

Schools Forum

11th October 2013

Primary Inclusion Support Groups

This report relates to both maintained and academy schools

For information only

Recommendation

The Schools Forum is recommended to:

1. Consider the evaluation, conclusions and lessons learned from the Inclusion Support Group (ISG) pilots
2. Consider the commissioning of Specialist ISGs with pupils remaining on the home school roll. The commission will start from April 2014; however place-based support will start in September 2014.
3. Note the savings of £100,000 that the new Specialist ISG commission arrangement will make and the anticipated reduction in the need of out of county places of £200,000 per annum

1.0 Purpose

- 1.1 The purpose of this report is to inform members of the Schools Forum of the evaluation of the Primary Inclusion Support Groups and make recommendations 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's 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).
- 2.2 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.

- 2.3 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);
 - 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 £178,000 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 their 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 March 2014, including the corresponding funding. Transitional plans will be in place for summer term 2014.

3.0 **Evaluation of ISGs**

Aims and Objectives

- 3.1 The original aims and objectives of the ISG provision was to:
- 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
 - Improve emotional well-being and resilience of primary age pupils excluded/at risk of exclusion
- 3.2 This report also evaluates:
- The capacity of ISGs to meet the learning needs of primary age pupils excluded/at risk of exclusion
 - Value for money from the pilot approach.

Approach

- 3.3 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 (eg. Triple, P, nurture provision, counselling, assertive discipline)
 - Staffing (eg. additional teaching assistants)
 - External support (eg. counselling)
 - Adaptations to premises (eg. nurture rooms)
- 3.4 EIS published criteria (Appendix A) 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.
- 3.5 EIS provided support to each ISG of 1 day a week specialist teaching support and 3 days a week specialist teaching assistant support.
- 3.6 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

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

Attainment

- 3.9 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. Pat, we could do with distance travelled, such as levels or sub levels at appropriate key stage here – how do we determine ‘good’ or satisfactory, for example?

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>	76%

Source: EIS and school tracking data

Attendance

- 3.10 Analysis of attendance data shows that there is a slight decline in attendance within the first 12 weeks, but by 24 weeks attendance significantly improves.

Attendance in ISGs 2012/13		
	85% or above	84% or below
Baseline data	72%	28%
12 week review	70%	30%
24 week review	86%	14%

- 3.11 It is also worth noting that the use of part time timetables has reduced as a result of this pilot.

Permanent exclusions

- 3.12 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.
- 3.13 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.

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>

Emotional well-being and resilience

- 3.14 Using Boxall profiling (a moderated evidence based assessment tool) we are able to measure progress in behavioural, emotional and social difficulties (BESD).
- 3.15 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>	86%

Source: EIS

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

Early intervention and integrated working

- 3.17 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
 - 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
- 3.18 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.

Meeting the learning need

- 3.19 For most cases, ISG provision has been able to address issues of behaviour and the pupil has successfully reintegrated back to school. Of the 85 children supported in 2012/13, 72 had completed a school reintegration or managed transfer, with a further 13 expected to do so within a term. In percentage terms, this is 84.7% (85%).

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

- 3.20 12 pupils supported by ISGs have accessed out of authority placements for BESD.

Value for money

- 3.21 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.
- 3.22 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.

Conclusions and lessons learned

- 3.23 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.
- 3.24 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.

4.0 Schools outside ISGs

4.1 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 reintegrations	Supported managed transfers
2011-12	171	42	11
2012-13	136	44	10
Total	307	86	21

Source: EIS

5.0 Future need and demand

5.1 An audit in January 2013 showed that 451 primary age children in Warwickshire had a statement with 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.

5.2 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.

5.3 The current consequences of this gap in provision are:

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

5.4 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.

- 5.5 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.
- 5.6 The criteria for accessing support is attached at Appendix A. 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. See 3.19.

