

LinkEd Up Programme

Professionals' Briefing - January 2024

Session structure

- ▶ Introduction
- ▶ LinkEd Up – Background (JM)
 - ▶ The story so far...
 - ▶ Referral criteria & Common trends amongst young people
 - ▶ Attendance of 2 cohorts
 - ▶ Outcomes/updates for these young people
- ▶ LinkEd Up – Spring 2024 (JM)
 - ▶ Going through the proposed timetable
 - ▶ Highlighting some of the practicalities/obstacles that may arise on this 2024 Cycle
 - ▶ How will attendance be monitored and recorded in this cycle?
 - ▶ How will safeguarding take place in sessions?
 - ▶ Monitoring attendance:
 - ▶ What happens if a young person does not log into a session? How and WHO will chase this?
- ▶ Pupil, family, school and professionals' commitment
- ▶ Reflections: (JM)
 - ▶ What have we learned about WHAT WORKS
 - ▶ Difficulties with practicalities/obstacles in managing an education network of colleagues?
- ▶ Actions
- ▶ Q&A

Re-engaging young people back into education after a period of absence by looking at new ways to promote and deliver our service to the increasing number of vulnerable young people who have mental health challenges and who are not taking part in education.

LinkEd Up - Overall Aims

Schools:

- Supporting educational colleagues in mainstream schools to *re-engage young people who have not fully returned to school*, some following national lockdowns.
- To work with teachers/school leaders to try to ensure that those young people do not develop habits that become entrenched.

Young People:

- To help students to *re-engage* with and *enjoy learning and education*.
- To help students *make progress in their transition back into education*.
- To *raise students' confidence* in their ability to *access education*.
- To help *students identify their thoughts and feelings about school* and *plan some strategies to support them to re-engage*.



LinkEd Up - The Story so far...



LinkEd Up began as an idea in the summer of 2020 in the wake of the COVID crisis. It became clear that some young people were unlikely to want to return to school even once it was possible to do so.

The question was: Would we be able to reach young people we did not know and encourage them back into education through the delivery of lessons via an online platform?

In response, RFHCS (lead by Mike Kelly) conceived of a course which would reach out to those young people online through the medium of zoom.

- ▶ The zoom sessions would be aimed at helping young people come to terms with their anxieties about returning to school, and would seek re-engage them by RE-establishing links with staff from their own school.
- ▶ In the Summer term 2020, the offer was made to all SENDCOs and Headteachers throughout Camden.
- ▶ Of the schools who did show interest, we reached out to some six or seven young people who were very vulnerable and in great need of what we had to offer which at that time in the pilot scheme included; Drama Therapy, Art, Music, Maths, English and Thinking Cards. (no EP support on the 1st cycle)
- ▶ To date we have worked with 5 Camden secondary schools (15 young people) and completed 3 cycles of the programme: 3 Phase approach
 - ▶ Phase 1: Mobilising → referral paperwork → understanding educational formulation of YP & Family
 - ▶ Phase 2: Engaging with the LinkED up Online programme - Getting to know the YP
 - ▶ Phase 3: Follow up with Schools → making plans → setting next step goals post intervention
 - ▶ Phase 4: Pupil/ Parent voice → Reflection and impact

Phase 1:

- Mobilising stakeholders
- Complete and return referral paperwork
- Safeguarding risk assessments completed
- understanding educational formulation of YP & Family (Reflection tool)
- Looking at the cohort as a whole for trends /themes
- Sending out Royal free resources to young people

Intervention	
Nothing picked up or referred for in Primary school	
Curriculum/ Learning issues	
Medium or High anxiety around exams	
Engaging in 'some' school work- not always given from home school	
Anxiety around PE or Games in school	
Has a few special interests (music& Dance/computers& coding/journaling& scrapbooking	
Social Personal	
Struggles with Friendships/peer groups/ has dropped out of friendship groups	
Psychological wellbeing	
Experiences the physical effects of Anxiety- Panic attacks or emotional 'meltdowns'	
Has low self-esteem	
Presents with or as low mood/depressed	
Keeps feelings to themselves	
Presents as tired	
Has a pessimistic nature	
Noted as SEMH	
Family Dynamic	
Has strong bonds with family members at home	
Attendance & Engagement with school	
Average attendance for the group (Total 4 young people)	17.1 %
Attendance is LESS than 30% for this academic school year	
Currently not attending school at all	

➤ How does this young person make sense through the lens of education?

