

## Children and Young People Overview and Scrutiny Committee

2<sup>nd</sup> April 2014

### Primary Inclusion Support Groups

#### Recommendation

That the Children and Young People Overview and Scrutiny Committee considers and comments on:

- 1) The evaluation, conclusions and lessons learned from the Inclusion Support Group (ISG) pilots; and
- 2) The commissioning of Specialist ISGs (SISG) with pupils remaining on the home school roll within the wider EIS commission.

#### 1.0 Purpose

- 1.1 The purpose of this report is to inform the Committee of the evaluation of the Primary Inclusion Support Groups and for the Committee to be informed and make comment on future provision for primary age pupils either excluded or at risk of permanent exclusion.

#### 2.0 Background

- 2.1 In February 2011, the Cabinet of Warwickshire County Council approved a proposal to close primary section (Reception – Year 6) of the Warwickshire Pupil Referral Unit (PRU). This recommendation was made by the Children and Young People Overview and Scrutiny Committee. The primary section of the PRU was closed in July 2011. The local authority has a statutory duty to ensure educational provision for all pupils resident in the County (Education Act 1996). As a result, primary head teachers and officers of the local authority have collaborated to develop models of educational provision that avoid permanent exclusion from the primary phase.
- 2.2 Since March 2013, a Task and Finish Group of Primary Head Teachers and Senior Officers has worked on proposals for support for primary pupils at risk of exclusion. The Group comprises a head teacher representative for each District and Borough; with a mixture of those involved in Inclusion Support Groups (ISG) pilots and others.

Senior officers included Service Manager from Schools Early Intervention Service (SEIS), Access and Organisation, Learning and Performance and Finance, the Educational Psychologist who leads on social, emotional and behavioural difficulties (SEBD) and the Assessment, Statement and Review Service (ASRS) Manager. The Service Manager for Priority Families attends when requested. Communication and consultation has been through Governors Forum, Head Teacher Business meetings, Area Behaviour Partnerships and PLCs when invited.

- 2.3 Using the funding previously allocated to the primary PRU, two separate commissions were put in place, each for a pilot period of two years:
  - Funding six Professional Learning Communities (clusters of primary schools), where trends of permanent exclusion were highest, to establish Inclusion Support Groups (ISG) comprising of 46 schools. Six service level agreements were put in place for £40,000 per annum per ISG (total £240,000); and
  - A service level agreement with the WCC Early Intervention Service (EIS) for £165,000 to support the establishment and development of ISGs;
- 2.4 In addition to this, EIS was also commissioned to provide support to the 151 schools not involved in the ISG pilots where pupils were excluded or at the risk of exclusion.
- 2.5 EIS report its current overall spend on interventions with non-statemented primary pupils excluded or at risk of exclusion as £604,000. A further £275,000 is spent on statemented pupils at risk of exclusion. The cost of interventions range from £780 to £10,000, with an average cost of £5,902.
- 2.6 The current pilots will come to an end on 31<sup>st</sup> March 2014, including the corresponding funding. Transitional plans will be in place for summer term 2014.
- 2.7 The commission will start from April 2014; with place-based SIGs starting in September 2014. Savings of £100,000 made will be used for transition planning and for capacity building for wider pilots. When the new Specialist ISG commission arrangement will come on line it seeks to make an anticipated reduction in the need of out of county primary places of £200,000 per annum. Once placed in independent settings the pupil does not return thus the above savings are significant when considered year on year.

### **3.0 Evaluation of Inclusion Support Groups**

3.1 The purpose of this programme of work is to ensure:

- The Local Authority (LA) can meet the statutory responsibilities it has for the education of vulnerable pupils.
- Provides specialist support for primary phase schools in the management of pupils at risk of exclusion.
- Increases opportunities for restorative approaches leading to success in mainstream rather than independent specialist placements.

### 3.3 Aims and Objectives

3.4 The original aims and objectives of the ISG provision were to ensure Schools are confident that they can provide a safe learning environment for all pupils. A placement in independent specialist provision should only be considered when evidenced by an inability to meet need in a mainstream setting despite specialist evidenced based interventions.

- Develop early intervention practice and integrated working;
- Increase attainment of primary age pupils excluded/at risk of exclusion;
- Improve attendance of primary age pupils excluded/at risk of exclusion;
- Reduce the number of permanent exclusions of primary age pupils; and
- Improve emotional well-being and resilience of primary age pupils excluded/at risk of exclusion.

3.5 This report also evaluates:

- The capacity of ISGs to meet the learning needs of primary age pupils excluded/at risk of exclusion; and
- Value for money from the pilot approach.

