



TRIAGE REFERRAL CRITERIA

FOR SCHOOLS, ACADEMIES, COLLEGES
AND ALTERNATIVE EDUCATION



Triage for all **Education Support and Specialist Advice**
for educational settings supporting children and young people

ST HELENS
BOROUGH COUNCIL

What is TESSA?

St Helens has introduced a streamlined approach for schools, academies, colleges, post-16 education and training settings to seek education support and specialist advice. This will enable us all to have an accurate, shared understanding of the needs of children and young people in our area.

TESSA brings together the teams you know well into one collective, which can offer you advice when you need it, accept referrals on one form and provide a targeted or specialist response led by the most appropriate professional. Children and young people will receive the right help at the right time.

TESSA 1 – The Hive

The Hive is a 'one stop', with a dedicated phone line and email address. During term time, Monday to Thursday between 12.00pm and 16.30pm, there will be staff providing that much sought-after specialist advice.

The Hive is there to listen, guide the conversation, help you find solutions and where needed give specialist advice, bespoke recommendations, signposting to on-line resources or recommending a referral to TESSA Triage.

TESSA 2 - Triage

TESSA 2 will triage a detailed TESSA referral form (to replace the majority of your education support referral forms) followed by an in-depth and carefully considered multi professional discussion. Children and young people's needs are identified accurately and assessed in a timely and effective way in partnership with you.

Some referrals may be allocated directly to one teacher like a specialist for hearing /vision/dyslexia if the request is evidently for one area of need and there are no other identified concerns. Usually, you will have been asked directly to complete a referral if the child requires assessment with regards hearing loss or vision impairment. Other referrals may require more time and consideration; a full partnership approach with effective practice and multi-agency working,

TESSA 3 – The Plan

TESSA 3 is the written response to your concerns, and any others which may have been identified at triage. A plan will be created with actions which may include assessment, intervention, suggested outcomes, signposting and/or review.

The child or young person will be allocated to a member of the TESSA team to lead and plan the work with you. We will maintain the effective practice and the multi-agency working we all work so hard to achieve, as well as strive to improve the outcomes for children and young people.

UNIVERSAL EXPECTATIONS

In most cases, before an individual referral for a child or young person can be made to TESSA 2 their teachers and SENCO must have considered and followed the advice below:

Good Teaching	<ul style="list-style-type: none">• Have the same ambitions for all learners• Respond and adapt curriculum, be inclusive• Set high expectations for behaviour - fair and consistent• Create a positive and respectful culture• Teach how to be physically and mentally healthy
Training & CPD	<ul style="list-style-type: none">• On SEND, teaching and behaviour management• Based on current and up to date pedagogy• Education Endowment Foundation, NASEN and other renowned organisations (see appendix) research & CPD
Staff Coaching & Mentoring	<ul style="list-style-type: none">• Advice sought and provided by colleagues, SENCO and leadership team• Co-teaching or modelling for teacher• Good quality support and mentoring for Early Career Teachers• Robust performance management
Whole child approach	<ul style="list-style-type: none">• Observe closely, listen and respond• Understand their lived experiences at home• Understand the impact of health needs• Have professional curiosity• Give them unconditional positive regard and care• Provide mental health support in school
Graduated Response	<ul style="list-style-type: none">• Implement the strategies from the Graduated Response• Assess, Plan, Do, Review - ensure that child or young person and family are fully involved• Describe the impact on the child or young person• Recognise and record success and progress towards outcomes
TESSA 1	<ul style="list-style-type: none">• Call TESSA 1 for specialist education and SEND advice• Read and act on any information provided• Implement recommendations and review progress towards identified outcomes• Seek advice about a TESSA 2 referral

You will be expected to evidence this in the TESSA 2 – Triage referral form.

TARGETED ADVICE AND SPECIALIST SUPPORT

SEND Code of Practice 2015 states SEND is when a child or young person has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities provided for others of the same age in mainstream settings. Referrals can be made to **TESSA 2 - Triage** when children or young people are being considered for or have SEND or if they are considered as having unmet needs preventing them accessing learning in your setting.

Educated out of class

- Child or young person is not included in the classroom for much of the day
- Child or young person is not accessing good teaching e.g. TA delivery of most lessons

Part-time timetable

- Child or young person is not in school for whole days
- Distress behaviours are witnessed daily
- School is struggling to increase time in school
- Short term plan is being extended
- Parent/carer is asking for a part-time timetable

Suspensions & exclusions

- Excluded from class, taught elsewhere or sent home 'to keep them safe'
- Suspended from school
- Has a pastoral support plan/positive handling plan /behaviour plan
- Risk of permanent exclusion

Attendance issues

- History of poor attendance since starting school
- Sudden drop in unexplained attendance
- Increased lateness over two/three weeks
- Parent struggling to get their child to school
- Emotionally based school avoidance
- Frequent change of schools

Change in presentation

- Drop in academic performance
- Decline in self care and hygiene
- Personal safety risks e.g. CSE, drugs, self harm, police, on-line safety,
- Decline in emotional health, well-being, self esteem, physical health

Limited academic progress

- Despite in school interventions progress is highly concerning
- School environment is not conducive to their learning
- Focus and concentration is significantly different to others
- Recall, retention and application of learning is extremely concerning

Risk of NEET	<ul style="list-style-type: none"> • Attendance in Y11 has dropped below 85% • Young person at risk of not attending school, college, post-16 education and training settings
Limited spoken English	<ul style="list-style-type: none"> • New to school and recently arrived in UK • Unable to communicate and learn effectively using English • Unable to access the National Curriculum in English
Hearing Loss	<ul style="list-style-type: none"> • Must be known to Audiology and have undergone a recent hearing assessment. • Statutory QToD support is set by an agreed allocation matrix provided by NatSIP. (National Sensory Impairment Partnership).
Vision Loss	<ul style="list-style-type: none"> • Undergoing assessment/has an assessment of a significant binocular loss of visual acuity (sharpness) • Loss of vision cannot be corrected by the use of lenses • Statutory QTVI visiting levels/support are set by an agreed allocation matrix provided by NatSIP
Social, emotional & behaviour	<ul style="list-style-type: none"> • Expected or diagnosed neurodevelopmental condition(s) e.g. autism, ADHD or disability • Exhibiting behaviours which are difficult to understand and manage, they impact on learning • High levels of distressed behaviours • Significant wellbeing and resilience needs
Traveller	<ul style="list-style-type: none"> • Must identify as a traveller • Achieving academically 2 years or more below chronological age. • Concerns regarding attendance

TESSA 3 - The Plan A plan will be created with actions which may include assessment, intervention, suggested outcomes, signposting and/or review. The child or young person will be allocated to a member of the TESSA team to lead and plan the work with you.

The plan may include consultation or collaboration with Early Years, The Bridge, Inclusion Officers, Educational Psychology, Education Welfare, The Virtual School, Admissions and Transport, SEND 0-25 Team, Post 16 Preparing for Adulthood, YPDAAT, Youth Service, Early Help, health services and social care colleagues to provide the best outcomes for the child or young person.