Reflective thinking

Description of behaviour

- What is the current rate of attendance?
- Are there any patterns to non-attendance? Particular days or lessons?
- History of behaviour; when did it first occur, have there been similar difficulties?
- Behaviour and symptoms of anxiety – what does it look like? What does the child say about any specific fears and difficulties?

Risk factors (school, child, family and community)

- *Developmental and educational history (health, medical, sensory or social factors). What are child's previous experiences of school?*
- *Any changes in family dynamic? (Separation, loss, birth of a sibling, health issues of other family members)*
- *Who is the child closest to in the family?*
- *Are there any other needs within the family? 2 Note that we use the term **avoidance rather than refusal***
- *How do members of the family respond to the situation?*
- *Does the child have any learning needs or difficulties?*
- *What do we know about their local community?*
- *What do we know about their 'social graces' and how these interact with their experiences of school? (gender, geography, race, religion, age, ability, appearance, class, culture, ethnicity, education, employment, sexuality, sexual orientation and spirituality)*

Strengths and protective factors

- *What does the child think is going well?*
- *What strengths do they have?*
- *Do they have any aspirations or ambitions for the future?*
- *What positive relationships do they have at home and at school (peers and staff)?*
- *What positive experiences have they had at school?*
- *What was different about the times when the young person was able to get into school?*
- *What has been helpful in the past?*

Formulation & integration of various factors

- *What is people's understanding of why the young person is demonstrating these behaviours?*
- *Are there any differences of views?*
- *What risk factors have been identified (child, school and family)?*
- *What strengths have been identified that can be built upon?*
- *What is the function of the behaviour – is it:*



How do I 'make sense' in school?

Phase 1: Understanding educational formulation of YP & Family

Why do I feel this way?

I want to go...it's just every time I try to go I just can't..

I have no friends there

I used to like school when I was in Primary.

I find learning tricky. I've missed so much...



I have never liked school. My teachers are rubbish...

All the kids at school are too noisy. I can't learn there.

I don't know ...

Resources:

The RFHCS provided pupils with a comprehensive pack of fun resources which supported them to access sessions during the two weeks. These were posted directly to the homes of the young people, in considering that they may not have attended school to collect them.

These back packs included everything needed to engage in the online sessions:

- **Stationary for young people**
- **Art sketch book**
- **Water colours/water colour pencils**
- **Paint brush**
- **Note book**
- **Mini White board and pen**
- **English, Drama and Well-being printed resources**
- **A3 'Helpful' and 'Unhelpful' thinking posters**



Phase 2:

Attendance for Cycle 2 week 1 & 2

10 Young people

Pupil name	Year group	Monday 14.03		Tuesday 15.03		Wednesday 16.03		Thursday 17.03		Friday 18.03	
		AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
CB	Year 9	/2	\5	/1	\5	/	5\	X	\2	/3	\n/a
OG	Year 8	/3	\1-2	/2-3	\1-2	/4-5	\5/6	/3/4	\1-2	/1-2 camera on!	\1-2
ADH	Year 9	X-	X	X	X	X	X	X	X	X	X
KR		X	X	X	X	X	X	X	X	X	X
AO	Year 7	X-	X	X	X	X	X	X	X	X	X
LA	Year 7	/2-3	\1-4	/2-4	\4-3	/3	\1-2	X	\1	/2-3	\2
FFB	Year 9	/2	\1-2	/2-3	\1-2	/2	\2-3	/2-3	\2/3	/2-3	\1
GH	Year 9	/3	X-attended school	X-attended school	X	/3	\3	/4	\1	/2	\2
MM	Year 9	X	\8	/2	X	/2	\2	/2	\1	/2-3	\1
JCT	Year 9	X	X	x	X	X	X	x	X	X	X