### 3.6 Approach

3.7 Six ISGS were set up in Atherstone, Stockingford, Bedworth (x2), Rugby and South Leamington. Each ISG was able to use resources flexibly to meet the local need. Funding has been spent in four main areas:

- Staff training (e.g. Triple, P, nurture provision, counselling, assertive discipline);
- Staffing (e.g. additional teaching assistants);
- External support (e.g. counselling); and
- Adaptations to premises (e.g. nurture rooms).

3.8 EIS published criteria to determine which cases should be managed within a school setting and which cases should be escalated to ISG level to allow for a collaborative approach across a community of primary schools, pooling expertise and resources.

- 3.9 EIS provided support to each ISG of 1 day a week specialist teaching support and three days a week specialist teaching assistant support.
- 3.10 In 2011/12 academic year, the ISGs supported 42 pupils and in 2012/13 they supported 85 pupils (97 different pupils in total). The average length of intervention has been approximately two terms.

Pupils supported in ISG

No of pupils supported 2011 -2012	No of pupils supported 2012 -2013	Total supported 2011 – 2013 (Unique cases)
42	85	97

Source: EIS

- 3.11 Representatives of ISGs attend the Access to Education Steering Group, alongside secondary Area Behaviour Partnerships, with regular reports presented on the performance of ISGs. All ISGs have completed a self-evaluation of the pilot.

3.12 Attainment

Of the pupils supported in ISGs 46% have made satisfactory academic progress and 30% have made good progress. Head teachers have pointed out that due to the needs and challenges of this cohort, in many cases satisfactory progress is a significant achievement.

Academic learning progress in ISGs 2012/13	
Number of pupils: 85	
Better than expected	30%
Expected sub level progress	46%
<i>Expected and above</i>	<i>76%</i>

Source: EIS and school tracking data

3.13 Attendance

Analysis of attendance data shows that there is a slight (not statistically significant) decline in attendance within the first 12 weeks, but by 24 weeks attendance significantly improves. It is also worth noting that the use of part time timetables has reduced as a result of this pilot.

Attendance in ISGs 2012/13		
	<i>85% or above</i>	<i>84% or below</i>
Baseline data	72%	28%

12 week review	70%	30%
24 week review	86%	14%

### 3.14 Permanent exclusions

Permanent exclusions have reduced from an average of 12 per year in the primary phase to 5 in 2011/12 and 5 in 2012/13. Further to this, the number of fixed term exclusions has reduced in 2011/12 and 2012/13 following the introduction of ISGs with EIS support. Data relating to the number of exclusions is attached at **Appendix A** (please note that this most of the exclusions relate to secondary age pupils).

Table 1: Warwickshire – Permanent and Fixed Term Exclusions in the Primary Phase		
Year	Permanent Exclusions	Fixed Term Exclusions
2008/9	14	476
2009/10	13	455
2010/11	11	422
2011/12	5	376
2012/13	5	<i>Data release due July 2014</i>

### 3.15 Emotional well-being and resilience

Using Boxall profiling, a moderated evidence based assessment tool, we are able to measure progress in behavioural, emotional and social difficulties (BESD). In 48% of cases, pupils in ISGs have good progress in BESD, with satisfactory progress in a further 38% of cases.

BESD progress in ISGs 2012/13	
Number of pupils: 85	
Good	48%
Satisfactory	38%
<i>Satisfactory and above</i>	<i>86%</i>

Source: EIS

Ofsted have stated at the Atherstone ISG that: *'The ISG is managed well. The staff provide a safe learning environment that motivates self-confidence and raises self-esteem'*.

### 3.16 Early intervention and integrated working

Primary head teachers, participating in ISGs, reported that the pilot had:

- created a focus on ensuring solutions were appropriate to the child;
- shared good practice between schools; and
- led to head teachers supporting each other to meet the needs of pupils in their community which is reflective of the consortia model launched in September 2014

It should be noted however that where a school has been placed in special measures, this has caused significant strain on the capacity of the ISG to deliver effectively. In one example this resulted in a pressure for the resource from the school in difficulty thus reducing the opportunity for pupil support in the other schools in the ISG.

### 3.17 Meeting the learning need

For most cases, ISG provision has been able to address issues of behaviour and the pupil has successfully reintegrated back to school. 12 pupils supported by ISGs have accessed out of authority placements for BESD.

Re integrations and managed transfers in ISGs 2012/13	
Number of pupils: 85	
Reintegration to home school	29 (34%)
Managed transfer	9 (10%)
Out of authority placement	12 (14%)
Continuing ISG provision	35 (41%)

### 3.18 Value for money

The pilot approach has improved value for money. In 2011, £405k was allocated to support 11 pupils in the primary section of the PRU. This was an undesirable destination as the PRU was in special measures and, as Members of the Overview and Scrutiny Committee concluded; the PRU was 'not an appropriate environment for primary school children'. The unit cost of provision, at that time, was £36,818 per pupil.