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

6.0 Proposed New Model

Task and Finish Group

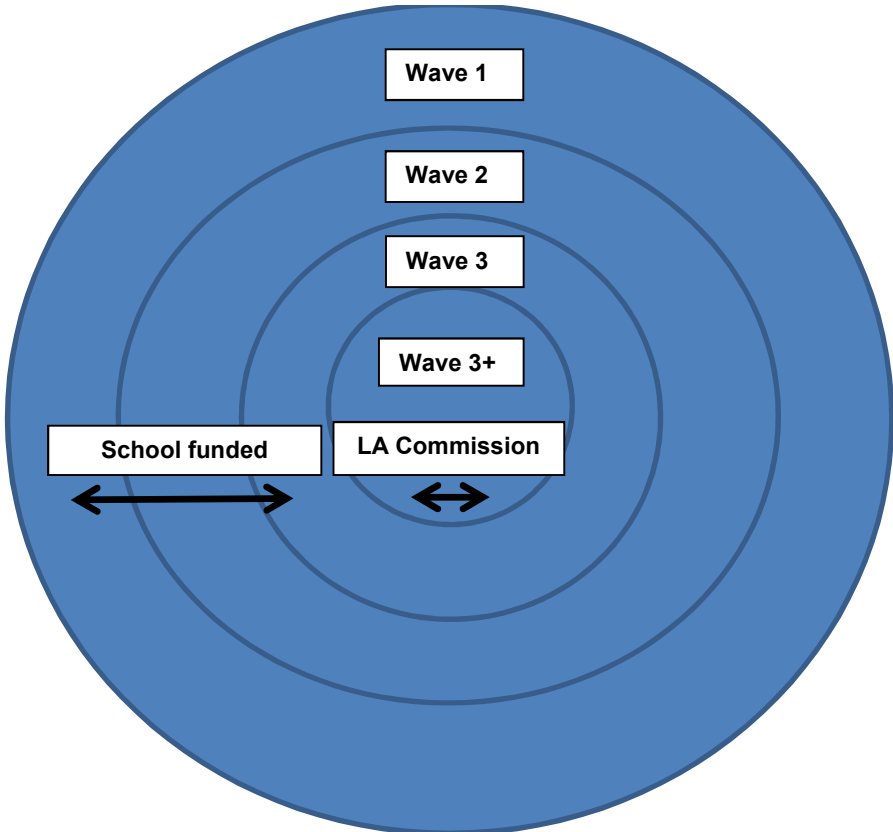
- 6.1 A task and finish group including primary head teachers from ISGs and non-ISG Professional Learning Communities was set up, alongside officers of the local authority. This forms a sub-group of the High Needs Block Strategy Group.
- 6.2 The following principles have been identified to guide practice in this area:
- *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.*
- 6.3 The group has had robust discussions about reasonable expectations upon schools (particularly in light of additional pupil premium funding), current gaps in provision, and the best use of limited resources.
- 6.4 The group is keen to embed and strengthen the current arrangements. These are seen as a better model of working than previous arrangements as the pupil remains part of the school community, schools work together in the interest of the pupil and it is bringing about positive behaviour change.
- 6.5 However, the group has also acknowledged the current gap in provision referred to above. In order to meet this need, it is recommended that Specialist ISGs are established to provide support to pupils with the most challenging behaviour. Pupils will remain on the roll of the home school, with the expectation that the pupil will be fully reintegrated back into the school following two terms of Specialist ISG intervention.
- 6.6 Members of the Schools Forum should note that separate proposals for an additional needs school do not include Key Stages 1 & 2 within their scope.

