



# The Link School Safeguarding and Wellbeing Offer

<i>Written by:</i>	Sandy Turner and Sue Denman
<i>Reviewed by:</i>	Nicola Andrews
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# The Link Primary Safeguarding and Wellbeing Offer

## INTRODUCTION

OHC&AT and The Link Primary are committed to providing outstanding educational opportunities for all our pupils and students. The safety and welfare of our pupils and students is of the utmost importance. All adults working in OHC&AT settings must protect children and vulnerable adults from abuse and be aware that any pupil or student may be abused or be at risk of abuse.

The Link Primary follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Health, Health & Wellbeing Policy as agreed by the OHC&AT Board of Directors. Our Safeguarding & Wellbeing Offer provides further detail about the specific work, both proactive and reactive, that we undertake within the school to ensure that our pupils/students are able to learn and thrive in a safe and supportive environment. This document should therefore be read in conjunction with both of the above-named policies and procedures. A full list of related policies and procedures can be found in the Child Protection, Adult Protection & Safeguarding Policy.

This document gives details of The Link School's contextual safeguarding approach and any localised child protection procedures. It is structured around three tiers of provision:

- Universal – this encompasses all proactive work undertaken to safeguard our pupils/students, e.g. pastoral care, curriculum delivery, whole school culture, student voice/student advocacy work, therapeutic support, partnerships with external services e.g. clinical psychology.
- Targeted – any specific programmes or initiatives aimed at students or families who may benefit from additional support e.g. special learning programmes, group work for students at risk.
- Specialist – external support or specialist support within school that is aimed at students and/or families who have been identified as needing extra support e.g. learning developed specifically to safeguard, therapy and nursing programmes.

## DEFINITIONS

**Safeguarding:** the proactive safeguarding strategies in place to ensure **all** children and young people learn in an environment that protects their health and development and gives them opportunity to gain their best outcomes.

**Child Protection:** the child protection procedures in place to ensure **specific** children or young people are protected from harm, including children or young people who have suffered from, or may be at risk of, physical abuse, neglect, emotional abuse or sexual abuse.

### Contextual Safeguarding Approach

<p><b>The Link School Portfolio Governor for health &amp; safety, child protection and safeguarding – Jane Gibbs (Acting chair / also overseeing this portfolio)</b></p>
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### Responsibilities

Primary Site				
<b>Sue Denman</b>	<b>Anita Clay</b>	<b>Sandy Turner</b>	<b>Sue Ramm</b>	<b>Eleni Danias</b>
<b>Head of Primary Site</b>	<b>Assistant Head</b>	<b>Principal</b>	<b>Senior Office Manager</b>	<b>Class teacher</b>
<b>DSL</b>	<b>Deputy DSL</b>	<b>Deputy DSL</b>	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Safer recruitment</li> <li>• Site security</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Intervention tutor</li> </ul>
<ul style="list-style-type: none"> <li>• Safeguarding Overview</li> <li>• Arrangements for Child Protection</li> <li>• Policies</li> <li>• Safeguarding training</li> <li>• Attendance</li> <li>• E safety</li> <li>• Children Absent from Education</li> <li>• Looked after children designated staff member</li> <li>• Safeguarding induction training</li> <li>• Overview of Canine Assisted learning (emotional wellbeing); visiting Drama Therapist and Music Therapist</li> <li>• Safer Recruitment</li> <li>• Filtering and Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Bullying</li> <li>• Safeguarding in the curriculum including health and relationship education</li> <li>• Overview of physical interventions that have taken place.</li> <li>• Deputies for DSL in their absence</li> <li>• Meeting special educational needs of pupils (SENCO)</li> <li>• Looked after children designated staff member</li> <li>• Safer Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding overview</li> <li>• Safer recruitment</li> <li>• Single Central Register overview</li> <li>• Policies</li> <li>• CPD arrangements</li> <li>• Site security</li> <li>• Health &amp; Safety</li> <li>• Work alongside the DSL</li> <li>• Deputies for DSL in their absence</li> </ul>	<b>Kathy Oakley</b>	<b>Michelle Maclean</b>
			<b>Admin officer</b>	<b>Class teacher</b>
			<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Single Central Register</li> </ul>	<ul style="list-style-type: none"> <li>• EVC – Educational visits and Risk Assessment</li> </ul>