In comparison, in 2012/13 the ISGs collectively supported 85 primary children, in an appropriate environment. Whilst it is not appropriate to provide a comparative unit cost (as primary schools have contributed significant investment themselves), it is reasonable to say that the £405k is now supporting more pupils and leading to interventions at an earlier stage. The

monitoring reports show that pupils are making measurable progress in attendance and behaviour.

### 3.19 Conclusions and lessons learned

The ISG pilots have brought together clusters of primary schools to work together to address issues of BESD and challenging behaviour. On the whole, the ISGs have provided child-focussed solutions and arrangements, as part of an early intervention package, to improve attainment and child well-being. This child-led approach must be acknowledged as distinctive, and a vast improvement, to the system-led approach of the past whereby the local authority met its statutory duties by delivering education to primary age pupils in the PRU, but was ineffective in addressing issues of attainment and well-being.

However, whilst capacity to address challenging behaviour has been significantly increased, there still remains significant pressure on schools from a small group of pupils. Whilst it is important that these pupils remain within a school setting, consideration must be given to how resources can be used more effectively across schools to ease this pressure.

### 3.20 Schools outside ISGs

In parallel to the pilots, those schools outside the ISG areas have been supported by EIS to reintegrate challenging pupils back into the home school or to manage a transfer to a neighbouring school. A summary of activity for the two years is below.

Non-ISG Support	Cases where EIS have provided advice	Supported reintegration's	Supported managed transfers
2011-12	171	42 (24%)	11 (6%)
2012-13	136	44 (32%)	10 (7%)
Total	307	86 (28%)	21 (7%)

Source: EIS

## 4.0 **Future Need and Demand**

4.1 An audit in January 2013 showed that 451 primary age children in Warwickshire had a statement with Behaviour Emotional and Social Difficulties (BESD) as the primary need. Data from the pilot suggests that there are up to 50 pupils of primary age without a statement that also require additional support for behaviour issues. This latter group of pupils present high needs despite the absence of a statement.

4.2 Most pupils with BESD can either be supported in a mainstream school (with additional support) or, if appropriate, in a special school. The pilot has shown that, in addition to this, schools are able to work together as Inclusion Support

Groups to meet additional need. However, in the professional judgment of head teachers and specialist EIS teachers, there remains a small group of children for whom there is a gap in provision and the current arrangements are not sufficient.

4.3 The current consequences of this gap in provision are:

- Further pressure on out of authority placements;
- Pupils learning & BESD needs are not being met; and
- The learning of other pupils is negatively impacted.

4.4 Further to this, the current model may struggle to meet learning needs where one or more school in the cluster falls into crisis. In such circumstances, neighbouring schools may not have sufficient capacity to support the most challenging pupils within the immediate timescales required.

4.5 It is possible to estimate the number of pupils by analysing the number of pupils meeting the threshold criteria for behaviour support as part of the ISG pilot, and then by applying professional judgment of where current arrangements are working.

4.6 The criterion for accessing support is attached as **Appendix B**. The table below shows the numbers of pupils identified in the county as meeting this criteria during 2011/12 and 2012/13. The second row indicates the number of pupils considered to require Specialist ISG support – those for whom the risk assessment supports specialist provision at that time.

Category of primary age pupils 2012/13	Primary Pupils placed in out of authority schools for BESD	Pupils supported in ISGs	Pupils (non-ISG schools) requiring additional EIS support	Total
Number of pupils	26 (2012 8 new) (2013 14 new)	85	86	197
Number of pupils where current arrangements deemed insufficient in meeting learning need	0	34	41	75



## **5.0 Proposals Approved by Schools Forum – 5<sup>th</sup> December 2014**

5.1 The Task and Finish Group of Primary Head Teachers and Senior Officers are taking forward planning and guidance on the -approved proposals for support for primary pupils at risk of exclusion. The group comprises a head teacher representative for each District and Borough; with a mixture of those involved in Inclusion Support Groups (ISG) pilots and those not. Senior officers included Service Manager from Schools Early Intervention Service (SEIS), Access and Organisation, Learning and Performance and Finance. The Educational Psychologist who leads on social, emotional and behavioural difficulties (SEBD) and the Assessment, Statement and Review Service (ASRS) Manager. The Service Manager for Priority Families attends when requested. Communication and consultation has been through Governors Forum, Head Teacher Business meetings, Area Behaviour Partnerships and PLCs when invited.

