

School Attendance Difficulties are complex but often struggling children and young people are described as being "fine in school". Are they really fine or are they masking, or just about coping?

We need to DEFINE FINE and work together to assess, understand and support with barriers to education from the earliest signs of need.

"All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves."

The SEND Code of Practice

22. Supportive approaches are most effective when they are put in place as early as possible and therefore it is essential all partners work together in a timely manner.

24. Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach. In very few cases will all options have been exhausted therefore partners are expected to work together to continue offering new approaches. If a particular form of support is refused or does not work initially, schools and partners are expected to provide further opportunities to engage in that support, try something else or ultimately take legal action if support is not appropriate.

Working together to improve school attendance



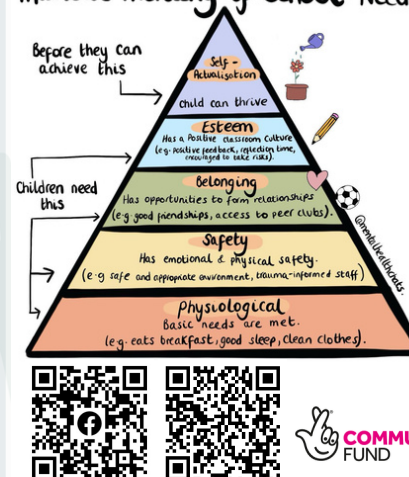
SUPPORTING A CHILD OR YOUNG PERSON STRUGGLING TO ATTEND SCHOOL

- Have they been assessed for SEND across the 4 broad areas of need:
 - Cognition and learning
 - Communication and interaction
 - Social, emotional and mental health
 - Sensory and physical?
- Could they have unmet SEND needs?
- Have they been referred to an educational psychologist or specialist teaching services, OT or SALT?
- Do they need a SEND support plan or an update of an existing one?
- Are all staff aware of the necessary support through a pupil passport?
- May they need an EHC Needs assessment?
- If they have an EHCP does it need to be reviewed?
- Are schools dealing with any reports of bullying or assault?
- Do they need a referral to a paediatrician, the ND pathway, CAMHS or a mental health specialist?
- Do they need an individual health care plan?
- Is the school environment supporting their physical and mental health and well being?
- Are they being provided with learning and connections whilst they are absent?
- Are their absences authorised in line with Working Together to Improve School Attendance?
- Have they been referred to the LA medical needs team or been provided with alternative provision or mentoring or Section 19 provision?
- Do the family need support such as peer support or early help?

Parenting a child or young person struggling with school attendance can be difficult and often impacts on the wider family. It is important to make sure you look after your own health and wellbeing.

Our aim is to ensure that parent carers are not alone, that they have a community to belong to and are supported to work with professionals to plan appropriate support for their child or young person.

An Updated Maslow's Hierarchy of School Needs



BASED ON THE FOLLOWING GUIDANCE:

- THE SEND CODE OF PRACTICE
- WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE (DFE)
- SUPPORTING PUPILS WITH MEDICAL CONDITIONS AT SCHOOL (DFE)
- EDUCATION FOR CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL (DFE)
- SUMMARY OF RESPONSIBILITIES WHERE A MENTAL HEALTH ISSUE IS AFFECTING ATTENDANCE (DFE)
- EQUALITY ACT TECHNICAL GUIDANCE EQUALITY & HUMAN RIGHTS COMMISSION
- PREVENTING AND TACKLING BULLYING
- KEEPING CHILDREN SAFE IN EDUCATION
- HOME EDUCATION GUIDE AND:
- LUKE CLEMENTS AND CEREBRA INSTITUTIONALISED PARENT CARER BLAME
- LEICESTERSHIRE NHS PARTNERSHIP TRUST SUPPORTING AN AUTISTIC CHILD WHO FINDS IT TOO DIFFICULT TO ATTEND SCHOOL
- CHARLIE WALLER WELL BEING ACTION PLAN (ADULTS)



Define Fine is led by a small team of parents and professionals with lived experience of school attendance difficulties.

Parent Carers are welcome to join our supportive Define Fine Facebook group for peer to peer support, advice, information, resources, online support Q&A sessions bookable on Eventbrite and some 1:1 Peer Advocacy. We also provide consultancy, training and case management to professionals in schools, Local Authorities, health, EWO's PCFs, SENDiass, SEND and mental health support groups and organisations.

Understanding Barriers to Education and Attendance

Sometimes referred to as Emotionally Based School Avoidance (EBSA)



Define Fine is a team of professionals and parents with lived experience of school attendance difficulties.

To our knowledge we are unique as a school attendance support focussed organisation. In addition to our online group parent peer support and webinars with Q&A sessions, we offer direct 1:1 peer support and advocacy at at no cost to parent carers.

Our resources are based on current government guidance - to empower and support parent carers and professionals to work together to overcome barriers to attendance.

We are 'not for profit'. We work alongside other charitable organisations across SEND and mental health who share our values and ethos.

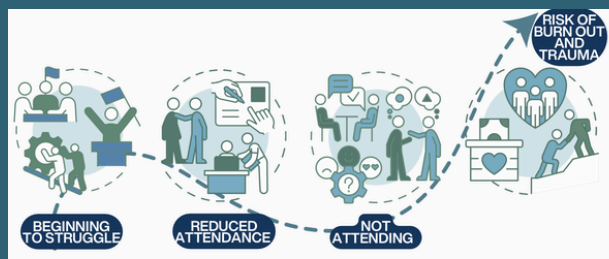
We also provide training to Local Authorities, Health and Education professionals. Our training fees for this work, as well as grants and donations fund our peer support.

We are a national group with local Leicestershire, West Northamptonshire and Suffolk experience and connections and are included on 119+ Local Offer directories.

IS YOUR CHILD STRUGGLING WITH SCHOOL ATTENDANCE ?

WE CAN HELP YOU.

Define Fine
Parent Peer Support for School Attendance Difficulties



Supported by



www.definefine.org.uk

contactusedefinefine.org.uk

