

## Form – Critical success factors for joint working arrangements

These are the factors identified in the Department for Education's evaluation of the pilot projects (*Mental health services and schools link pilots: Evaluation report, 2017*). Use them to consider your own arrangements with outside agencies and how these might be improved.

Name of outside agency: .....

Critical success factors	Current relationship	Areas to improve
Common understanding of pathways and criteria for specialist support		
Common terminology and outcome measures		
A single point of access for information and advice		
Additional central telephone and email contact points		
Agency's clear understanding about the school's needs		
A clear understanding from the agency about how they can provide for these needs		

Critical success factors	Current relationship	Areas to improve
A school commitment to identify a lead point of contact		
Support from the senior management team, ensuring that the lead person has sufficient time to attend joint planning and training activities		
A commitment from the agency to provide support		
Commitment in the school development plan to sustain the arrangements		
A mental health and well-being policy that is shared and understood		
Monitoring and self-evaluation of joint working arrangements, particularly with a view to the appropriateness of referrals		
Opportunities for additional training and support		
Opportunities for feedback between school and agency		

## Worked example – Critical success factors for joint working arrangements

These are the factors identified in the Department for Education's evaluation of the pilot projects (*Mental health services and schools link pilots: Evaluation report, 2017*). Use them to consider your own arrangements with outside agencies and how these might be improved.

Name of outside agency: .....

Critical success factors	Current relationship	Areas to improve
Common understanding of pathways and criteria for specialist support	The protocol was agreed following appointment of the counsellor	Protocol now needs review and some adjustment
Common terminology and outcome measures	Agreed following the appointment of the counsellor and shared with all staff	Has not necessarily been communicated effectively enough to new staff
A single point of access for information and advice	The counsellor is directly available and there is a clear timetable of accessibility and contact email and phone number	Occasional changes to this according to need are not always communicated effectively
Additional central telephone and email contact points	Are in place	No changes needed
Agency's clear understanding about the school's needs	The counsellor conducted an audit of schools following her appointment and prioritised each school's needs	The audit is now due for review
A clear understanding from the agency about how they can provide for these needs	The counsellor provided a timetable of support linked to the expressed needs of each individual school	This is now in need of review

Critical success factors	Current relationship	Areas to improve
A school commitment to identify a lead point of contact	The lead point of contact is the SENCo	Consider appointing a deputy for this
Support from the senior management team, ensuring that the lead person has sufficient time to attend joint planning and training activities	The SENCo has a morning dedicated to liaison with outside agencies	There are occasional difficulties in ensuring that this is sufficiently flexible. Occasionally, the headteacher has had to attend meetings instead, with subsequent loss of effective communication.
A commitment from the agency to provide support	The counsellor's brief is to provide support to schools as indicated following the audit and timetable	Now needs review
Commitment in the school development plan to sustain the arrangements	A dedicated section forms part of the school development plan	Will need updating during the summer term
A mental health and well-being policy that is shared and understood	Policy in place and shared with all staff	Will be reviewed in 2018. Need to check that new members of staff have received the necessary induction.
Monitoring and self-evaluation of joint working arrangements, particularly with a view to the appropriateness of referrals	First year, although termly reviews have been conducted	An annual review is now needed, with more formal evaluation, including the appropriateness of referrals
Opportunities for additional training and support	The counsellor has provided guidance on thresholds for referral to all staff	Consider other staff training needs where the counsellor might be able to help Counsellor's own professional development also needs to be considered
Opportunities for feedback between school and agency	Counsellor and school's SENCos meet monthly to review previous month's referrals and progress	Minutes of meetings are circulated but there have been instances where points raised have not been followed up