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# Guidance on Working with Multi Agency Professionals

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Sign:  
Chair of Governors  
Date:



**Fairfields**  
School

# Fairfields School

## Multi Agency Professionals Working in School

### Context

At Fairfields, we actively promote the ethos of 'a team around the child'. We have established links with key services aimed at promoting the well-being of our children and their families. We strongly advocate a person-centred approach in order to achieve the best outcomes. We therefore work closely with colleagues from the NHS, children's social care teams as well as the many other professionals who work to support our children and their families.

### Aim

Our approach when working with multi agency professionals is:

- child centred
- rooted in child development
- to support the achievement of best possible outcomes for children
- holistic in approach
- to ensure equality of opportunity
- to actively involve children and families
- to build on strengths as well as identifying and addressing difficulties
- to be a continuing process of therapy or additional support rather than an event
- designed to identify and provide the service required, and to monitor the impact its provision has on a child's developmental progress
- to be informed by evidence.

### Multi Agency Services

There are a number of different ways Multi agency professionals work with us as a setting.

### Statutory Services

Within the school we have a number of health services as resident, including School Nurses, Physiotherapists, Occupational Therapists (seating only) and NHS Speech and Language Therapists. We also provide opportunities for multi agency professionals to come and observe pupils in school, so they can support the family at home.

Some services support individual pupils due to a significant need e.g. Visually Impaired Service/Hearing Impaired Service. All statutory services work with the school as part of the children's EHCP entitlement.

### School Commissioned services

As a school we commission a number of services to enhance the provision we have in school. This includes Music Therapy, Occupational Therapy and Speech and Language Therapy. These services complement the work of the Statutory Services. They focus on the pupils' outcomes on their Education Health and Care Plans and provide additional approaches and strategies to support pupils in class.

This additional provision also adds to our training offer. Through working with pupils in their class, these professionals are role modelling to staff enabling them to continue this delivery throughout the school day.

### Independent Professionals

We are aware that some parents are in the position to commission work with independent therapists themselves to focus on individual programmes for their child. They may also access additional assessments from specialist centres to enrich the work of the statutory services. Our staff in school will liaise, where appropriate, with these services and use the relevant information within their own practice.

### Working Together

When working with multi agency professionals in school, priority is given to the statutory services and the additional services commissioned by the school.

Teachers ensure that programmes and targets are included as part of daily practice to enable the pupil to make progress. We encourage the therapist and the teacher to work together to ensure the best outcome for the child.

We have a number of shared spaces across the school which are used for individual, small group or class work. The learning in these spaces is linked to the pupils' EHCP outcomes or curriculum targets.

All pupils at Fairfields are expected to access their full curriculum entitlement. As a Special School, we have a statutory responsibility to deliver the education provision in the EHCP, as well as working with multi agency professionals. Unfortunately, there is not enough capacity within the school environment or across timetables to accommodate all independent professionals.

When parents commission independent therapists to work with their child, in the first instance, this should be organized outside of the school day.

If a pupil has good attendance, the headteacher will authorize attendance to therapy sessions during the school day for a set period of time (maximum of 12 weeks). This is to minimise the impact on the delivery of the curriculum. If the therapy sessions need to be extended e.g. due to rehabilitation from an operation, this will need to be done in discussion with the headteacher.

In certain circumstances, the headteacher will agree for an independent professional to come into school and work with the child for a set time period. The following factors need to be considered:

- The professional has been approved by the EHCP team, in conjunction with the headteacher, and is linked to a child's personal budget
- There is an agreement between the professional and the school that some of the sessions will occur in the classroom, working with members of the class team
- There is a space available in school, if the classroom isn't always appropriate
- If an alternative space in school is used, a member of class staff can attend the session, so strategies can be delivered in the classroom going forwards

If the headteacher feels the attendance of therapy sessions during the school day is having an impact on the child and is to the detriment to their learning, they are able to stop this from occurring during

the school day and a meeting to review the situation will be held, with parents and professionals involved before it is reinstated.

### **Personal Budgets and EHC Plans (Children's Services)**

A personal budget is an amount of money (identified by the local authority) that pays for the provision specified in a child/young person's Education Health and Care (EHC) Plan. They can give young people (and their parents) greater choice and control over the services they require.

The EHC Plan will offer a personal budget for aspects of the provision outlined in it, if the parents or young person request it and are deemed eligible. Any requests for a personal budget must be discussed with the SEN Officer when an EHC Plan is being drafted or reviewed/ re-assessed.

Before a personal budget has been allocated to a child for EHCP provision, a discussion will be had between the EHCP officer and headteacher, to ensure the school has capacity to accommodate this during the school day and to make sure this provision isn't already being provided within school through other means e.g. pupil premium grant.