Pupil name	Year group	Monday 21.03		Tuesday 22.03		Wednesday 23.03		Thursday 24.03		Friday 25.03	
		A M	PM	AM	PM	AM	PM	A M	PM	AM	PM
CB	Year 9	X	X- IT issues	4/5	\3	/3	X	X	X	/1-2	\
OG	Year 8	/2-3	\	2-3/3-4	\3	/2-3	\2	/2-3	\1	/1-2	\
ADH	Year 9	X	X	X	X	X	X	X	X	X	X
KR	Year 7	X	X	X	X	X	X	X	X	X	X
AO	Year 7	X	X	X	X	X	X	X	X	X	X
LA	Year 7	/2-3	\	X	\1	X	\2	/3	\1	X	\
FFB	Year 9	/2	\	3/2	\2	/2-3	\2	X-	X	/1	\
GH	Year 9	/2	\	X-attended school	X-attended school	X- IN SCHOOL	X attended in school	/3	\2	X at school	\from school
MM	Year 9	/2-3	\	3/3	\2	/2	\2	/1-2	\1	/1-2	\
JCT	Year 9	X	X	X	X	X	X	X	X	X	X

- 8 Point of no return.
- 7 Attack.
- 6 High Anxiety
- 5 Moderate Anxiety
- 4 Low Anxiety
- 3 Uncomfortable
- 2 Normal.
- 1 Relaxed.

At the beginning and end of each session I would ask the young people to give me a EBSA 'check-in' score to let me know how they were feeling at the beginning/end. This could be privately or openly via Zoom chat function. In the absence of having a camera on, it allowed me to have some understanding of whether the young person was struggling in any way. If I had a sense that they were, I would offer them the chance for me to call them in the break (or even during the session before it ended) to talk anything through.

What are all these numbers!?

Attendance for Cycle 3 week 1 & 2

4 Young people

Pupil name	Monday 7/11		Tuesday 8/11		Wednesday 9/11		Thursday 10/11		Friday 11/11	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
RM	/ 3 then 2	\2	/2	\	/2-3	\2	/2	\2	/	\2
TM	/3	\- intern et cut out	/ late to session	\	/5	\2	/2	\1	Docs appointment	\
JA	/5	\5 then 4	/4	\	/4	\ logged out intern et issues	/	\ late due to being asleep	/	\4 Voice on throughout- EXCELLENT engagement
BW	/ NA	\ NA	/	\ joined but dropped out	-	-	-	-	Mum emailed- really struggling to get Bleu on the screen	-

Pupil name	Monday 14/11		Tuesday 15/11		Wednesday 16/11		Thursday 17/11		Friday 18/11	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
RM	/2	\2	/2	\2	/2	\2	/2	\2	/2	\2
TM	/3 Wifi issues	\ wifi issues	/	\4	/	\ dropped out	/droppe d out	\5	/4	\4
JA	/5	\5 Late- mum says was sleeping	/5	\5	/5	\4	/5	\4	/5	\5
BW	-	-	-	-	-	-	-	-	-	-

- 8 Point of no return.
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What are all these numbers!?

Professionals and Responsibilities

- ▶ LinkEd Up Coordinator (Emma)
 - ▶ Referrals
- ▶ Lead psychologists:
 - ▶ Deliver wellbeing content (Emma)
 - ▶ Lead/Document review meetings
- ▶ **Jemma (RFHS):**
 - ▶ **Arrange LU timetable**
 - ▶ **Deliver 2 x briefing meetings with all stakeholders**
 - ▶ **Interim check in meeting with Stakeholders**
 - ▶ **If needed I can offer consultation on:**
 - ▶ if individual cases are 'stuck' and schools/mentors would like advice around possible next steps
 - ▶ Give advice around medical/educational signposting
 - ▶ Join follow up meetings if needed (case by case)

School Commitment Agreement

- To **complete referral paperwork**, including safeguarding **risk assessments** in as much detail as possible and returned prior to the start date
- **Monitor attendance** of your young person:
 - Mentors/psychologist/school link teacher will **follow up with students if they do not attend the LinkEdUp sessions** → send this information to Emma
- To ensure that **students have working IT kit** for sessions
- Mentors/psychologist/school link teacher to make a check-in call home each week
- **Attend ALL follow up review meetings**
- **Implement agreed plans** in a timely manner

