

Section B Appendices

Appendices: ARMS

ARMS 1 Primary needs of ARMS pupils from Gateshead big database

ARMS 2 Gateshead ARMS

ARMS 3 Geographic mapping exercise

Appendix ARMS 1: Primary needs of ARMS pupils from Gateshead big database

BEDE	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD			
SLD			
PMLD			
BESD (attention control difficulties)	2		
BESD (disruptive and disturbing behaviour)			
SLCN		1	
HI			
VI			
MSI			
PD			
ASD			
Withdrawn, isolated or depressed			
Other			
Total	2	1	

BILL QUAY	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD			
SLD			
PMLD			
BESD (attention control difficulties)		2	
BESD (disruptive and disturbing behaviour)			
SLCN			
HI			
VI			
MSI			
PD			
ASD	8		
Withdrawn, isolated or depressed			
Other			
Total	8	2	

CHARLES THORP	Primary	Secondary	Third
SpLD (dyslexia)	5	1	
SpLD (dyspraxia)			
MLD	6		
SLD			
PMLD			

BESD (attention control difficulties)	1		
BESD (disruptive and disturbing behaviour)			
SLCN	2		
HI			
VI	1		
MSI			
PD	1	3	
ASD	4		
Withdrawn, isolated or depressed		1	
Other			
Total	20	5	

ESLINGTON	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD		1	
SLD			
PMLD			
BESD (attention control difficulties)			
BESD (disruptive and disturbing behaviour)	2		
SLCN			
HI			
VI			
MSI			
PD			
ASD			1
Withdrawn, isolated or depressed			
Other			
Total	2	1	1

HIGH SPEN	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD			
SLD			
PMLD			
BESD (attention control difficulties)			
BESD (disruptive and disturbing behaviour)			
SLCN			
HI	1		
VI			
MSI			
PD			
ASD			
Withdrawn, isolated or depressed			

Other			
Total	1		

ROWLANDS GILL	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD	4		
SLD			
PMLD			
BESD (attention control difficulties)			
BESD (disruptive and disturbing behaviour)	1		
SLCN		2	1
HI			
VI			
MSI			
PD			
ASD			
Withdrawn, isolated or depressed		1	
Other			
Total	5	3	1

SWALWELL	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD			
SLD			
PMLD			
BESD (attention control difficulties)		1	
BESD (disruptive and disturbing behaviour)			
SLCN	1	1	
HI			
VI			
MSI			
PD	1		
ASD			
Withdrawn, isolated or depressed			
Other			
Total	2	2	

WASHINGWELL	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD	1		
SLD			

PMLD			
BESD (attention control difficulties)		1	
BESD (disruptive and disturbing behaviour)			
SLCN			
HI			
VI			
MSI			
PD		1	
ASD	5		
Withdrawn, isolated or depressed			
Other			
Total	6	2	

WHICKHAM	Primary	Secondary	Third
SpLD (dyslexia)			
SpLD (dyspraxia)			
MLD	1		
SLD			
PMLD			
BESD (attention control difficulties)	1		
BESD (disruptive and disturbing behaviour)	1	1	
SLCN	3	2	
HI			
VI			
MSI			
PD			
ASD	5	1	
Withdrawn, isolated or depressed			
Other			
Total	11	4	

Data sources: Pupil+Data+All and 130308+Current+statements+with+needs (14/3/13)

Notes:

- Pupil+Data+All contains primary need information only [37 pupils]
- 2nd and 3rd needs [20 pupils] as recorded in 130308+Current+statements+with+needs (14/3/13) have been assumed to be such based on the order they appear in the source data; needs are only classified as primary or not
- All data is for pupils with statements only: no data on needs for pupils at SA+ is available

Appendix ARMS 2: Gateshead ARMS

Additionally Resourced Mainstream Schools

The strategy for April 2013 – March 2015

For discussion

Draft 2 – February 2013

Purpose

1. This document sets out the Council's views on ARMS [Additionally Resourced Mainstream School] provision. It includes the rationale for and function of ARMS provision and suggests how ARMS provision will be commissioned, delivered and managed. It provides the basis for finalising agreements for 2012-2013 for commissioning provision in 2013/14 under the new funding arrangements and outlines a proposed approach to 2014 and beyond.
2. The paper clarifies a number of issues relating to roles, relationships, and responsibilities within the ARMS model and funding and other associated issues including Registration of pupils and ownership of SATs results.
3. It forms part of a work programme feeding into the development of the High Needs Block Framework for 2013/14 and beyond.
4. The proposals it contains should be agreed within Learning and Children to inform discussions with schools.

