

NAPEP CONFERENCE

KEY FINDINGS/ CONSIDERATIONS FROM THE ATTENDANCE SESSION (ACTIVITY 2)

HOW DO WE TAKE EFFECTIVE PRACTICE FORWARD?

- Locally: there is a lot of innovative practice happening at a local level, such as shaping GP protocols around attendance and head teacher's supervision groups, and clear evidence of a range of joined-up working with a range of LA services and Health.
- Nationally: there is not yet a shared understanding on what 'effective practice' is to take this forward as a collective; and an agreement that there needs to be the development of alternatives to attending school as education. We can support this by gathering data to inform national policy.

WHO DO WE DO IT WITH CURRENTLY; WHO ELSE CAN WE INCLUDE?

- Locally: lengthy list of LA services/organisations, CYP and their parents/carers, Health, Police, and local third sector organisations.
- Nationally: suggestions to involve Sheila Burton (ELSA), Dame Rachel de Souza (Children's Commissioner), Pooky Knightsmith, DfE, Autism Advisory Service, Special Education Consortium, large MAT CEOs, offers from the AEP and personal/professional links to local politicians.

HOW DO WE LEVERAGE COLLECTIVE POWER IN THIS SPACE?

- Locally: key themes around using local partners/services (inc. Health) to collaborate and seek commissioning streams and a need to look inform local attendance strategies.
- Nationally: key themes around the need to redesign the education system and promote a change of legislation to focus on wellbeing and engagement over attendance; through utilising our shared voices as PEPs/SEPs/EPs. This could be done through an EP and JPLG response to the DfE attendance document (possibly too late for this), forming coalitions with existing groups (National Autistic Society, National Parent Carer Forum, Square Peg) and linking in all EPS projects in the area of attendance.

ADDITIONAL KEY POINTS RAISED:

- We need to make the evidence-base around attendance accessible and palatable to policy-makers as they will likely pick and choose what fits easily for them.
- Do we need to rethink our position on 'expert' versus 'expertise' and utilise our position to be more political to be heard and enact change?
- An analysis of what EBSA/EBSN is needed to be completed as many CYP are receiving this 'label' when it's not always appropriate or aligned to the core definition.