



STYJS Inclusion Pathway

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- ▶ This is a new pathway that Case Managers can refer into for support for young people who are at risk of falling out of Education and Training. This pathway is designed to promote engagement in the education system, improve attendance, prevent exclusions (fixed-term and permanent), improve attainment and deliver well-targeted educational support.
- ▶ Also, to have an effective practice in respect of partnership arrangements with Schools, Colleges and Training Providers which actively support the delivery of education.

Process

Case Managers to contact school, Colleges and training providers and collect the following information:

- ▶ Up to date attendance record
- ▶ Information on behavior in school/training.
- ▶ Academic levels/achievements
- ▶ Risk concerns in ETE
- ▶ Any services or support provided/not provided in response to special educational needs is there a SEN Plan or EHCP.
- ▶ Attitude to ETE

Process

- ▶ Case Managers to record attendance in the ETE Tab and exclusions are recorded in the assessment.
- ▶ If the young person is lower than 75% then a referral to be made to YJS ETE Team.
- ▶ If there are more than 10 exclusions in the term, then a referral to be made to YJS ETE Team.
- ▶ Referral procedure is the same as the NEET process.
- ▶ **Case Manager to update ETE tab and then refer. From there YJS ETE team will take control and link with case holder.**

STYJS ETE Team support

- ▶ Ifran Hanif and Deb Hall to complete checks on Capita and consult with Case Managers and other Education teams. If it is deemed support is needed this to be allocated to Ifran Hanif.
- ▶ Linking in with any other Education Team such as Virtual School, SEN and Inclusion. Part of PIP and Inclusion Triage panels and ETE Risk meetings.
- ▶ Ifran Hanif and Deb Hall to implement a school education plan if necessary. We will meet the family, young person and speak to school. We will then discuss a Restorative approach with schools/training providers and look at how to move forward through this plan. This will capture the voice of the child/parent and barriers.
- ▶ All cases that are identified at Risk of exclusion to be monitored and tracked via Ifran Hanif caseload. These cases to be discussed in supervision sessions with Deb Hall.

Communication and partnership working with schools

- ▶ Setting up PCSO neighbourhood teams with School. Gathering enough information to react swiftly and firmly to early signs of criminal behaviour. Case example seen STYJS contact PCSO and link in school so information can be gathered for school to put a VEMT referral in.
- ▶ Making information from schools more accessible. Example building directory of year leaders and senior leadership teams in schools for STYJS to have direct contact to share and gather information. Case example from Children Service and good practice.

School Education plan example

My plan at School

- ▶ **I will follow the rules of the school and attend my lessons.**
- ▶ **When I get upset, I will attend the office of the Year 11 Learning Manager to collect my thoughts. I will do this by alerting school staff.**
- ▶ **All staff will be informed so they are aware if I need a break.**
- ▶ **I will not wonder around school and will speak to staff if I need a break.**
- ▶ **My MIND worker will speak to School with regards to the support I am receiving. Therefore, School staff are aware when they are communicating with me.**
- ▶ **I will make the best out of the situation in school by attending my lessons.**
- ▶ **School staff will contact my Mum if there is an issue.**
- ▶ **If I don't agree with staff, I will speak to the Year 11 Learning Manager.**

Q&A session

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect against the white background.