Secondary Site				
<b>Hannah Wallwork</b>	<b>Liam Keane</b>	<b>Sandy Turner</b>	<b>Karen Hayward</b>	
<b>Head of Site</b>	<b>Assistant Head</b>	<b>Principal</b>	<b>Office manager</b>	
<b>Deputy DSL</b>	<b>DSL</b>	<b>Deputy DSL</b>	<ul style="list-style-type: none"> <li>Single central register with Sue Wilds</li> <li>Safer recruitment</li> </ul>	
<ul style="list-style-type: none"> <li>Safeguarding overview</li> <li>Policies</li> <li>Behaviour</li> <li>Attendance</li> <li>Safeguarding induction training</li> <li>Joint overview of the work of the EVC and the PSHE coordinator</li> <li>Safer recruitment</li> <li>Deputises for DSL in their absence</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding overview</li> <li>Behaviour</li> <li>Attendance</li> <li>Looked after children designated staff member</li> <li>Safeguarding induction training</li> <li>Joint overview of the work of the EVC and the PSHE coordinator</li> <li>Joint overview of Canine Assisted learning (emotional wellbeing);visiting Drama Therapist and music Therapist; Creative Therapist</li> <li>Safer recruitment</li> <li>Filtering and Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding overview</li> <li>Policies</li> <li>Single Central Register overview</li> <li>Policies</li> <li>CPD arrangements</li> <li>Site security</li> <li>Health &amp; Safety</li> <li>Work alongside the DSL</li> <li>Deputises for DSL in their absence</li> </ul>	<b>Sue Wilds</b>	
			<b>Admin officer</b>	
			<ul style="list-style-type: none"> <li>Single central register</li> </ul>	
			<b>James Blanshard</b>	
			<b>Class tutor</b>	
<ul style="list-style-type: none"> <li>EVC – Educational visits and Risk Assessment</li> </ul>				
Satellite Site				
<b>Nic Andrews</b>	<b>Sandy Turner</b>	<b>Lucy Craft</b>	<b>Dipa Odedra</b>	
<b>Head of site</b>	<b>Principal</b>	<b>Admin officer</b>	<b>Class teacher</b>	
<b>DSL</b>	<b>Deputy DSL</b>		<b>Deputy DSL</b>	
		<ul style="list-style-type: none"> <li>Single Central Register</li> </ul>	Training to take place for role of EVC – working with Nic Andrews and Michelle Maclean until training finished	
<ul style="list-style-type: none"> <li>Behaviour</li> </ul>			<b>Siobhan Heard</b>	

<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Looked after children designated staff member</li> <li>• Safeguarding induction training</li> <li>• Joint overview of the work of the EVC and the PSHE coordinator</li> <li>• Joint overview of visiting Drama Therapist</li> <li>• Safer recruitment</li> <li>• SENCO</li> <li>• Filtering and Monitoring</li> <li>• Overview of Mindjam therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding overview</li> <li>• Safer recruitment</li> <li>• Single Central Register overview</li> <li>• Policies</li> <li>• CPD arrangement</li> <li>• Site security</li> <li>• Health &amp; Safety</li> <li>• Work alongside the DSL</li> <li>• Deputises for DSL in their absence</li> </ul>		<p><b>Class teacher</b></p> <ul style="list-style-type: none"> <li>• Overview of Canine Assisted learning (emotional wellbeing)</li> <li>• Play therapy</li> <li>• Forest school project (emotional wellbeing)</li> </ul>
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**DSL – Child protection  
Areas of Responsibility**

Physical Abuse  
Sexual Abuse  
Emotional Abuse  
Neglect  
Mental Health  
Gender based violence  
Child sexual exploitation and trafficking  
Substance misuse  
Domestic violence  
Female Genital mutilation  
Child-on child abuse  
Child criminal exploitation  
Children absent from education  
Private fostering  
Radicalisation/Extremism  
On-line safety  
Faith abuse  
Intimate care  
Fabricated illness  
Use of reasonable force  
Harmful sexual behaviour  
Filtering and Monitoring