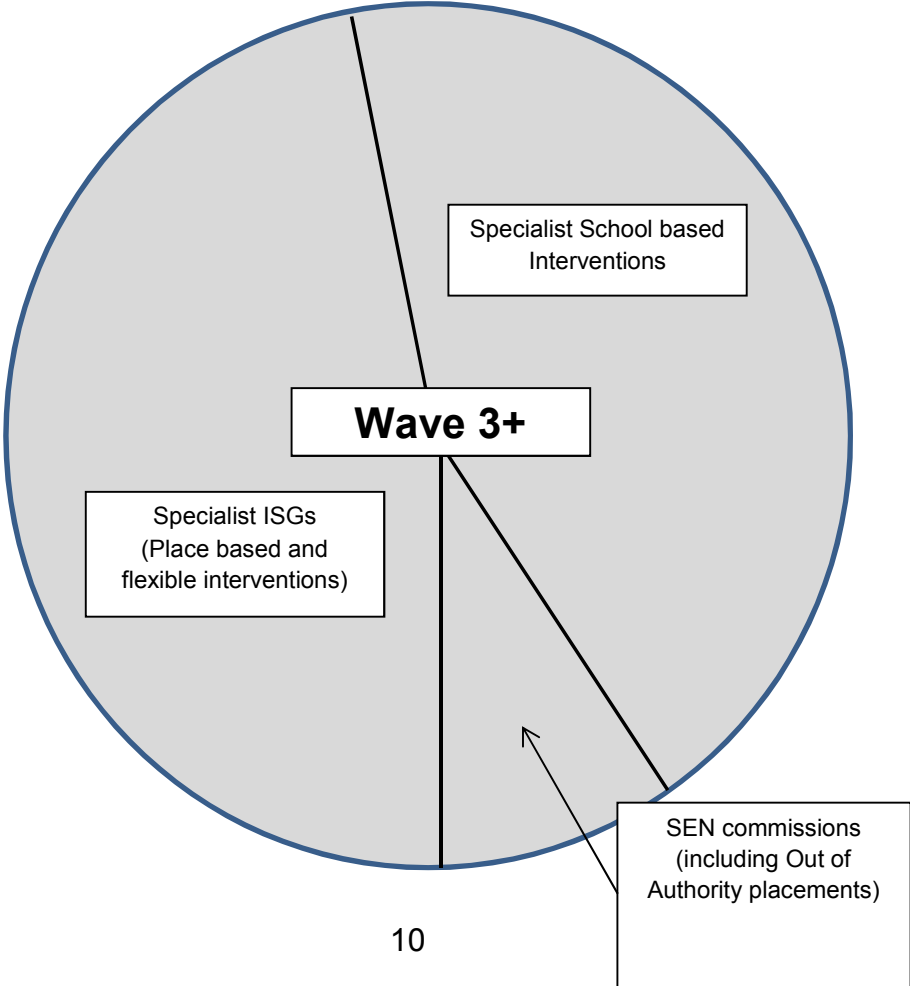
Meeting the different needs of pupils

- 6.7 Using data and professional judgment, consideration has been given to the different types of intervention required to meet the learning needs of primary age pupils with BESD.
- 6.8 When a child reaches the criteria for Wave 3+ the current school based specialist interventions will be available. As will when appropriate placement in SEN independent sector. The additional option of Specialist ISG support will address the current gap in provision between school based specialist intervention and out of authority placements. This gap occurs when a child is experiencing such significant difficulty that is unsafe for the child/ school to have full entitlement at the home school but neither is it certain that long term placement in out of Authority placement is in the child's best interest.
- 6.9 Specialist ISG intervention will include parenting and family support, psychology and other appropriate support in addition to specialist teaching provision.

Primary BESD Map of Provision



NB. See Memorandum of Understanding for further detail.



6.10 Estimates of a new model of provision are set out in the table below.

Category of primary age pupils (using 2012/13 data)	Pupils accessing Specialist ISG	Pupils supported in ISGs	Pupils supported in non-ISGs	Total
Current model (2012/13)	-	85	86	171
Proposed new model - Specialist (2014/15)	72	48	50	170

6.11 By establishing Specialist ISGs in the primary phase it is considered that the current gap in provision can be met and out of authority placements in the primary phase can be reduced.

Revising the ISG commission

6.12 The group no longer considers it appropriate to fund ISG provision to current levels from the resources released from the closure of the PRU. ISGs should now be predominantly funded from within the resources of the participating schools. The pilot funding has enabled primary schools, with the highest numbers of primary age pupils at risk of exclusion, to build sufficient capacity to continue with existing arrangements.