LinkEd Up Spring '24

- ▶ **Phase 2:** Engaging with the LinkEd up Online programme - Getting to know the YP
- ▶ Two-week online programme

Week 1	10.00-11.30am	1.30-3pm
Monday 22/1	Introductions to the programme- (Professionals present): Jemma/Emma/Alex / RBB Mentors & colleagues/ School links <ul style="list-style-type: none"> - Jemma goes through the resource pack/timetable. - Young people spend some time completing the initial online questionnaire (Google Forms) - <u>Introducing</u> : Digital Photography- JEMMA 	Music and games 1
Tuesday 23/1	EP Wellbeing Session 1	Drama Therapy Relaxation techniques
Wednesday 24/1	Thinking Cards 1	Growth Mindset 1
Thursday 25/1	Art 1	Music 2
Friday 26/1	Digital Photography	Art 2

Week 2	10.00-11.30am	1.30-3pm
Monday 29/1	Growth Mindset 2	Drama Therapy hero journey 2
Tuesday 30/1	EP Wellbeing Session 2	Music 3
Wednesday 31/1	Thinking Cards 2	Art 3
Thursday 1/2	Photography- Real photographers talking about their business - Matt de Jong-www. GoDeJong.com & https://www.jjmedina.com/	Music 4
Friday 2/2	Digital Photography Young people complete end of programme questionnaire (<u>Google form</u>)	ALL stakeholders present for End celebration: Jemma/Emma/Alex / RBB Mentors & colleagues/ School links EMMA leads : summary evaluation and reflections 'What have I got out of <u>LinkEd Up</u> and what next

Phase 2: Engaging with the LinkED up Online programme - Getting to know the YP

The Timetable:

- Running for **Two weeks in total**
 - W.b 22nd January 2024
 - W.b 29th January 2024
- Camden EP support**
 - asking young people to consider what the source of their challenges are attending school (2 sessions with the young people)
 - What are my push and pull factors?
 - How do I get back into school?
 - How can I manage my anxieties to overcome these feelings?
- Growth Mindset**
 - What are my goals?
- Thinking cards**
 - Introduction to Helpful and unhelpful thinking (CBT)
- Royal Free school teacher engagement**
 - A session focused around their subject area of expertise
 - Drama Therapy, Art, Digital photography, Music

Week 1	10.00-11.30am	1.30-3pm
Monday 22/1	Introductions to the programme- (Professionals present): Jemma/Emma/Alex / RBB Mentors & colleagues/ School links <ul style="list-style-type: none"> Jemma goes through the resource pack/timetable. Young people spend some time completing the initial online questionnaire (Google Forms) Introducing : Digital Photography- JEMMA 	Music and games 1
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What happens if a young person does not log into a session? How and WHO will chase this?

How will safeguarding take place in the session?

- As part of referral paperwork, each young person will have had an online risk assessment completed by their referring professional
- In addition to this → each session will include a RF teacher AND member of the RBB team.
 - RRB/EMMA to arrange who this will be for each AM/PM session
 - RF Teachers should never at any time be 'alone' in the virtual room with young people

How will attendance be monitored and recorded?

- A register will be taken at the beginning and end of each session (in case young people begin the session late)
- It will be the responsibility of the Royal Free session leader to record who was present for the duration of the session and email the names of the young people to EMMA once everyone has logged off

What happens if a young person does not log into a session?

- We ask that either mentor/or Psychologist assigned to their young person is available for the first 30 mins of the AM/PM session.
- Allowing 10/15 mins grace to be late- if the Young person has not arrived to the session after this time - they make a phone call home to the YP directly or parent/carer to understand a reason as to why they are not attending.
- They must then message the RF teacher to let them know the reason for non attendance

Attendance data will be sent to referring schools weekly.