Contents

5. The paper covers the following:
 - a. Background
 - b. Rationale
 - c. Commissioning specifications
 - d. Approach from now to March 2014
 - e. Strategy for April 2014 onwards

Background

6. The ARMS model of special provision was established in Gateshead in September 2010.

7. There is currently the following provision:

<u>School</u>	<u>Need</u>	<u>Number of Places</u>	<u>Vacancies</u>
Bill Quay KS1	Autism	8	3
Bill Quay KS2	Autism	8	1
Brandling KS1	Language	8	3
Brandling KS2	Language	8	0
High Spen	Hearing Impaired	8	3
Roman Road KS2	Complex Needs	8	0
Rowlands Gill KS2	Complex Needs	8	0
St Wilfrids KS1	Complex Needs	8	6
Swalwell	Physical Difficulties	8	4
Washingwell KS1	Autism	8	0
Washingwell KS2	Autism	8	0
Bede KS1 ARMS	BESD	8	1
Eslington KS2 ARMS	BESD	8	2
Charles Thorpe	General	30	8
Thomas Hepburn	General	13	6
Whickham	Autism	19	11
		<u>166</u>	<u>48</u>

8. Although technically provision is 'commissioned' by the Council, in reality the model of provision was implemented without employing a recognisable commissioning approach. Since 2010, Commissioners and providers have experienced a number of difficulties in relation to the implementation of ARMS provision. These have resulted, principally, from the absence of a formal Service Level Agreement, and the fact that there have been significant issues to resolve about the nature of the provision. The process has suffered from a lack of transparency and the absence of any structured dialogue with schools, both with ARMS and without, about role, remit and purpose. Key issues include:

- a) Inconsistency in arrangements and understanding compounded by a lack of documentation and formal agreements;

- b) The lack of clarity concerning the rationale for ARMS, including their role as being about 'intervention' or 'alternative' to mainstream of special schools.
 - c) No documented guidelines concerning commissioning and funding processes and arrangements for quality assurance.
 - d) The absence of a formal needs analysis to inform the commissioning process
 - e) No shared definition of the roles and responsibilities of staff within the Council involved in the delivery of the ARMS model, compounded by staff and structural changes
 - f) No shared definition of the responsibilities of individual schools [referring and receiving]
 - g) No shared documentation relating to management arrangements for LA staff working in ARMS under devolved funding arrangements
 - h) No agreed description of the wider HR responsibilities and liabilities of the LA and the providing schools
 - i) No agreed processes for closure or decommissioning, with the current process around Roman Road illustrating the lack of an agreed approach, and clear lines of accountability.
9. In order to ensure the future success of the model, to support providers in their efforts to deliver high quality inclusive provision, and to provide for an appropriate level of stability, these issues must be addressed relation to current provision and in preparation for 2013/14 in the context of the new school funding proposals.
10. In addition, a more fundamental review of ARMS provision is required, stimulated by the needs assessment and evidence review, to develop and implement a more transparent model of commissioning for 2014/15.

Rationale for ARMS

11. ARMS offer an alternative type of provision for those pupils with SEN who may not need to be in a Special School, but who require significant specialist intervention and would benefit from access to and learning experience in a mainstream school environment. They are commonly provided in other local authorities, and the majority are retaining this type of provision for 2013/14.
12. The model for ARMS in Gateshead has been flexible. Children and young people have been able to access ARMS with either a statement or at School Action Plus where the SEN Panel have felt that ARMS offered suitable provision. ARMS have supported children on both a short term or long term basis. Whilst this has encouraged some diversity in models, it has also introduced an element of uncertainty about their role and remit as being either alternatives to mainstream and special schools or a short term intervention.

