



Operational Protocols for Partnership Working.

There is an expectation that all parties to a partnership working arrangement will have a shared commitment to following the agreed service protocols:

General Protocols

- The receiving school/ setting is responsible for inducting the consultant into the general procedures operating at the school (*i.e. health and safety, evacuation procedures, familiarisation with the layout of the building, the various levels of support available relating to the focus of the work, etc*).
- The PSENSP and the schools/settings will both identify a key person who has the responsibility of being the main contact person for negotiating the working agreement, line management and quality assurance. (*Including names and contact numbers.*)
- The PSENSP consultant will inform the receiving school/setting promptly of any absences/ cancelled visits.
- After the initial request for support is received the relevant PSENSP consultant will contact the receiving school/setting to clarify the precise nature of the support needed.
- The request may lead to an initial visit where a Partnership Working Agreement will be drafted for signing by a member of the leadership team of the school/setting and the PSENSP consultant. (*This requires the attendance of a member of the Senior Leadership Team from the receiving school/ setting.*)

Operational Protocols

1. To be followed by the PSENSP consultant

The PSENSP will...

- make initial contact with the recipient school/setting quickly once a request form is received (*within a maximum of 7 working days*).
- arrange a mutually-agreed time to draft the Partnership Working Agreement with the school/setting.
- match the identified need with a PSENSP consultant who has an appropriate level of skills, knowledge and experience.
- be responsible for setting up a review and evaluation process for the support work in collaboration with the receiving school/setting
- ensure that an appropriate and effective supervision system is in place to support the work of the partnership consultant.
- provide **some** resources, though the receiving school/setting may be asked to provide consumables.
- give verbal and written feedback as appropriate (*including the production of the review notes element of the Partnership Working Agreement*).
- in the event of the PSENSP consultant being absent, inform the receiving school/setting of any necessary changes as soon as possible and, where feasible, make an alternative arrangement.

2. To be followed by the service recipient

The receiving school/ setting will...

- be responsible for involving the parents and where appropriate, the child/young person, in the process of requesting support from the PSENSP and ensuring that they have fully understood the nature of the request and agreed for it to go ahead. *(Please note: the relevant parts of the request form have to be signed by the parent(s)/ carer(s) before the PSENSP can become involved in working with children/ young people on an individualised basis – i.e. individually or in a small group.)*
- inform the child/young person in advance that additional support is to be provided *(if this is appropriate)*.
- ensure that a key person will introduce the PSENSP consultant to all appropriate personnel and the children/young people and parents *(if this is appropriate)*.
- release the relevant personnel for the initial meeting and any subsequent occasions when this is required to facilitate joint working.
- provide any key documents as requested by the PSENSP consultant (e.g. Statement of SEN/EHCP, most recent Annual Review and current IEP).
- make the necessary arrangements for parents to meet with the PSENSP consultant *(where this is appropriate)*.
- make a working space available for the PSENSP consultant to suit needs.
- give reasonable notice of any change(s) which may affect the work/visit of the consultant e.g. day closure; pupil offsite on a visit/appointment etc.; child/young person/teacher absent; change to format of day (sports day, visiting theatre, etc).
- provide opportunities for the PSENSP consultant to observe/work with the targeted children/young people in the classroom/or to work jointly with staff.
- implement all elements of the agreed support programme/intervention outside the times when the PSENSP consultant is directly involved in the school/setting.
- work collaboratively with the PSENSP consultant to increase their own ability to meet the needs of the supported children/young people more effectively and cascade this to other staff as appropriate.
- share, at an early stage, any issues or concerns they have regarding the support or advice being received with the key contact person for the PSENSP identified in the Working Agreement.
- participate in and contribute to the monitoring/review and evaluation process.
- make reasonable support, resources and admin. facilities *(e.g. use of photocopier)* available for use related to the agreed support programme and activities.

Protocol Agreement:

Name of School/ Setting

Signed: (Receiving school/setting) Date

Signed: (Partnership representative) Date

Please return to: PSENSP, Mary Rose School, Gisors Rd, Portsmouth, PO4 8GT