5.2 The proposals included the following elements:

- Consolidation of county wide response for children who meet the criteria for Local Authority commissioned support (Early Intervention Service - EIS).
- Access -to this support is gained by request to your area EIS Operation Manager.
- Recognition of the achievements of the pilot ISGs, Transition plans for Summer Term to be in place.
- The establishment of a training fund for groups of schools wishing to establish or consolidate evidenced based approaches for this group of pupils, (September 2014).
- The establishment of specialist ISG in areas of high need. Children to remain on home school roll and attend four days a week. The reintegration plan forms an integral part of the placement.
- The Task and finish Group has been reporting into The Access to Education Board and the High Needs Block Funding Officer Group.
- Communication and consultation has been through Governors Forum, Head teacher Business meetings, Are Behaviour Partnerships, the Primary School Improvement Board and PLCs when invited.

## **6.0 Implementation Plan**

6.1 An implementation plan is in place using the project management approach adopted by Warwickshire County Council.

6.2 Commissioning Arrangements

- The Task and Finish Group included within the report comments on commissioning arrangements. This was based on market testing by the Commissioning support officer available at the time. The intention was to investigate and progress further.

- A vacancy and call back to School Forum from an October to December decision has moved the time line back from a possible October 13 to a March 14 start in this process.
- Initial discussion at School Forum suggested that primary school heads would welcome an engagement in the process. This is currently being executed through the Primary School Improvement Board, a pivotal aspect of the Consortia model.
- The time line for implementing the proposals from September 2014 and the acute need to have in place appropriate provision remains the same. A delay in progressing with the implementation plan until a commissioning process is finalised will result in inadequate arrangements being in place for the primary sector.

6.3 A Service Level Agreement is in place with the Early Intervention Service to deliver all aspects of this service from April 2014 to March 31<sup>st</sup> 2017. Included in the SLA are agreed key performance indicators that will be reported to the Primary School Improvement Board and through the line management accountabilities in People Group.

6.4 Currently EIS is delivering the reintegration and managed transfer restorative support across primary schools in Warwickshire and preparing for transition support for pilot ISGs for summer 2014.

6.5 The first Specialist Inclusion Support Group is scheduled to open in September 2014 with preparations in place for staff recruitment, curriculum development, resource acquisition and premises.

## Appendices

Appendix A – Number of Permanent Exclusions 2008/09-2011/12

Appendix B – Criterion for Accessing Support

	Name	Contact details
<b>Report Author</b>	Pat Tate	<a href="mailto:pattate@warwickshire.gov.uk">pattate@warwickshire.gov.uk</a>
<b>Head of Service</b>	Claudia Wade	<a href="mailto:claudiawade@warwickshire.gov.uk">claudiawade@warwickshire.gov.uk</a>
<b>Strategic Director</b>	Wendy Fabbro	<a href="mailto:wendyfabbro@warwickshire.gov.uk">wendyfabbro@warwickshire.gov.uk</a>
<b>Portfolio Holder</b>	Councillor Heather Timms	<a href="mailto:clrtimms@warwickshire.gov.uk">clrtimms@warwickshire.gov.uk</a>

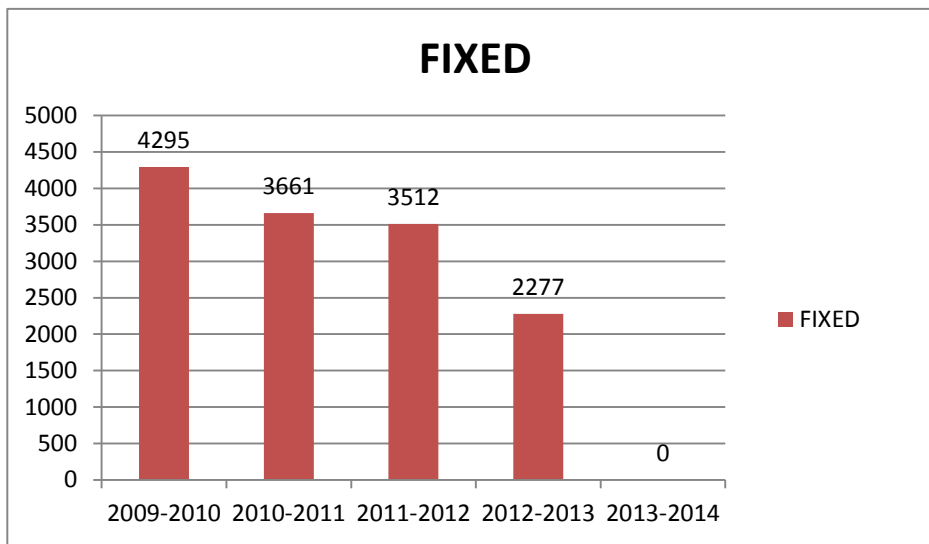
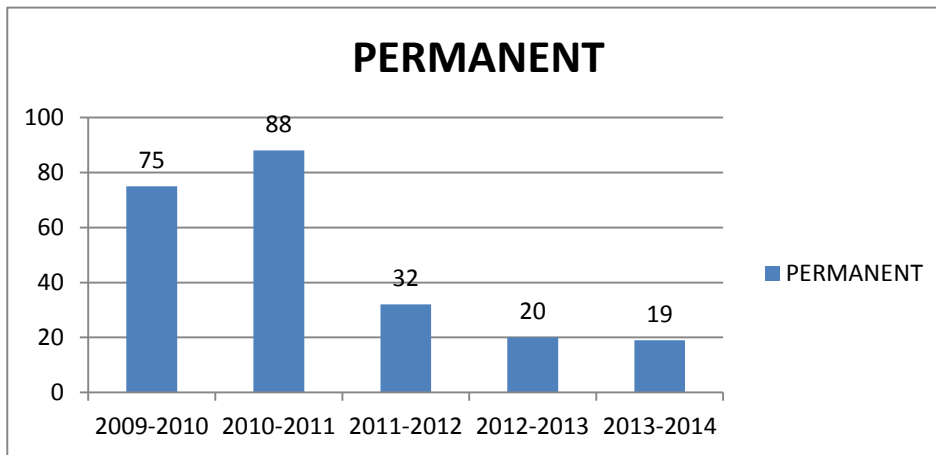
# EXCLUSIONS