## Safeguarding and Wellbeing Offer

### Provision

#### UNIVERSAL PROVISION

#### Safeguarding

- All staff level 1 trained – updated annually by DSL
- New staff given priority safeguarding training during induction
- Staff access additional Educare on-line training – including PREVENT and Physical intervention. (This is monitored by the Senior Leadership team)
- Important documentation is uploaded for CPD on Safeguard Manager.
- Safeguarding updates and information are given in the weekly morning whole-staff briefings, in the information emails sent daily to all staff, and in separate emails as necessary
- Team Teach trained staff across all sites with 2 Team Teach trainers on the staff.
- Safeguarding information for visitors is displayed in reception and around school. Safeguarding procedures are explained to visitors on their arrival at school
- Ongoing data collection to identify most vulnerable pupils- including open and closed cases to Early Help and CAMHS
- Recording and monitoring of communication with parents and carers, and with other professionals and outside agencies
- DSL/DDSL attendance at OHC&AT Safeguarding and Wellbeing forums and Mental Health Lead meetings.
- DSL/DDSL attendance at OHC&AT annual Wellbeing Conference
- DSL/DDSL attendance at appropriate Local Authority training events
- DSL/DDSL feeds back information to Principal/ whole staff as appropriate (e.g. Prevent strategy update)
- Regular monitoring of the Single Central Register and Safeguarding Action Plan by the Principal (DDSL) OHC&AT safeguarding lead (Jackie van West) and via annual health checks (David Scott)
- DSL termly supervision from OHC&AT safeguarding lead (JVW)
- School uses Safeguard Record Manager online portal to record safeguarding concerns and actions taken.
- Extra-curricular Learning Leads attend EVC training
- Child centred EHCP plans to reflect the children's main learning and emotional health barriers with matched targets and provision to overcome these.
- All students receive speech and language therapy according to the content of their EHCPs
- Termly formal meetings with parents which include IEPs and/or EHCP review (Primary and Satellite site) and parent evenings and EHCP review meetings (Secondary site).
- Individual risk assessments and wellbeing plans
- All pupils / students are admitted and dismissed by SLT or office team at the main door/gate at the start and end of the day.
- Medical care plans as necessary for pupils and students.
- Communication agreements of best manner to ensure regular contact (home school communication books/email communications)
- School Council meetings where concerns can be raised and discussed. These meetings have a particular focus on the Link Priorities e.g. emotional development and regulation, personal safety and a healthy lifestyle.
- Curriculum pathways with teaching groups organised according to students' needs and required levels of support rather than by academic year
- High adult to student ratio. Teaching groups are supported by the same Special Support

Assistant(s) (SSA) who accompany them to and support students in all lessons.

- Good levels of supervision of students at less structured times in the day, e.g. break and lunch times
- Student Complaints and Concerns Procedure in place. All students have been told about this procedure in an assembly, it is on display in the school and it is on the school's website
- Termly Targeted Support Meetings with LA's Education Welfare Officer

Primary	Secondary	Satellite
<ul style="list-style-type: none"> <li>• Designated safeguarding lead – level 3 trained</li> <li>• One deputy safeguarding lead – level 3 trained</li> <li>• Safeguarding board for children</li> <li>• Safeguarding white policy file in each class</li> <li>• All visitors wear red or green lanyards. Green indicates all DBS checks seen and recorded / Red indicates DBS not seen and person to be accompanied by a staff member during visit at all times.</li> <li>• Adherence to the Relationships and Health Education spiral curriculum with themed topics (Relationships – NSPCC Pants rule – Growing up work – PREVENT / British Values – Zones of regulation – Healthy Living – E safety)</li> <li>• Culture of listening where staff act as advocates for the pupils who do not have the language to express themselves.</li> <li>• Member of SLT attend all Annual reviews.</li> <li>• The Link Priorities are embedded in all areas of school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Designated safeguarding lead – level 3 trained</li> <li>• Four deputy safeguarding leads– level 3 trained</li> <li>• Safeguarding notice board for staff in the staff work room</li> <li>• Safeguarding information available in reception.</li> <li>• All visitors wear red or green lanyards. Green indicates all DBS checks seen and recorded / Red indicates DBS not seen and person to be accompanied by a staff member during visit at all times.</li> <li>• All school staff wear ID at all times</li> <li>• PSHE Coordinator produces long term curriculum plans and oversees the PSHE teachers' medium term curriculum plans</li> <li>• PSHE Coordinator leads on Relationships, Sex and Health Education curriculum</li> <li>• Wellbeing Workshops with Mental Health Lead</li> <li>• KS3 &amp; 4/5 Girls weekly groups</li> <li>• KS3 &amp; 4/5 Boys half termly group</li> <li>• Therapists plan and deliver the Access curriculum, which includes the Zones of Regulation, road safety, shopping skills, etc.</li> <li>• Link Priorities and Community, Work and Leisure curricula are delivered as timetabled</li> </ul>	<ul style="list-style-type: none"> <li>• Designated safeguarding lead – level 3 trained</li> <li>• One deputy safeguarding lead – level 3 trained</li> <li>• All visitors DBS and ID will be checked upon arrival and wear black or green lanyards. Black lanyards with Red visitor wording indicates DBS not seen and person to be accompanied by a staff member during visit at all times. Green lanyards with green visitor writing indicates DBS has been seen.</li> <li>• PSHE curriculum is student led and based upon relevant and functional approaches as well as focussing upon RSHE outcomes.</li> <li>• ALSUP (Assessment of Lagging Skills and Unsolved Problems) being introduced for wellbeing approach to targeting holistic approach to behaviour management for all pupils onsite. All students to have one ALSUP focus target.</li> <li>• All staff offered PDA level 3 course.</li> <li>• Head of site/SENCO attends all annual reviews</li> <li>• 1 Wellbeing SSA in each class who supports the teacher and head of site to ensure all documentation is up to date regarding the wellbeing of students.</li> <li>• Wellbeing SSAs will support wellbeing games/cafes as needed with students</li> </ul>