Specialist ISGs

6.13 It is proposed that current funding streams for primary pupils at risk of exclusion should be brought together to commission Specialist ISGs.

6.14 The key elements and characteristics of a Specialist ISG are:

- The pupil remains on the home school roll and the home school would remain involved in pupil reviews and planning
- Access to the Specialist ISG will be via specified criteria (Appendix C). Schools will be expected to have undertaken the required interventions up to Wave 3 prior to a referral, including the involvement of commissioned EIS support at Wave 3+ (MoU Appendix B).
- A personalised behaviour and education plan including timescales for reintegration into the home school or a managed supported transfer into another setting
- There will be two types of intervention – place based and flexible.

- Place based interventions will be based on current school sites and would be fully staffed by specialist teachers and TAs. From the outset, pupils are expected to continue to attend their home school one day a week, with this frequency increasing as the intervention progresses.
- Flexible interventions will take place at the home school or in a neighbouring school. Again, this intervention will be delivered by specialist teachers and TAs.
- Flexible interventions will continue to benefit from holistic assessment of need, with an increasing focus on family circumstances, family support and other appropriate support.
- Specialist ISGs would take the best from current ISG practice and create centres of excellence within the County. They would also be responsible for sharing best practice across the County.
- It is expected that, in the vast majority of cases, pupils would return to full time mainstream school following intervention. In a minority of cases, placement in an independent special school may be the appropriate placement.
- From the outset, parents should be encouraged to bring their child to the place of education however where this is not possible the local authority will fund transport costs. .
- The commission will include home school based interventions that will strengthen current arrangements for non-ISG support.

Capacity

- 6.15 It is proposed that the Specialist ISG will consist of three place-based interventions and an outreach team offering flexible interventions in the home school or neighbouring school. Staffing will be concentrated in one team across the three sites and outreach provision, working flexibly to ensure that there is capacity to meet demand in each area. The three sites will be able to support 12 pupils at any one time, as will the outreach team. The expected intervention time will be two terms. As a result 72 pupils are expected to be supported in a two term period year, Experience has demonstrated a successful model of step up and step down that enables finely differentiated levels of support with new pupils benefiting from support as needs from previous students are met. It should be recognised that support times can vary and family circumstances can result in extended support or referral.

Cost

- 6.16 The costs for Specialist ISGs is set out below. The costings are based upon establishing provision as set out in 6.16 above.

Item	£	Notes
Specialist ISG provision, place and flexible	} £680,276	
Premises (3 sites)		
Overheads		
Family & parenting / therapy, psychology	£64,000	This is for pupils who do not meet criteria for PF or access to services
Total Cost	£744,276	
<i>Current spend</i>	£844,376	Combined ISG, Primary at Risk of Exclusion and element of Core EIS DSG Budget
<i>Saving</i>	£100,100	

Cost Benefits

- 6.17 In addition to the above savings, there are further cost benefits when considering the impact against out of authority placements. The average cost of BESD out of authority placement is £50,000 per year for new placements from September 2013. The number of placements each year is rising. Once placed, few pupils return from independent placements to mainstream school. In 2012/13, 12 pupils from ISGs were placed in Out of Authority provision. A further 11 were placed from non-ISG provision. Based on comparative arrangements in Coventry, officers are confident that the introduction of Specialist ISG provision would reduce the need for some of these pupils to be placed out of the authority. Based on a reduction of 4 out of authority placements in one year, a saving of £200,000 per year is estimated. This element is discussed elsewhere on the agenda in relation to the overall approach being taken to reduce the reliance on out of Local Authority places. In additional, there are expected to be savings on transport costs.