Please note:

Figures are based on permanent exclusions reported to the Exclusions Administrator. Exclusions from academies are included from September 2010 (there were no academies in Warwickshire prior to this date).

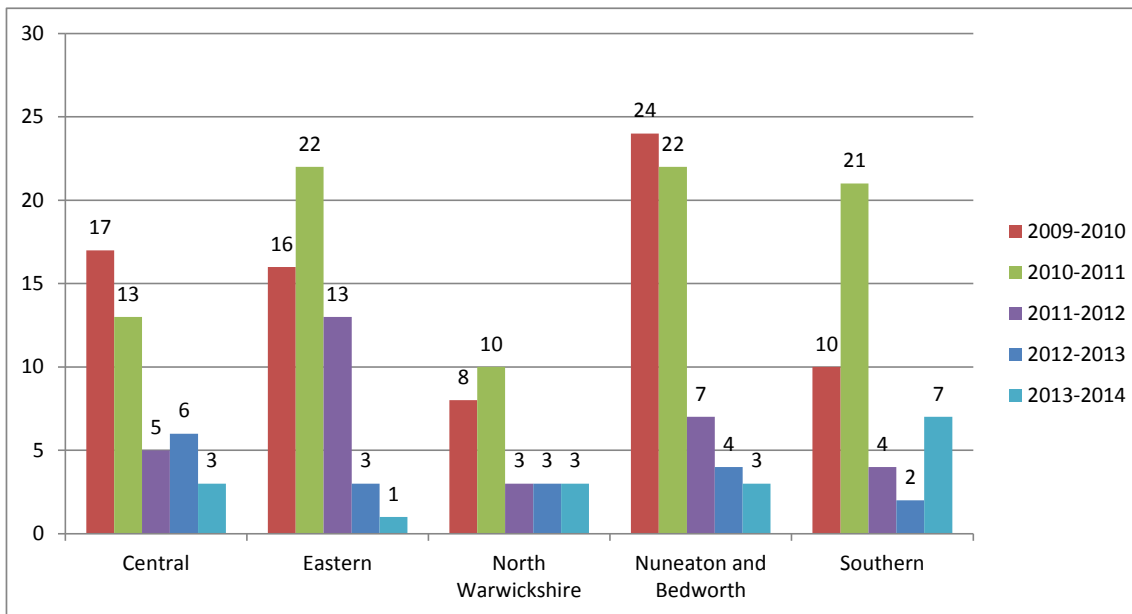
## Number of Permanent Exclusions 2008/2009 to 2011/2012

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>PERMANENT</b>	<b>75</b>	<b>88</b>	<b>32</b>	<b>20</b>	<b>19</b>
<b>FIXED</b>	<b>4295</b>	<b>3661</b>	<b>3512</b>	<b>2277</b>	<b>n/a</b>