	<p>lessons</p> <ul style="list-style-type: none"> <li>• Inclusion Lead (SENCo) attends and records all annual review meetings</li> <li>• Students Safeguarding Ambassadors from Student Leadership Team</li> </ul>	
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### Child Protection

- Child protection concerns or allegations recorded on Safeguard Record Manager. DSL and Deputy DSLs receive an automatic notification of any records and discuss accordingly.
- Weekly Senior Lead updates to discuss new concerns and monitor ongoing concerns
- Half termly Attendance & Inclusion meetings SLT with SENCOs to discuss/review concerns
- Chronologies summarised and used to report child protection concerns to accountability groups – Jackie van West for OHC&AT Safeguarding monitoring, John Prior CEO for OHC&AT risk management monitoring and Governors
- DSL contacts MASH and/or Early Help for advice as and when necessary.

### Wellbeing

- Individual risk assessments and wellbeing plans
- School Council meetings where concerns can be raised and discussed.
- Curriculum pathways with teaching groups organised according to students’ needs and required levels of support rather than by academic year
- Each sites’ Link Priorities are used by staff to inform planning and monitoring of student progress.
- Some families receive home visits from teaching staff and/or therapists. It will then be determined which support category will best meet the family’s needs.

Universal Parental support packages – level 1

Will include:

- ◇ Welcome evening
- ◇ Parent and Carer survey
- ◇ Home/school contact books
- ◇ Direct email contact with class teacher/tutor
- ◇ Email contact with therapists - direct or through the school office
- ◇ Weekly newsletter
- ◇ Parent mail
- ◇ Access to school website with links to useful organisations and charities
- ◇ Parent coffee mornings- including Macmillan, and other fundraising events c/o School Council
- ◇ The Link Association events
- ◇ Parent Information and Coffee Mornings- focusing on learning and behaviour strategies and support
- ◇ Access to videos regarding strategies used at school
- ◇ IEP meetings / Parent evenings either virtually or face-to-face
- ◇ EHCP reports to feed into annual reviews
- ◇ Support for Key Stage transfers

Primary	Secondary	Satellite
<ul style="list-style-type: none"> <li>• Development plan for a whole school approach to mental wellbeing.</li> <li>• The Zones of Regulation® are part of the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing is identified as one of four areas within the school vision</li> <li>• Promotion of the school values ensure positive relationships are maintained</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE curriculum is student led and based upon relevant and functional approaches as well as focussing upon RSHE outcomes.</li> </ul>



<ul style="list-style-type: none"> <li>• The Student Council meets weekly.</li> <li>• There is a Relationships and Health Spiral Curriculum across the school.</li> <li>• Weekly assemblies to celebrate achievement at home and school.</li> <li>• Weekly Dance Club</li> <li>• Regular staff wellbeing sessions in Breakfast Meetings and half termly wellbeing staff activities</li> <li>• Wellbeing questions included in staff, student and parent survey</li> </ul>	<p>amongst all members of the school community</p> <ul style="list-style-type: none"> <li>• Form tutors and SSAs provide consistency for students</li> <li>• Zones of Regulation is part of the school curriculum across all Key Stages</li> <li>• Zones Room available for use by all students</li> <li>• Student Council meets fortnightly</li> <li>• Weekly assembly themes incorporate topics linked to wellbeing, safety, etc.</li> <li>• Choice of lunchtime clubs available daily for all students</li> <li>• Weekly after-school football/ basketball club</li> <li>• Rolling project curriculum, including football, drama, ICT, cultural studies, and textiles</li> <li>• Half-termly voluntary drop-in wellbeing checks for staff with the school Creative Therapist</li> <li>• Sessions on staff wellbeing led by the school Creative Therapist and delivered to all staff as part of the school's CPD offer.</li> <li>• Wellbeing questions included in staff, student and parent survey</li> <li>• Staff Forum Half Termly</li> </ul>	<ul style="list-style-type: none"> <li>• ALSUP (Assessment of Lagging Skills and Unsolved Problems) being introduced for wellbeing approach to targeting holistic approach to behaviour management for all pupils onsite. All students to have one ALSUP focus target.</li> <li>• All staff offered PDA level 3 course.</li> <li>• Head of site/SENCO attends all annual reviews</li> <li>• 1 Wellbeing SSA in each class who supports the teacher and head of site to ensure all documentation is up to date regarding the wellbeing of students.</li> <li>• Wellbeing SSAs will support wellbeing games/cafes as needed with students</li> <li>• Alternative wellbeing strategies such as "5 could make me lose control" rather than Zones of Regulation</li> <li>• All staff offered PDA level 3 course.</li> <li>• Canine Assisted Learning is offered to all students on site who wish to partake</li> </ul>
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### TARGETTED PROVISION

