

What sort of child or young person is most likely to benefit from our **alternative provision** and what indicators help identify a strong referral?

Suitability criteria

- Child or young person is experiencing anxiety or emotional distress that prevents them from attending school (most or all the time)
- May struggle with sensory overload, social pressures, transitions, previous school-based trauma, difficulty in forming relationships with peers and/or staff
- Would benefit from smaller, calmer groups
- Has EBSNA indicators, such as morning anxiety, persistent worry or overwhelm in the school environment
- Will need help to reengage with a thought-out, personalised, phased approach
- Shows potential to reengage with the right emotional, relational and environmental support

What do we want to know about?

- Attendance patterns including triggers, anxieties and escalation points
- Anything the school has already tried (PSP, EHCP or any other plans)
- Any assessments from wider professionals
- Any diagnosed or suspected needs
- What the child or young person's thoughts are and what the parent/carer's perspective is
- Safeguarding context
- Hope of the provision

We are more likely to see positive outcomes when

- The family and child or young person understand the purpose of the provision
- The child or young person is willing to give it a go, despite their anxieties
- The child or young person responds well to relationship-based practice
- The school is committed to communication and gradual reintegration
- The school understands the focus is on reducing anxiety and not just enforcing attendance

What we do

- Offer a calm, nurturing environment with predictable routines throughout
- Staff that are trained and competent in trauma-informed approaches
- Opportunities for children and young people to build confidence in a small group
- Personalised training
- A mentor that will work with them one-to-one and as part of a group
- Therapeutic SEMH support
- Working alongside schools and wider agencies where appropriate

What we don't do

- Crisis or emergency placements for complex presenting behaviours
- Support for persistent, high-level aggression requiring constant one-to-one supervision
- A 'quick fix' to attendance, EBSNA recovery requires time
- A setting that replaces all engagement with mainstream professions (e.g. we do not replace CAMHS)