13. There is therefore a clear need to communicate and discuss the rationale for ARMS provision further. This will be undertaken as part of the current SEND consultation process, both directly with ARMS schools and with the wider school community.

Commissioning Specifications

14. There has been no clear commissioning process for ARMS places. All primary ARMS are currently funded on the basis of a total of 10 places described as 8 places plus 2 emergency places. In practice most ARMS have never been full. This reflects a number of factors such as an inappropriate mix and balance of provision, a lack of confidence in or a lack of information about the ARMS model, and/or inappropriate location of some provision
15. There has also been a mixture of arrangements with delegation of funding to some provisions and devolved funding to others. This has added to confusion about accountability.
16. At present we have no real evidence about impact and effectiveness. We do not know if the approach works.
17. In addition, there may be some unmet demand about which we have no information currently. There is a need to develop a demand led approach which brings together evidence of need and desired outcomes to inform a commissioning approach. Within this approach we may anticipate that demand will vary between areas of need and from year to year. The system for commissioning of ARMS needs to accommodate this.
18. The role of the ARMS Coordinator and mentor posts has not been clarified as a resource to facilitate the commissioning and monitoring process.

The strategy for 2013-15

19. There are two elements to the future strategy for ARMS:
- a) the immediate future, including the remainder of 2012/13 and 2013/14;
 - b) approach for 2014/15 onwards

Approach for October 2012- March 2014

20. In the immediate future, we need to review current provision in partnership with schools to address the rationale question; the implementation of a agreed Service level Agreement; the clarification of the funding model for 2013/14, and to discuss the longer term approach. A current draft of a SLA is attached at Annex 1.
21. Funding currently delegated is de-delegated for 2013/14 and will be held by Children's Commissioning as the commissioner of provision. From April 2013, funding will be on the basis of £10,000 per place. This figure is an all inclusive figure which includes AVPU and a notional sum of £6,000 for the provision of support. All funding is expected to be on a per place basis.

Where the needs of individual children are assessed as being greater than £10,000, additional top up funding will be provided from the High Cost budget. Top up funding is expected to be the exception. No additional funding is available for staffing or other costs.

22. Access to ARMS places will continue to be solely through the Council's SEN panel
23. Individual pupil progress will be evaluated as part of the contractual arrangements.
24. All ARMS agreements will have clear eligibility and exit criteria. These may vary between different forms of provision, but will be clearly set out in a commissioning agreement.
25. We need to be clear about the implications for staffing within this new system, and we need to finally agree the position in relation to SATs / results (see annex 2)
26. For clarity and to be clear with current ARMS, we will continue to commission the current pattern of ARMS provision for 2013/14 (we have agreed a reduced number of places with Whickham Academy), but need to clearly signal that the whole model will be reviewed in 2013/14, with a view to implementing new arrangements from September 2014.

Proposals for 2014/15

27. For the future, ARMS places will be commissioned on the basis of a comprehensive Needs Analysis that provides a picture of current and predicted future demand based on best available information.
28. The first needs assessment will be completed by March 2013, as part of the wider needs assessment and evidence review work.
29. This will inform new commissioning intentions, and will be taken forward through a commissioning process which will examine options for meeting the needs identified.
30. This is likely to result in a series of recommendations about ARMS provision, including potential changes in types of provision and places.
31. It is proposed that a commissioning process is developed which invites schools to bid to host such provision in an open and transparent process, with a view to a new model being in operation from September 2014. De-commissioning of existing ARMS provision, if required, would be on the basis that this will take 12 months, given the needs for statutory consultation, SEN Improvement notices, and the review of all statements of children affected.
32. The starting point for a new model would be an approach which sees ARMS as an alternative to mainstream of special school. Therefore responsibility and ownership for SATS follows funding and rests with the ARMS.