#### Safeguarding

- Input from Sensory Impairment Services
- Child centred planning meetings to include parents and professionals to outline the key barriers to a child's learning and development
- Standard + plus parent Support Packages
- EHCP and Parent Training via remote systems e.g. Zoom, if parents are unable to come into school

May include:

Home visits (either Therapy based or joint Education and Therapy)  
 Access to school made training videos  
 Pupil buddy system  
 Practical training IEP meetings (Primary and Satellite site)  
 Additional regular communication- form decided by parent  
 Support to complete forms related to pupils' education, care or special needs

**Child Protection**

- Senior Leadership team safeguarding monitoring meetings to consider actions and impact
- Recording of any meetings, conversations or communication about individual children causing concern for safeguarding files

**Wellbeing**

- Support for pupils, staff and families from attached behaviour support consultant – Jonathan Raeburn
- Targeted Parental support packages – level 2  
 May include:
- ◊ Child centred meetings – with involvement from parents and professionals
  - ◊ Nurture support for families with other SEN siblings - contact via email / phone from SLT every half term to check-in (if this would be helpful)
  - ◊ Half termly / monthly / fortnightly/ weekly phone calls from class teacher or Therapy team (as deemed appropriate)
  - ◊ Communicating with both parents separately
  - ◊ More detailed information sharing regarding what is being done at school
  - ◊ Functional IEP meetings – using practical resources and avoiding paperwork (Primary or Satellite site)
  - ◊ EHCP and parent training via remote systems if parents are unable to come into school.
  - ◊ Support to understand child's diagnosis
  - ◊ Support with form filling related to child's education, care or special needs
  - ◊ Support from attached behaviour support consultant
  - ◊ Additional outside agency liaising – SALT/OT/TOD/ TVI
  - ◊ Pupil buddy system

Primary	Secondary	Satellite
<ul style="list-style-type: none"> <li>• Drama, Music and Play Therapy</li> <li>• Canine Assisted learning</li> <li>• Adapted timetables for pupils as required.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 sessions for referred named students in school with OT, Drama Therapist, Canine Assisted Learning, Creative Therapist, Music Therapist</li> <li>• Adapted timetables for named students, including the school's Outreach program</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing cafes allow student time with nurturing approach of discussing PHSE topics and concerns for that individual over a cup of hot chocolate with the DSL/Head of site. Wellbeing SSAs will support wellbeing games/cafes as needed with students</li> <li>• Backdoor learning approach with individualised timetables</li> <li>• PANDA support for parents</li> <li>• Play therapy (once therapy cabin is in situ)</li> </ul>

## **Safeguarding**

- Early Help referrals
- Team around the family/child (TAF/TAC) meetings or Child in Need (CIN) meetings with relevant professionals and parents
- Designated Teacher for Looked After Children- attends CLA reviews, PEP meetings, etc
- CAMHS referrals
- Monitoring of impact of Early help / TAF action plans and CAMHS support
- Use of remote systems e.g. Zoom if parents find it difficult to come into school for a variety of reasons e.g. family issues, health. (Face to face meetings are, however, the preferred method of contact).
- 1:1 adult support provided for a period of time by the school or through application to the resource committees at local authority level
- Referrals to particular services (e.g. Young Carers; the Rae Project; etc.)

## **Child Protection**

- MASH referrals
- Attendance at Child Protection meetings called by the Child Protection services
- Adherence to child protection plans, interventions and monitoring

## **Wellbeing**

Bespoke Parental support packages – level 3

- May include:
- One to one support, coaching or training sessions from education staff, therapists or behaviour consultant
- Specific support programmes e.g. selective mutism programme or parent / child interaction therapy
- EAL support
- Translator for meetings
- Bespoke PANDA support
- Support at appointments e.g. CAMHS
- Regular home visits
- Joint community visits – school / home