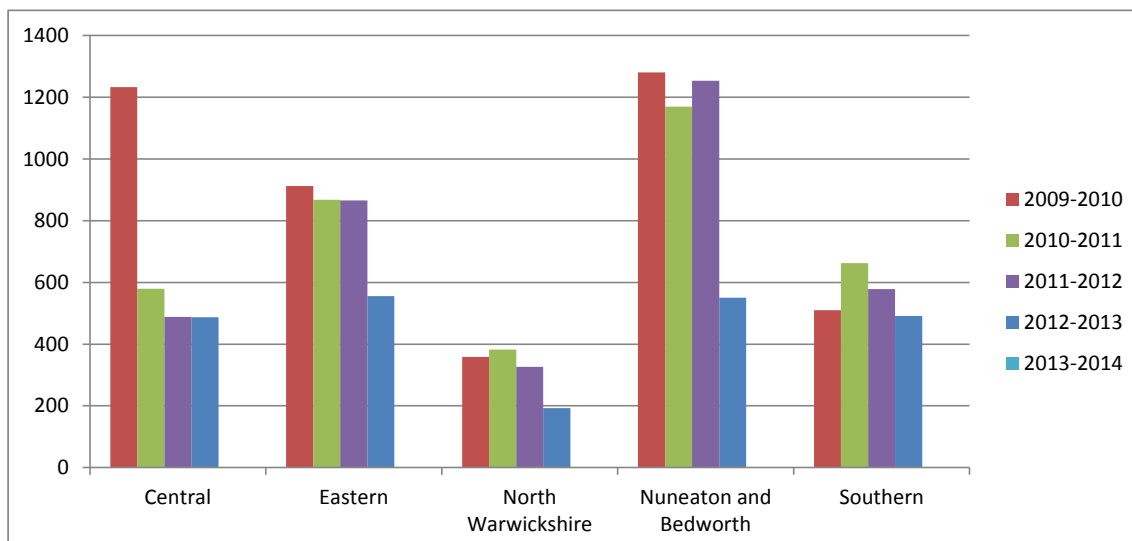
**Number of PERMANENT exclusions by Educational Area 2009/2010 to 2013/2014**

	Central	Eastern	North Warwickshire	Nuneaton and Bedworth	Southern
2009-2010	17	16	8	24	10
2010-2011	13	22	10	22	21
2011-2012	5	13	3	7	4
2012-2013	6	3	3	4	2
2013-2014	3	1	3	3	7



**Number of FIXED PERIOD exclusions by Educational Area 2009/2010 to 2013/2014**

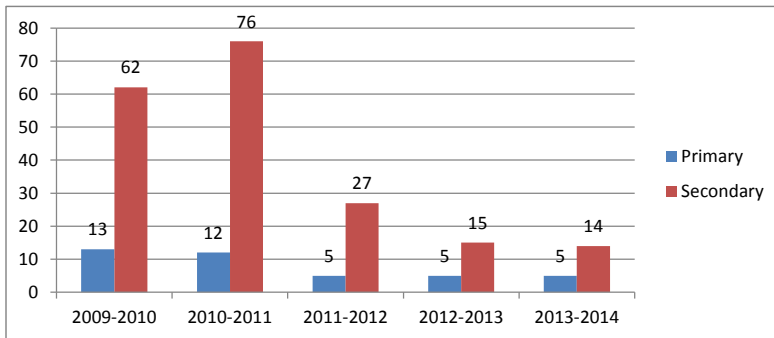
	Central	Eastern	North Warwickshire	Nuneaton and Bedworth	Southern	Total for Warwickshire
2009-2010	1233	912	359	1281	510	4295
2010-2011	579	868	382	1170	662	3661
2011-2012	488	866	326	1254	578	3512
2012-2013	487	556	193	550	491	2277
2013-2014	n/a	n/a	n/a	n/a	n/a	n/a



### Exclusions by Phase of School 2009/2010-2013/14

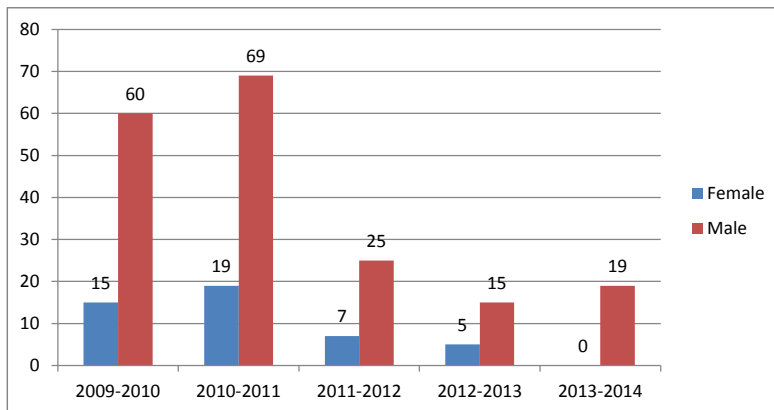
Figures are based on	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Primary	13	12	5	5	5
Secondary	62	76	27	15	14