- A code of B → is given indicating Educated off site
- A code of C → not attending because of extenuating circumstances
- A code of I → Authorised illness
- A code of O → no contact made / no reason given(un-authorized)

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Follow up work:

- ▶ **Phase 3:** Follow up with Schools → making plans → setting next step goals post intervention
- ▶ Goal-setting session with pupil
- ▶ Initial planning and goal setting with network (pupil and/or family, school, RBB, psychologist)
- ▶ 3x follow up review meetings proposed:
 - ▶ W/c 26.02.24
 - ▶ W/c 18.03.24
 - ▶ W/c 15.04.24
- ▶ At follow up meetings **EP, Named school link professional, Mentor & Psychologist Parent/carer** all attend.
- ▶ We **absolutely recommend that the young person attend also-** however, this has always been a choice we have left to them to make- if not on screen then in the room when the meeting is taking place.

LinkEdUp: Transitioning back to school

Student name:	
School:	
Attended by:	
Date:	

What was successful during the programme? What can we celebrate?
<i>Views gathered from student, parents, school staff and LinkEdUp staff</i>

What are the push/pull factors affecting school attendance?
<i>Views gathered from student, parents, school staff and LinkEdUp staff</i>

What is the student's view of next steps?

SMART Target 1:

Descriptor of Baseline (B)										
1	2	3	4	5	6	7	8	9	10	
Ratings:										
1 means:										
10 means:										

What strategies have been agreed?

	<i>Strategy</i>	<i>Who will deliver it?</i>
1		
2		
3		
4		

Phase 4: Pupil/ Parent voice → Reflection and impact LinkEdUp Programme

Follow up work: What works well?

- **Generating ideas directly from schools themselves**
 - **School are the experts!** *With knowledge of the on site resources, available adults, available IT, learning & Pastoral interventions and (most importantly) the young people themselves*
 - *With this knowledge the ideas suggested during transition follow up meetings have (so far) been the most 'out of the box creative' and the most successful*
 - *Playing online chess with a YP*
 - *Organically Initiating a peer interaction between two pupils in a year group when social anxiety is a challenge for them*
 - *Using the google class room as a platform for communication to share interests*
 - *Utilising a specialist area of the school as a transition into the main school building on site*
 - *Engaging the therapeutic team on site in school for a young person when recognising the urgency of need and long waiting time for CAMHS*

Phase 4: Pupil/ Parent voice → Reflection and impact LinkEdUp Programme

Follow up work: What works well?

- **Checking in with the young person regularly throughout the week**
 - We are fully understanding of the **practicalities and time restraints schools have in your demanding and very busy leadership roles. By its very nature, this intervention is time intensive.**
 - However, it is **our experience that when regular contact is made with the young person (as part of their transition follow up plan) their progress is faster than those who are not contacted regularly.**
 - 1) **Holistically-** part of this intervention is a sense that their **school is not forgetting them-** over time we have the opinion that **this in itself is both a pull and protective factor- particularly for the parents.**
 - 2) **No time to waste:** the very nature of some of the presentation of these young people and their families is that **in order for progress to happen they need to be coaxed and chased into getting started. Left alone and they will not flag when or if there's a problem with work being sent, issues around communication with you or if they have a question about something. They will sit and wait for something or most likely someone to contact them instead.**
 - **Checking in with them allows you as a school to make sure that they don't have any reason not to flag any issues their side which can slow down progress and in some cases young people and parents will loose their motivation and 'check out' of the process.**

Phase 4: Pupil/ Parent voice → Reflection and impact LinkEdUp Programme

Follow up work: What works well?

- *Giving feed back to young people on work which has been returned*
 - *For some of these young people, any work they are completing and sending back to school for one of their teachers to look at will be the first piece of work they may have attempted (let alone completed) for months maybe longer.*
 - *We all know and understand the value and impact that teacher feedback has on pupil progress.*
 - *We cannot underestimate also how for EBSA young people, there is an emotional attachment to the work they produce.*
 - *Recognition and praise is a huge motivator and pulling factor for them to continue to challenge themselves in this process.*

Phase 4: Pupil/ Parent voice → Reflection and impact LinkEdUp Programme

Follow up work: What works well

Conversations with parents

- *Parents are reporting huge positive shifts in their young people at home*
- *They are so very grateful to the time and effort that you are all giving to their young person*
- *Strongly recommend calling parents every week to talk through how things are going and praise them too for the effort and time it is taking for them to motivate their young person*
- *Being with parents/carers in 'Real time'; Focusing on conversations around boundaries at home, establishing a routine for the day, good sleep hygiene etc.*
- *Slowing it down.....Reminding parents/carers that this is a long process, reminding them of the 'wins' amongst what they may feel are regressions or behaviours which make them feel frustrated, or that progress isn't happening fast enough.*
- *Progress measures in this context are about the small steps of the journey → not the race to the finish line.*

Phase 4: Pupil/ Parent voice → Reflection and impact LinkEdUp Programme

Follow up work: What works well?

