

NAPEP COURSE

17.05.2024

THE WARMTH FRAMEWORK - WHAT IS WORKING WELL?

WELLBEING

- Asking the schools view and gaining C/YP's voice - asking what would help?
- Supervision
- Working with MHST
- AEPs funded by health intervention support
- Mental health in schools network – EP lead
- ELSA training and ongoing supervision
- Emotion coaching
- Emotional wellbeing workers
- 3 tier model
- In reach and out reach
- NESSIE (public health)
- Pastoral support in schools
- Attachment aware schools
- Research re audit tool
- Wellbeing champions
- Emotionally friendly schools training
- Parental well-being
- CYP who are ND struggling to attend – relational EP/FSW

TIMELY RESPONSE

- Support schools with earlier intervention
- EBSNA training available/guidance – inclusion toolkit
- Graduated approach for identifying EBSA
- Training
- Share resources/practices
- Decision tree – capacity building in schools
- Early intervention
- Ongoing offer
- Early intervention
- Process
- Links into other processes
- Healthy schools
- Transition support for vulnerable pupils
- EBSNA pathway
- Offers from hospital schools – Short Term placement
- Medical education panel – discuss and provide timely response
- EBSA time in EPS allocations

RELATIONAL

- Wakefield EPS – [Relate to Educate guidance](#)
- Relational policies, practice and training offer
- Relational network from Devonshire – policies and practices
- [AV1 robot](#) to keep CYP connected to school
- Attachment and trauma informed school projects – conference
- Training in schools
- Trauma informed expert in the LA
- Belonging guidance for schools
- Liverpool – links with EWOs/attendance strategy
- Psychoeducation work
- Social communication resource B&H YP/Family focus
- VIG
- [DDP](#)
- [ATTEND tool B&H](#)



Wellbeing First



Affirming Practice



Relational Approach



Mutual Understanding & Partnership



Timely Response



Holistic Support

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HOLISITC SUPPORT

- More reasonable adjustments
- Adaptability re uniform
- Wellbeing focus rather than EBSA/EBSNA
- Engagement rather than attendance
- Early Help/family work
- Use of youth workers (with MH/ASC knowledge) working with schools/ health/ education
- Dedicated EBSA service
- SEND drop ins for parents
- Family hubs – outreach
- Clear offer around ‘entrenched’ EBSA
- Community and home based support
- Multi-disciplinary approach
- EBSA co-produced toolkit for all

AFFIRMATIVE PRACTICE

- Training on ND affirmative practice and reflecting in our reports
- Valuing flexible learning and engagement
- Trauma informed practice
- Giving recovery time
- Use of [AV1 robots](#)
- Importance of language
- Training for schools and services
- Professional curiosity
- Affirm others fears and concern
- Work with local organisations in the community

MUTUAL/ PARTNERS

- Multi agency model – joint problem solving
- Team around school – high level of attendance issues
- Schools, families, EPS, attendance working together
- Parent partnerships and Parent/carer groups
- Bradford Parent/Carer Forum joint working on guidance – early intervention and evidence base
- School and community teams for early intervention
- Training with social care
- Need to involve liaison with CAMHS
- Public health
- Youth workers funded by health
- Processes support by multidisciplinary team
- Advocacy group – LA, Local and national
- Project Anna Freud
- Specialist EPs – attendance and SEMH EWOs
- EBSNA co-ordinator – co-supervised by an EP
- Attendance team
- Education inclusion panel – EP rep
- Working with schools through traded service
- SLA’s across agencies
- Inclusion panels
- EBSA pathway
- Dynamic support register
- OAP