NB: This is based on National Curriculum Year



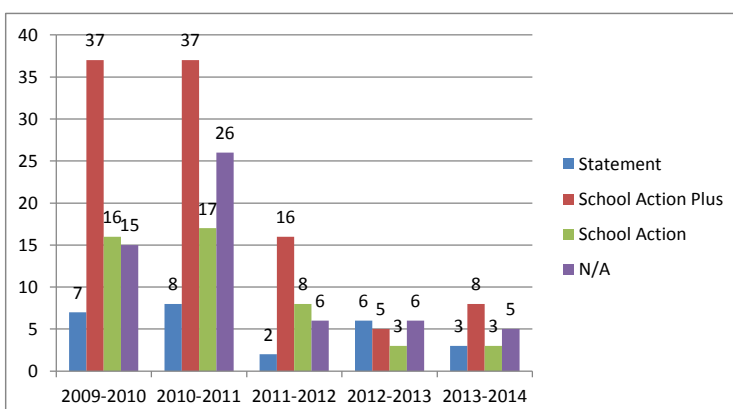
### Gender of Excluded Pupils 2009/2010-2013/2014

YEAR	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Female	15	19	7	5	0
Male	60	69	25	15	19



### SEN status of excluded pupils 2009/2010-2013/2014

YEAR	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Statement	7	8	2	6	3
School Action Plus	37	37	16	5	8
School Action	16	17	8	3	3
N/A	15	26	6	6	5



## Reason for Exclusions

EXCLUSIONS REASON	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	PERMANENT		PERMANENT		PERMANENT		PERMANENT		PERMANENT	
	Number	%	Number	%	Number	%	Number	%	Number	%
Physical assault against pupil	7	9.3%	14	15.9%	4	12.5%	4	20.0%	2	10.5%
Physical assault against adult	13	17.3%	8	9.1%	5	15.6%	2	10.0%	3	15.8%
Verbal abuse / threatening behaviour against pupil	3	4.0%	0	0.0%	2	6.3%	1	5.0%	1	5.3%
Verbal abuse / threatening behaviour against adult	5	6.7%	18	20.5%	0	0.0%	2	10.0%	2	10.5%
Bullying	1	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Racist abuse	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Sexual misconduct	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
Drug and alcohol related	10	13.3%	4	4.5%	4	12.5%	1	5.0%	0	0.0%
Damage to school or personal property belonging to any member of the school community	1	1.3%	1	1.1%	0	0.0%	1	5.0%	4	21.1%
Theft	1	1.3%	2	2.3%	0	0.0%	0	0.0%	0	0.0%
Persistent disruptive behaviour	23	30.7%	38	43.2%	15	46.9%	9	45.0%	7	36.8%
Other	11	14.7%	2	2.3%	2	6.3%	0	0.0%	0	0.0%
<b>Total</b>	<b>75</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>	<b>32</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>19</b>	<b>100.0%</b>

### **DRAFT: Provision for primary pupils with Social, Emotional and Behavioural (SEBD) high level needs**

#### **Memorandum of Understanding between Warwickshire County Council and Warwickshire Primary Schools and Academies.**

##### **Context**

Warwickshire Local Authority recognises that it has a statutory duty to provide support to vulnerable children of statutory school age who experience difficulty engaging with an appropriate package of education provision suitable to their age, aptitude and ability taking account of any Special Educational Needs.

Schools who offer Wave 1, 2 and 3 education provision to this group are eligible to receive support from EIS (DSG commissioned support) when the pre-requisites have been met. This support is reserved for children who meet the criteria as set out in the MOU.

This memorandum of understanding seeks to clarify expectations of primary phase schools who wish to use EIS commissioned school support and if needed, access to Specialist Inclusion Support Group (ISG) provision.

By signing this document, those schools are acknowledging the existence of a 'partnership agreement' between themselves and the Local Authority. As such, this document forms an important part of the generic 'Memorandum of Understanding' which covers a wider range of support services and defines the new relationship between schools and the Local Authority.

##### **Principles of collaboration**

- **We will develop strong partnerships between schools, home and services to ensure effective collaboration that supports our most vulnerable children.**
- **We will ensure that needs are identified early and that support is timely and appropriate.**
- **We will seek to deliver that support in the home school or as close to home as possible.**
- **We will ensure that investment is in evidenced –based practice and demonstrates a return on our investment of our partnership.**
- **We will monitor our criteria, processes and provision to ensure it is fit for purpose and achieves positive outcomes for the child.**

## **The Agreement**

### **1. Primary Schools and Academies**

Every school should have policies and procedures in place designed to ensure its pupils engage with and behave well in school. There should be a consistent and whole school approach, where all members of the school community are clear about their role. In summary, schools should:

- Demonstrate a strong inclusive ethos
- Offer differentiated wave 1, 2 and 3 provision that meets the needs of all children.
- Have a clear publicised policy on behaviour, stating how it will be managed
- Have effective early intervention systems for securing good behaviour, class room behaviour management systems of praise and rewards, responses to inappropriate behaviour including personal behaviour plans.
- Nominate a school governor/ board member with a specific SEN/safeguarding remit
- Have a named member of their management team with lead responsibility for SEBD.
- Ensure staff receive appropriate training about SEBD issues. E.g. Assertive Discipline, Nurture Group, Circle of Friends, Team Teach, Rules, praise, ignore etc
- Intervene early when individual pupil behaviour gives cause for concern
- Purchase specialist behaviour support either from the Early Intervention Service (EIS) or from another provider where needs require specialist assessment and interventions.
- Offer the CAF (Common Assessment Framework ) if deemed appropriate and inform the CAF Officer where a CAF has been declined.