SERVICE LEVEL AGREEMENT

**FOR ADDITIONALLY RESOURCED MAINSTREAM
SCHOOL (ARMS) PROVISION**

AT

**XXX
SCHOOL**

April 2013

CONTENTS

FORM OF AGREEMENT

PART A: GENERAL CONDITIONS APPLICABLE TO ALL ARMS PROVISION

- 1. Context and purpose**
- 2. Commencement and duration**
- 3. Management arrangements, roles and responsibilities**
- 4. Staffing arrangements**
- 5. Funding**

PART B: SPECIFIC CONDITIONS FOR THIS ARMS PROVISION

FORM OF AGREEMENT

DATE

BETWEEN

COMMENCEMENT DATE

SERVICE

TERMINATION

WITNESSES TO THIS AGREEMENT

SIGNATURES

PART A – GENERAL CONDITIONS

Context and purpose of this agreement

The role of Additionally Resourced Mainstream Schools (ARMS)

1. The vision for the creation of ARMS is to establish a flexible range of provision in mainstream schools for children who require specific support needs as part of the continuum of specialist provision within Gateshead. Schools are commissioned, through a Service Level Agreement with the Council to become Additionally Resourced Mainstream Schools (ARMS) to:
 - a. Provide Special Educational Needs (SEN) support for children identified as being suitable for placement, based on an inclusive model that ranges from full time specialist provision within the ARMS to full time inclusion into mainstream class with support.
 - b. Provide flexible and personalised support which would aim to effect a return to mainstream school "
 - c. Provide outreach to other pupils within the host school
 - d. Provide outreach support to pupils in other mainstream schools in relation to their area of specialism

Purpose of this Service level Agreement

2. To ensure that schools hosting ARMS provision and the Council are clear about their respective roles, responsibilities and obligations in providing this specialist education support service

Purpose of this service

General requirements

3. This provision forms part of the local offer to support children and young people with SEN in Gateshead, which includes the role of mainstream schools, ARMS, Special Schools and independent providers.

4. It provides for children with specific support needs, where more support is required than can be offered in mainstream schools, but where a Special School placement is not suitable.
5. Children and young people will be considered for an ARMS placement at School Action Plus or with a Statement of SEN (from September 2014 onwards, an Education, Health and Care Plan).

Expected Outcomes of ARMS provision

6. **Children** accessing ARMS provision will:
 - a. Continue to have their needs identified and assessed through the usual process of review
 - b. Access provision appropriate to their needs
 - c. Make measurable progress on a range of indicators as detailed below
 - d. Have their progress monitored and reviewed

7. **Parents/Carers** will have confidence that their children's development needs are being met within Gateshead Schools, and that the ARMS model provides appropriate levels of support to children.

8. **Gateshead Council** will be confident that ARMS provision is an appropriate provision for those children where special school is not appropriate but where there is a need for specialist support from skilled staff of the key elements in the local offer of provision and support to parents whose children have SEN.

Table 1: How we will measure the success of ARMS provision - Outcomes and indicators

What outcome?	How is this measured?
To raise the achievement of children within the ARMS	Pupil's achievement and attainment will be monitored through suitably differentiated NC levels, e.g. Pivats, TIPPS and specialist assessments
To support progress in pupils' emotional, behavioural and	The Governing Body will use an agreed assessment tool designed to support the development and

social development.	tracking of individual pupil's development. This process will involve the collaboration of pupils and parents / carers.
To increase pupils' inclusion according to their skills, interests and abilities	Increased amount of time spent in mainstream classes

9. The particular requirements for this SLA are attached at Part 2.¹

Parties to this memorandum

- The Council
- School

Commencement and duration

- 10. The agreement comes into force from xxxx.
- 11. This agreement is for the foreseeable future; however, it will be dependent on satisfactory annual reviews of the delivery of the service against the outcomes outlined in table 1 and specific to each individual ARMS provision.
- 12. Changes in levels of funding at local and / or national levels could also affect the length of the agreement.
- 13. Either party will have the right to terminate the agreement. If so, they must give one **academic year's notice** of the termination in writing.

