



The OAK is a short term therapeutic provision for secondary age pupils who are not able to engage in education due to trauma or mental health issues.

ACCEPTANCE CRITERIA

Social, Emotional and Mental Health needs

1. Children who will benefit from this offer are:

- a. between the age of 11 and 16, however those being referred in Year 11 there would need to be full agreement between referring school, Fair Access Panel (FAP), child and family that this is in the best interest of the child.
- b. experiencing significant barriers to engagement in mainstream education provision due to SEMH needs or due to trauma.
- c. awaiting assessment or treatment from CAMHS or may not have met the threshold for CAMHS assessment and intervention. Where there has been previous CAMHS involvement, the relevant CAMHS clinician will be involved in the provision of this service;
- d. presenting with behavioural, learning and SEMH needs at a mild to moderate level, including:

Conduct/ behaviour, anxiety	Substance misuse	Parenting
Deliberate Self Harm	LD and SPLD	School refusal
Attention/ concentration	Bereavement	Emotional factors in learning
ASC / ADHD	Bullying	Crisis response following suicide, trauma or bereavement.
Eating disorders	Cyber bullying / sexting etc.	
PTSD	Social Skills	
Depression		

2. There must not be presenting needs of aggression or violent behaviour due to the fragile nature of the children.

Entry requirements for referring schools to this provision via Fair Access Panel

3. Children will be referred by a mainstream school where they are on roll via Fair Access Panel. Evidence is required by the Fair Access Panel that the referring school has provided inclusion support and intervention to respond to identified SEMH needs. This may include evidence of:
 - a. CAMHS referral made for the child with the outcome of either the AP pathway or rejection
 - b. Referral to MASH and outcome
 - c. School support intervention plans to address needs and re-engage child in learning
 - d. Attendance action plan, including parental engagement and EWO meetings
 - e. Completion by referring school of a Boxall Assessment prior to initial consultation
 - f. A pre-assessment and consultation before bringing the case to FAP for ratification
 - g. Referring school are taking responsibility for setting work each week

The FAP Coordinator will facilitate the assessment of the child being referred. The FAP Coordinator will only pass the referral to Heathcote once the assessment has been completed and it is assessed that this would be a suitable provision to meet the child's needs. Should a waiting list develop, CAMHS will identify those to prioritise for entry based on the clinical needs of child and in consultation with the providers.

Objectives

4. The service will:
 - a. facilitate assessment for children who have social, emotional and mental health (SEMH) needs, including anxiety disorders, self-harm or other symptoms of SEMH disorder
 - b. offer purposeful, planned, outcomes-focused, and time-limited interventions for children with SEMH needs and for those who have experienced trauma
 - c. engage in partnership approach with the mainstream school where the child is on roll, and with YFRS and clinical input as agreed at Fair Access Panel
 - d. support the child during the defined period of intervention and ensuring that the child can engage in their education through online resources provided by the mainstream setting
 - e. request online safeguarding files to be transferred from the mainstream school and log safeguarding information throughout the placement and will expect schools to update on any new information so that this can be kept
 - f. Use outcome-focused planning and review focused on the impact of interventions so that children can return to mainstream able to attend the setting and access their education.

Intervention Pathway

Following referral, assessment will take place either in on-site provision or at the child's home, dependent on the child's needs.

Placement will be for up to a maximum of 12 weeks. Length of placement will be based on assessment of the individual needs and decided in partnership with the referring school and in line with agreement made at Fair Access Panel (FAP). Placements may be extended or decreased in length in liaison with referring school following a review of the impact of the intervention on outcomes.

A bespoke timetable will be created for the child, which will be updated during a defined period, typically for 6-12 weeks, gradually reintroducing the child back to the referring mainstream school where they are on roll. There is an expectation that children will attend their referring school every Friday, where it is possible to do so, in order to facilitate joined up working and ease reintegration once intervention complete.

Children referred to the provision will have access to a variety of therapeutic support, which is likely to include the following: The programme for each child will be bespoke depending on need:

- CBT
 - ELSA
 - Lego Therapy
 - Play Therapy
 - Art Therapy
 - Music Therapy
 - Talk therapy
 - Mindfulness sessions
 - Sensory Room
 - Sensory Garden
 - Social Skills / stories
 - Gardening/ sports
 - Life skills
 - Group work for Self Esteem and confidence building
 - Physical Therapy
 - Keyworker / home liaison officer
 - Student social worker
 - Access to CAMHS worker
5. All pupils will have an Individual Intervention Plan, which will incorporate the education from the home school, following assessment of needs it will be determined if Academy 21 or virtual learning is appropriate to support the needs of the child. <https://academy21.co.uk/>. Any identified necessary Academy 21 resources will be provided by the YFRS.
6. There is an expectation that the referring school will provide the **online academic work** that the child is expected to complete whilst attending the Heathcote satellite provision.

For more information please contact:

Ruth Peters: Oak Centre manager

rpeters@heathcote.waltham.sch.uk

Sonia Close: Deputy Head

Sclose@heathcote.waltham.sch.uk