Where behaviour is causing removal from the class or fixed term exclusions and remains unresponsive to 'in house' interventions we would encourage schools to seek further advice and support from commissioned EIS support.

Additionally, schools seeking EIS commissioned support should be able to demonstrate that the Pastoral Support Plan has been implemented and adjusted in light of fortnightly reviews.

### **2. The Local Authority /Early Intervention Service (EIS) commissioned support:**

This service operates across every primary phase school in Warwickshire. EIS will:

- Respond to enquiries at Operation Manager level on whether the case meets the criteria for access to EIS commissioned support. \*
- If eligible, seek a Wave 3 plus review of the case with the school to identify next steps.



- Support meetings with parents and carers in planning appropriate actions.
- Provide either direct EIS support for the reintegration plan, a managed transfer or place in Specialist ISG provision based on the best outcome for the child.
- Liaise with other key agencies including CAF/Children's Social Care/ Family Support/ Counselling to facilitate a holistic plan of action
- Provide supporting information for statutory assessment and annual reviews if appropriate. Including into Education, Health and Care plans.

\* See Appendix C

### **3. The Local Authority/ Specialist ISG provision**

The ISG placement is a timed intervention for two terms inclusive of the reintegration. Initial placement is for 4 days a week with 1 day in the home school. The child will remain registered with the home school. For pupils to gain the maximum benefit from the specialist ISG the following provisions need to be in place:

- Mainstream class teachers visit the ISG twice termly, during the school day
- That recognition is given to the significance of helping pupils develop trusting relationships with ISG adults who will show concern, and set and hold limits reliably and consistently.
- Targets are shared with parents/carers
- The assessment and review process will parallel the schools review arrangements wherever possible.
- There will always be a planned reintegration period supported by the specialist ISG staff.
- A number of assessments will be carried out at the specialist ISG and these will always be shared with the school

### **4. Parents, Carers and Adults who have 'Care of' a child (as defined by the 1996 Education Act)**

Parental agreement and engagement is required

Parents are committed to work with others to bring about change

Parents will ensure good attendance at school and Specialist ISG

Parents will support actions in the Pastoral Support Plan and CAF

## 5. The Memorandum

This document forms a 'chapter' in the wider memorandum of understanding between Warwickshire County Council and Academy Schools / Alternative Providers of Education.

Any questions relating to content should, in the first instance be directed to .....

Signed .....Signed .....

Dated.....

**Proposed New Criteria for access to EIS Commissioned work for primary children at risk of exclusion from April 2014**

<p><b>Schools delegated funding for SA/ SA+</b></p> <p><b>May be purchased through EIS subscription/pay as you go or from another provider</b></p>	<p><b>LA early intervention commission</b></p>	<p><b>Specialist ISG</b></p>
<p>Evidence of the following</p> <ul style="list-style-type: none"> <li>• Assessment and profile by specialist service equiv to Personalised Learning Behaviour Profile</li> <li>• Pastoral Support Plan established</li> <li>• Interventions implemented and monitored including regular reviews</li> <li>• CAF established and/or social care involved. If CAF declined CAFO informed.</li> <li>• Access to school based wave 3 provision</li> </ul>	<p>In addition to evidence left repeat fixed termed exclusions indicate need for :</p> <ul style="list-style-type: none"> <li>• Reintegration plan / managed transfer involving EIS support</li> <li>• Review of risk assessment</li> <li>• Multi agency involvement / CAFO Family Support/ Counselling</li> <li>• Additional funding support for Pastoral Support Plan</li> <li>• Consideration of formal assessment</li> <li>• Where additional funding through ISG funding has been given there is evidence of impact on pupils progress and emotional well being.</li> </ul>	<p>Evidence of the following:</p> <ul style="list-style-type: none"> <li>• School have met their expectations in support of the Primary SEBD MOU</li> <li>• The child has accessed the LA early intervention commission</li> <li>• Multi agency involvement through CAF, Priority Families or Children’s social Care is in place</li> <li>• Home school and professionals involved in above plans and reviews support the placement</li> <li>• Reintegration into home school/ managed transfer is probable.</li> <li>• Placement would be in the child’s best interest</li> </ul>