support the multi agency plan. *Lead professional has responsibility.*

Immediate Child Protection referrals should be made as per policy and do not require permission of parent/carer. (See Child protection procedures)

EARLY INTERVENTION & PREVENTION TEAMS

There are three **Early Intervention and Prevention teams**, consisting of Social Workers and Children and Families Practitioners reporting directly to a Team Leader. This will be the first point of contact for new referrals.

The Early Intervention and Prevention (EI&P) teams will undertake short-term assessment and will work closely with the practice teams to ensure the right support is provided based on what meets each child, young person and family's needs. EI&P teams will provide a duty intake service on a three week rotational basis dealing with all incoming referrals.



PRACTICE TEAMS

We have four **Practice Teams**, consisting of Social Workers and Children & Families Practitioners reporting directly to a Team Leader. Two teams will primarily focus on supporting families with children under 12 years of age and two teams will focus on supporting young people from 12 years old, in particular during key stages of transition.



Whilst we have defined the teams as 'pre-birth to 12' and '12 plus', we recognise that our families do not fit neatly into these categories; we will adopt a flexible approach in how we allocate cases and respond to the needs of children, young people and their families.

Referral to Children's Services :

All referrals to Children's Services will be screened by the Early Intervention and Prevention Teams. To ensure any referral is appropriate for Children's Services please see guidance on Wellbeing Process, included with the Outcomes Focused referral form and information below:

Decisions on EI&P involvement will follow consideration of the :

- Current risks / needs/ concerns / vulnerability. *Immediate Child Protection referrals should be made as per the Edinburgh and Lothians inter agency child protection procedures. Where possible this should be done while the child is still in school and does not require permission of parent/carer.*
- Previous history of Child Protection / Accommodation/ Compulsory supervision Order
- Previous history of risk eg Domestic Violence / Substance Misuse
- Level of engagement / ability to support via universal or local targeted services.

EI&P team will then decide on course of action & update referrer on next steps:

- No further action – referrer to continue to monitor /offer supports/ refer to voluntary services.
- No further action - to be discussed at Wellbeing Meetings (High Schools 12+ or Team Around The Child for 0-12)
- Initial assessment undertaken by EI&P staff.
- Initial Assessment and plan for intervention by EI&P staff team. This could include group work or direct 1:1 support for child/parent.

Multi Agency / CSP /IEP Meetings :

If you feel attendance from EI&P staff is required at a MAM or a CSP meeting please call EI&P teams to discuss whether it will be appropriate for someone to attend on behalf of EI&P to offer specific advice and determine if there is a role for EI&P going forwards.

Attendance Issues :

For attendance issues please see guidance on attendance procedures before referring to Children & Families. Again you can consult with EI&P teams for attendance at any meetings if required. A referral to EI&P is appropriate when all voluntary, universal & targeted services have been exhausted and before consideration for a referral to the Reporter in order to exhaust all voluntary measures.

The new Outcome Focussed Children & Families Referral form will give the opportunity to record what has been attempted, level of engagement and what are the current risks or concerns around a child or young person.

Consultation can be via:

- Early Intervention & Prevention Teams 0131 271 3413
- Lorraine Chapman Early Intervention and Prevention Development Officer 0-12 on 0131 271 3360
- Laura Hansen Early Intervention and Prevention Development Officer 12+ on 0131 271 3757