- *Attendance by ALL professionals involved*
 - *Please can we ask that you are able to join for the full duration of the meeting and if you are unable for any reason not to, that you contact Emma in advance to re-schedule.*
 - *Coordinating everyone's availability is difficult and your attendance is key for consistency and continuity for all involved*
- *Implementing plans in a timely way*
 - *We realise that there are practicalities around seeking authorisation for actions to go ahead, however in some cases this is slowing down the process.*
 - *If this is the case please contact RBB/Emma to see how they can support you-be it with speaking to senior leaders on your behalf and or asking if you need something more bespoke to make things move faster.*

Phase 4: Pupil/ Parent voice → Reflection and impact

Post LinkED Up online for young people:

Post programme feedback suggests that of the young people who took part they enjoyed the programme. **The young people were honest and reflective when giving their feedback to us about the online sessions.** This was noted in their feedback questionnaires as well as last session where parents and schools were invited to have a 'celebration' session to capture some of their thoughts and share their Art work and the song which was composed by them and our music teacher Matt.

What positive things have you done over the past two weeks?

meeting new people
 met new people heard calm strategy ideas
 left work early smiled more
 bought a cake for friends felt inspired
 helped my mate move
 went kept positive while tired walk
 been challenged meeting people
 had positive chats for a
 got to know pupils

**Did you feel that LinkED UP was worthwhile?
Can you explain in what ways?**

Yes it helped so much with my anxiety

Yes this helped my confidence a lot

kind of but I don't think it really helped me at all, I just think it made me like online school much more

It was worthwhile because I got to learn in surrounding I am comfortable in

Yes because when doing it I wouldn't worry or think of the negatives of school and it gave me a break and a good time.

What is your goal for the next term?

to think more about myself
 go in for lesson to go in
 to recognise my feelings
 to start to go in
 go in for lunch or break



What is your goal going forwards?

get into a lesson get more confident
 give support
 thinking outside the box
 helping pupils in school
 help with planning go to school
 helping find a way back
 chat with different kids positive talk

Post LinkED Up online for parents/carers: 'A holding space...'

The feedback we received from parents throughout the two weeks was very positive and there was a definite shift in what if felt that they also needed as a part of the follow up work.

Parents were really pleased that their child was engaging with learning again

- many reported that they felt excited for their child again seeing them engage in something

No- judgement

- Parents felt understood in their experience of what going on for them at home

Trust was built

- It felt like they trusted us and that 'we' understood their child and some of what their experience was like at home for them.

Holding their anxieties-

- The emotional energy that they had invested in trying every day to break the cycle of school avoidance was both physically draining and emotionally distressing for them in all cases.

This was also show when **the tone in communication with parents began to change** in the last few days of the programme. In emails to us, some parents began to make reference to feeling anxious about what happens next week when we 'finish' and seeing their young people 'come alive' in some ways increased their anxieties about things going 'back to the way they were.'

It was this shift in the parents that **we began to consider how important it was for them to have a space to engage with us to share their anxieties with or at someone in 'real time,' and more regularly.**

What advice might you give to a new family who are about to begin the LinkED Up?

What did you find the most helpful working with your key link person? (school and/or Linked up)



“This is the opportunity that could change a child’s life if they are struggling, it helped change my daughter and our plans for the better. Without the programme, I think my daughter would be in a much worse place. You have to engage with it, parents and child but the more you put in, I think the more you will get out. It might not be for everyone so be guided by the schools.”



“The regular chats helped us plan and give us all support. When we are struggling, that time changes how you see things for the better, ideas to feel more positive. I don’t know how I coped at times but these 2 ladies made a massive positive difference to me.”

