**Link Work Checklist**

**Principles of Link Work**

Link work provides a bridge between the local authority and our key partners and presents an opportunity to:

* encourage proactive action for vulnerable children
* initiate early help
* link with locality teams and colleagues
* link partners within communities

Fundamentally it is based around work with early years providers and schools. However, good link work always considers which community assets and partners might support good outcomes for a child.

All link visits should reference the Early Help Dashboard (BI Tool). The link work visit is a conversation starter, to support multi-agency conversations around children likely to need help. The tool and tracker offer a view of children’s vulnerabilities that enable practitioners to discuss the child’s current wellbeing and consider interventions to support good outcomes in the future.

As conversations happen at each visit, the tracker / dashboard should be updated.

**Things you should include and bring to a link visit:**

* Early Help Dashboard (essential) and vulnerable children’s tracker (tracker will be superseded by the inclusion dashboard when live this will hold the information the tracker currently does).
* Are the children you will be discussing known to the Inclusion Team? For example, are there attendance issues? Have there been suspensions?
* Are the children you will be discussing known to the SEND team?
* Are the children you will be discussing known to the Educational Psychologists (EPs) or Specialist Teachers in your locality?
* Sign up information to the locality partnership site
* Look at partnership site at each visit
* Copies of notes of most recent Local Alliance Group (available from your business support team)
* Dates of Local Alliance meetings and names of representatives for settings and schools

**Checklist of questions to consider during a link visit:**

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| **Question** | **P** |
| 1. Are there any children you are worried where their educational outcomes are being affected, that might benefit from a coordinated plan?   Are there children who are not achieving the educational outcomes of which they are capable that may benefit from a coordinated plan? |  |
| 1. Reference to dashboard / tracker: is support in place for this child? |  |
| 1. What have you tried so far and for how long? |  |
| 1. What have been the benefits achieved already and what are the remaining barriers? |  |
| 1. What outcomes are you seeking to achieve with this child? |  |
| 1. Which locality teams, colleagues, agencies, or community groups do you feel need to be involved? |  |
| 1. Tell me about this child’s family, friends, lived experiences, from your point of view … |  |
| 1. What is it like to be this child? How do you know? Who are their trusted peers and staff in the school where they get support and what is it about that which is helping? |  |
| 1. Are there any children who are at risk of exclusion, currently? (see questions 3, 4, 5 and 6) Have these been discussed with your Inclusion Lead? |  |
| 1. Do you have concerns about a child’s attendance that has not been discussed with your Inclusion Lead? Do you have any children on part-time timetables that your Inclusion Lead is not aware of? Do you have any children accessing Alternative Provision (AP) that your Inclusion Lead is not aware of? |  |
| 1. Do you have concerns about a family that are considering Elective Home Education (EHE) that has not been discussed with your Inclusion Lead? |  |
| 1. Do you have any concerns about Children Missing Education (CME) that have not been discussed with your Inclusion Lead? |  |
| 1. Tell me about children with SEND (see questions 3 to 9 and 11,) |  |
| 1. Are the EHCP annual reviews on track? |  |
| 1. Are there children with emerging SEND who might benefit from support now? Are you using the graduated response? Should there be an Early Help Assessment and Plan? |  |
| 1. What are the priorities for the children in your setting now? Are there any patterns / difficulties you are noticing that families are experiencing? |  |
| 1. Are there any locality teams, agencies or community groups that are being particularly supportive? |  |
| 1. Are there cohorts of children that might benefit from group support? |  |
| 1. Are there any themes for our children the Local Alliance Group (LAG) should be aware of? |  |
| 1. Do you have a strategy for children who need additional help and may be “disadvantaged” vulnerable? How can the wider locality team support with this? |  |
| 1. Are there any children that should become known to the Youth at Risk (YAR) Group |  |
| 1. Is there anything you would like raised at the next Local Alliance meeting? |  |
| 1. Is there anything else you would like to discuss today? |  |

**Actions to consider following a link visit:**

* **Make the Inclusion Team aware of any children that may be at risk of exclusion, have concerning attendance, may become Elective Home Educated (EHE), are Children Missing Education (CME), are on a part-time timetable or are accessing Alternative Provision (AP)**
* **Discuss any children or young people with the SEND Team**
* **Discuss any children with the Educational Psychologists or Specialist Teachers**
* **Liaise with Youth at Risk (YAR) meeting**
* **Liaise with Local Alliance Group (LAG)**
* **Liaise with Education Challenge Leads (ECLs)**