

Schools Forum

May 2014

Primary Inclusion Support Groups Update

This report relates to both maintained and academy schools

Recommendation

The Schools Forum is recommended to:

1. Note the progress made (since December 2013) on implementing the primary phase proposals for specialist inclusion provision for pupils at risk of exclusion.

1.0 Purpose

- 1.1 The purpose of this report is to inform members of the Schools Forum of the progress made since the Schools Forum was presented with an evaluation of the Primary Inclusion Support Groups and recommendations on future provision for primary age pupils either excluded or at risk of permanent exclusion.

2.0 Background

- 2.1 Since March 2013 a Task & Finish Group of Primary Head Teachers and Senior Officers worked on proposals for support for primary pupils at risk of exclusion. The group comprised a head teacher representative from each District and Borough and Senior officers.
- 2.2 The work of the group is captured in the report that was presented to School Forum on the 5th December 2013. The proposals included the following elements that were approved by Schools forum.
 - i) 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 the Area EIS Operation Manager.
 - ii) Recognition of the achievements of the pilot ISGs, Transition plans for Summer Term to be in place.

- iii) 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).
- iv) The establishment of specialist ISG in areas of high need. Children to remain on home school roll and attend 4 days a week. The reintegration plan forms an integral part of the placement.
- v) Using the funding previously allocated to the PRU and EIS the commission will start from April 2014; with place-based SISGs 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.

	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		

3.0 Progress made since December 2013

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

3.2 Initial discussion at School Forum suggested that primary school heads would welcome an engagement in the commissioning process. This is currently being executed through the Primary School Improvement Board, a pivotal aspect of the Consortia model.

- 3.3 A Service Level Agreement is in place with the Early Intervention Service to deliver all aspects of this service from April 2014 to March 31st 2017. Included in the SLA are agreed key performance indicators that will be reported to the Primary School Improvement Board (PSIB) and through the line management accountabilities in People Group.
- 3.4 The Task and Finish Group is now operating as a sub group of the (PSIB) steering and overseeing the work. An implementation plan is in place using the project management approach adopted by Warwickshire County Council.
- 3.5 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.
- 3.6 All pilot ISGs submitted transition plans to the Primary SEBD Steering Group in February 2014. The group requested further sustainability plans from three of the groups. The following principles have been applied to ensure fairness and consistency:
- Support from EIS should not be more than has been provided in the past through the pilot programme
 - Each pilot ISG should not receive more than 5/12 of the total pot i.e. no more than £16,600 per ISG
 - If the pilot ISG requests an amount less than the maximum available (£16,600) then the balance will be used to cover the costs associated with setting up the specialist ISGs
 - Staffing costs should be consistent across all ISGs for e.g. staffing costs for nurture groups.
- 3.7 EIS are working with the pilots to implement their transition plans for the summer term 2014 and sustainability beyond.
- 3.8 The first Specialist Inclusion Support Centre is scheduled to open in September 2014 at Stockingford Primary. Preparations are in place for staff recruitment, curriculum development, resource acquisition for all 3 planned centres. Long term premises for the Bedworth and Rugby Centres will require new build. In the interim EIS will utilise current off site arrangements until permanent arrangements are made.

4.0 Summer 2014 Developments

- 4.1 Consultation on the The Memorandum of Understanding that underpins the

partnership approach between primary phase schools and the LA has been completed. This will following final approval at the (PSIB) be circulated to all schools to sign. This forms part of the criteria for access to the SISG commission.

4.2 At the same time primary schools will be sent information on the capacity fund, the evidenced based support available and the bidding process. This is aligned to the aims and objectives used in the pilot ISG programme. These were:

- 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
- Develop early intervention practice and integrated working

Bids will be considered by the Primary SEBD Steering Group with the expectation that they will promote collaboration between a number of schools, include an element of school funding, not exceed a request for £10,000 and build on the principles expressed in the MOU.

4.3 Across all aspects of the SISG commission and MOU 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.

4.4 Arrangements are in place to ensure dedicated psychological support and Priority Family support for pupils accessing the SISG.

4.5 The costs for Specialist ISGs is set out below. The costings are based upon Total continuum of provision in the Service Level Agreement with the Early Intervention Service and overseen by the Primary School improvement Board.

This includes provision of qualified specialist teachers, specialist teaching assistants, learning mentors and psychology.

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>Transition funding/Capacity building</i>	£100,000	To support transition for current ISG and provide opportunity for other PLCs interested in developing capacity in support of pupils with SEBD needs

	Name	Contact Details
Report Author(s)	Pat Tate	pattate@warwickshire.gov.uk
Head of Service	Nigel Minns and John Betts	nigelminns@warwickshire.gov.uk johnbetts@warwickshire.gov.uk
Strategic Director	Wendy Fabbro	wendyfabbro@warwickshire.gov.uk
Portfolio Holder	Cllr Heather Timms	cllrtimms@warwickshire.gov.uk

Appendix A: 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 B

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 Pat Tate, pattate@warwickshire.gov.uk

SignedSigned

Dated.....

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

Schools delegated funding for SA/ SA+ May be purchased through EIS subscription/pay as you go or from another provider	LA early intervention commission	Specialist ISG
<p>Evidence of the following</p> <ul style="list-style-type: none"> • School/Academy signed up to MOU • 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 • Where additional funding through ISG funding has been given there is evidence of impact on pupils progress and emotional well- being. 	<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