“They are, empathic, listen, off advice and support, no judgement. We as parents are new to this so I cannot state strongly enough how invaluable this whole resource was to child and parents. The follow up was v crucial. I feel without the help of Jemma and cat, we would not have achieved this. They may well have helped change our daughters future for the better.”



Conclusions:

Phase 1: Mobilising → referral paperwork → understanding educational formulation of YP & Family

Phase 2: Engaging with the LinkED up Online programme – Getting to know the YP

Phase 3: Follow up with Schools → making plans → setting next step goals post intervention

Phase 4: Pupil/ Parent voice → Reflection and impact

- A online programme, offering a varied programme of subjects can work to engage young people back into learning- it sparked an interest
- Not just a programme about re-integration back into school.
- We found some reasons for young people not attending school in 3 particular cases were much bigger than that with issues around possible learning difficulties/neurodiversity's to be explored as well as severe mental health complexities.
- In these instances LinkED Up offered not just re-integration plans back into schools.

It also offered:

- Signposting to alternative provisions → support for the referral process with this
- Support for referral to specialised services → health/ educational and/or Early help and social care
- RF school and EP support was able to offer educational/trauma informed and mental health expertise to schools and parents about possible formulations and support available

Young people out comes so far:

Cycle 2 2021-2022	Year group @referral	Focus of follow up work	Where are they now? Current update	Cycle 3 2022-2023	Year group @referral	Focus of follow up work	Where are they now? Current update
GH	9 Now Year 11	<ul style="list-style-type: none"> Re-engagement with academic school work Parental support Query Neurodiversity→ sign posting around assessment → Advice to parents about out of Camden medical needs support via HLP education provision Parental support via Royal free school trainee psychologist (6 months – ongoing) 	<ul style="list-style-type: none"> G struggled to return to school following fall outs with her friendship groups She did begin to explore neurodiversity (ADHD)opting to have a private assessment which confirmed this for her She began medication however her mental health declined - She has not returned to school After 2 serious attempts on her life (ICU in GOSH)she was admitted to an inpatient acute Tier 4 unit in Autumn term 2023 (Yr 11) Her parents have been fighting for her (in the systems of both health &education) for an EHCP→ which will only be completed once she is discharged and not in acute crisis Since this admission to Tier 4 she has been diagnosed with ASD/ADHD/Depression &anxiety. She continues to be high risk of taking her life by suicide 	BW	9 Now Yr 10	<ul style="list-style-type: none"> Establishing link with Key teacher at home school- google class room and playing online chess Coordinating a professional network around BW← Including medical services relating to mental health and Autism Advocating for EHCP to be completed by home school Supporting parents with completing EHCP application Linking in medical professionals to the EHCP application process signposting mum to other AP in Camden and out of borough for educational places with Autism focus 	<p>*BW did not manage to engage with the LU programme</p> <ul style="list-style-type: none"> BW was awarded his EHCP in July 2023 He named Royal Free school on his EHCP and has been attending 100% since sept 2023. His parents are beyond amazed and say that he is unrecognisable in every aspect of his life
MM	9 Now Yr 11	<ul style="list-style-type: none"> Calls to mum at least 2 x week to support her Re-engagement with academic school work Transition part time timetable Establishing a TAC→ early help referral 	<ul style="list-style-type: none"> By the end of the intervention MM had attended school for some one off sessions of the 'flying start' where young people begin the Year 10 curriculum in Yr 9. *Early help referral had been completed and assessment carried out →family worker had been assigned to support mainly Her mother with how to manage MM when she became un-regulated with her emotions Currently, she is attending school sporadically and intends on sitting her GCSE's in Summer 2024 	JA	10 Now Yr 11	<ul style="list-style-type: none"> Establishing link with Key teacher at home school- having an understanding of what his learning gaps/needs were Coordinating a professional network around JA← Supporting successful Early help referral to Whole Family team @ Camden 	<ul style="list-style-type: none"> JA struggled to return to school following LU ending and did not return to school Support from Early help looked at the whole families needs JA Was referred to RF school GCSE programme of AP via Camden school inclusion Medical needs panel Has been a pupil at RF school (dual roll) since Autumn 2, 2023 His attendance has significantly improved, he is socialising with peers and leaving the house on weekends also
FFB	9 Now Yr 11	<ul style="list-style-type: none"> Advice to parents about out of Camden medical needs support via HLP education provision Writing advocacy letter for AP @ HLP medical needs panel to make recommendations for FFB in line with our understanding of her medical needs Signposting AP in Harringey→ tuition in the community 	<ul style="list-style-type: none"> FFB never returned to her home school The main piece of work for LU was explaining the process of referral to medical needs support via LEA to parents a We made a contributing written summary of FFB learning needs in referral paperwork advocating for AP in Harringay (the borough where she lived) FFB was accepted into Harringay learning Partnership and offered a place to have support in the community for tuition in core GCSE subjects. She topped this up by engaging with online learning via private tutors. Currently, an EHCP has been awarded for her. She was assessed to have ADHD. She had begun medication for her mood which has had a positive impact on her mental health She intends on taking her GCSE's in Summer 2024 and is looking for post 16 to name as her chosen school 	RM	8 Now Yr 9	<ul style="list-style-type: none"> Re-engagement with academics→ collecting work from key teacher at school and returning it later in the week Increasing time in school setting each week as per the EBSA ladder planning 	<ul style="list-style-type: none"> 2 weeks before the end of LU, RM was offered a place at another Camden secondary school She decided to take the place and ended the school year in a different school; a HUGE surprise to everyone For the first time in months she attended a 'real lesson' in her chosen subject English She sought private therapy for her anxieties, query ASD spectrum by psychologist RM continues to try to attend school regularly , however still struggles with this an remains on a changing part-time transition timetable
OG	9 Now Yr 11	<ul style="list-style-type: none"> Establishing a pulling factor with key teacher at school Signposting mental/medical services Linked Parent with Papryus support Advised parent around disordered 	<p>*OG returned to school-using her part time timetable and increased overtime</p> <p>*Sadly, her father took his life via suicide→ this had a huge impact on OG's → because OG had lost so many of her key adults to date the family decided not to tell her how he passed away. She cannot be offered bereavement support for this loss until she is told how it happened.</p>	TM	9	<ul style="list-style-type: none"> Engaging with the ASD provision Establishing a pulling factor with key teacher at school Signposting mental/medical services around Autism support supported Mum with EHCP application- parents /YP section 	<ul style="list-style-type: none"> When ending LU, TM was beginning to put together her application for an EHCP She has a private diagnosis of Autism, has adjusted well to increase of medication and is engaging well with her private therapist Currently, TM is attending school mainly in the ASD provision which is on site at her home school EHCP pending...