	If 4 Out of Authority Placements prevented in 2013/14 £	If 8 Out of Authority Placements prevented in 2013/14 £
<i>Saving in Year One</i>	£200,000	£400,000
<i>Saving (cumulative) in Year Three</i>	£600,000	£1,200,000
<i>Saving (cumulative) in Year Five</i>	£1,000,000	£2,000,000
Cost of Specialist ISG commission (EIS): £680,276		

Consultation

- 6.18 These proposals have been developed by the task and finish group involving Chairs of three ISGs. This group has been expanded to include further representation. The evaluation of the pilot arrangements and future options have been discussed at a workshop involving all head teachers from ISG schools and a Primary Head Teachers Business Meeting. Further consultation on the Memorandum of Understanding (Appendix B) will be carried out prior to implementation.

Location

- 6.19 It is proposed that the Specialist ISGs are based in Rugby and Nuneaton and Bedworth. It is considered important to locate the ISGs on existing school sites in order that pupils may continue to take part in a normal school day (eg. lunchtimes, PE). The Specialist ISG commission will deliver direct pupil support to schools in all parts of the County.
- 6.20 The location in the north and east of the County is in line with the prevalence of free school meals and the trend of pupils with challenging behaviours. The 'flexible interventions' will support the central and southern areas of the County, strengthening existing arrangements.

Governance

- 6.21 Specialist ISGs will be monitored by the Access to Education Steering Group as a continuum of current arrangements.

7.0 Delivery

- 7.1 It is provisionally recommended that EIS are commissioned to deliver Specialist ISGs in addition to the current non ISG commission.
- 7.2 The possible market for the delivery of this commission is limited to three areas: local authority behaviour support services, SEN independent providers, alternative education providers.
- 7.3 A market testing exercise could be carried out with SEN providers to register interest and cost. However, based upon the experience of the tender process for alternative education provision in 2012, it is expected that costs from independent providers will be prohibitive.
- 7.4 Most of the alternative providers that were successful in joining the WCC framework contract in 2012 stated that they did not want to provide at Key Stages 1 & 2. Of the small number of providers that did, none of them were

able to provide qualified teaching support which is considered essential to meet the learning needs of this cohort.

- 7.5 There are further advantages to commissioning EIS. The service has been key to developing ISG provision and has established a clear and healthy working relationship with schools for behaviour support. The service also administers the CAF which is an expected step prior to accessing Specialist ISG. The service oversees CAF and has strong established links with children's social care, family and parenting, health, police, housing, counselling, psychology teams and with the now operational Priority Families Programme. Finally, the service can offer flexibility of provision should numbers fluctuate.

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Appendix A: Criteria for access to EIS Commissioned work for children at risk of exclusion 2011-2013

<p>Schools delegated funding for SA/ SA+</p> <p>May be purchased through EIS subscription/pay as you go or from another provider</p>	<p>If ISG</p>	<p>LA early intervention commission</p>
<p>Evidence of the following</p> <ul style="list-style-type: none"> • Assessment and profile by specialist service equiv to Personalised Learning Behaviour Profile • PSP/BAP established • Interventions implemented and monitored including regular reviews • CAF established and/or social care involved. If CAF declined CAFO informed. • Access to school based wave 3 provision 	<p>Evidence of the following:</p> <ul style="list-style-type: none"> • Any progress made by the pupil and the action taken in the ISG. • Pastoral Support Plans/BAPS regularly reviewed. • Clear records of parental involvement in planning for the pupil and evidence of regular consultation. (CAF FSM or SC) • Clear records of action previously taken by the school and ISG facility. • That Teaching and Learning experiences in the ISG are planned and of high quality. • Pupil progress 	<p>In addition to evidence left repeat fixed termed exclusions indicate need for :</p> <ul style="list-style-type: none"> • Reintegration plan school/EIS • Multi agency involvement / CAFO FSW/ Counselling • Additional EIS/DP support • Consideration of formal assessment

Appendix B: Memorandum of Understanding for Specialist ISG support

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/ Psychology to facilitate a holistic plan of action
- Provide supporting information for statutory assessment and annual reviews if appropriate.

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 ISG staff.
- A number of assessments will be carried out at the 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

SignedSigned

Dated.....

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

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