Questions?



LinkEd Up Spring '24

- ▶ **Phase 2:** Engaging with the LinkEd up Online programme - Getting to know the YP
- ▶ Two-week online programme

Week 1	10.00-11.30am	1.30-3pm
Monday 22/1	Introductions to the programme- (Professionals present): Jemma/Emma/Alex / RBB Mentors & colleagues/ School links <ul style="list-style-type: none"> - Jemma goes through the resource pack/timetable. - Young people spend some time completing the initial online questionnaire (Google Forms) - <u>Introducing</u> : Digital Photography- JEMMA 	Music and games 1
Tuesday 23/1	EP Wellbeing Session 1	Drama Therapy Relaxation techniques
Wednesday 24/1	Thinking Cards 1	Growth Mindset 1
Thursday 25/1	Art 1	Music 2
Friday 26/1	Digital Photography	Art 2

Week 2	10.00-11.30am	1.30-3pm
Monday 29/1	Growth Mindset 2	Drama Therapy hero journey 2
Tuesday 30/1	EP Wellbeing Session 2	Music 3
Wednesday 31/1	Thinking Cards 2	Art 3
Thursday 1/2	Photography- Real photographers talking about their business - Matt de Jong-www. GoDeJong.com & https://www.jjmedina.com/	Music 4
Friday 2/2	Digital Photography Young people complete end of programme questionnaire (<u>Google form</u>)	ALL stakeholders present for End celebration: Jemma/Emma/Alex / RBB Mentors & colleagues/ School links EMMA leads : summary evaluation and reflections 'What have I got out of <u>LinkEd Up</u> and what next