Management arrangements

- 14. The delivery of the ARMS provision will be the responsibility of the school's Governing Body. The responsibility for curriculum delivery, organisation, management and outcomes rests with the Headteacher. An annual report on

¹ This will include the specific details of funding, places and provision expected of each ARMS

the ARMS will be submitted to the Council by 31st October each year. This will be based on a review of outcomes as identified in Table 1 and in each individual ARMS agreement.

Role and responsibilities of the nominated school

Governance arrangements

- 15.** Governance arrangements for the resourced provision will be subject to the statutory provisions relating to schools and their governing bodies.
- 16.** The governing body of the nominated school will be responsible for managing and monitoring the quality and effectiveness of the work within the resourced provision. The governing body may want to appoint a governor with special responsibility for the ARMS provision.
- 17.** The head teacher will include information on the resourced provision in the regular reports on the school presented to the governing body.
- 18.** The governing body will agree and sign off the annual review report on the ARMS provision before it is submitted to the Council.
- 19.** The ARMS provision will be included in any external inspections, e.g. Ofsted, of the school.

Management arrangements

- 20.** These are a matter for the school to agree and manage, and the Council will not impose a model of delivery.
- 21.** The following issues will need to be addressed:
 - a. Financial monitoring and accountability, including the submission of reports to the Council by 31st October each year.
 - b. Monitoring and progress based on the outcomes framework in this SLA.
 - c. Appropriate staffing arrangements (see below)
 - d. Ensuring high quality learning and teaching
 - e. Creating and maintaining a good learning environment

- f. Inclusion – ensuring that children in the ARMS provision are fully included in all aspects of the life of the school
- g. Parental involvement and feedback through an annual consultation and review process.

Roles and responsibilities of Gateshead Council

22. The Council will continue to have the following responsibilities

- a. **Responsibility for placement of children in the resourced provision** - The Council retains the responsibility for the placement of children in the ARMS. All pupils considered for ARMS placement must either have a statement of SEN or be at School Action Plus. Each ARMS will have its own more detailed admission and exit guidelines agreed between the school and the Council. Before a placement is made, all parties (school, Council and parents / carers) will be consulted, and any plans for future reintegration will be agreed. Referrals from other schools for one of their pupils in an ARMS must be made directly through the Council. It is not appropriate for schools to make direct referrals.
- b. Pupils will **usually** be registered with the ARMS School. Where placements are expected to be temporary, and a return is anticipated, dual registration may be appropriate.
- c. **Quality Assurance** - The Council retains overall responsibility for assuring / monitoring the quality of the resourced provision. This will be carried out in partnership with the nominated school and requires the local authority / borough to nominate one of its officers to carry out this role. The Council's SEN Inspector and SEN Monitoring Officer will jointly undertake reviews.
- d. **Annual meeting and annual report** - The Council will arrange an annual meeting with the school to ensure the school is meeting all the requirements of this Service Level Agreement and to review the contents of the Annual Report on the ARMS provision submitted by the Head Teacher.

- e. **Evaluation** - The Council retains the right to commission external evaluations of the resourced provision and will give due notice, in writing, to the Head of the School if it wishes to exercise this right.

Staffing arrangements

- 23. The provision must be delivered by suitably qualified, trained and experience staff. The school will be expected to meet the training costs of teachers and support staff using the delegated resources available. Staff appointed should normally be wholly employed to meet the needs of children in the ARMS provision. In some circumstances, there may be a need to use ARMS staff elsewhere in the school. This should be agreed with the Council, and appropriate arrangements are in place to ensure that no children in the ARMS are disadvantaged.
- 24. All ARMS will be encouraged to recruit members of current Special Educational Needs Improvement Team (SENIT) to the staffing team and will have the opportunity to recruit staff through a selection process.
- 25. The Governing Body will employ staff and all costs associated with employment of the Employees, including holiday and sick pay and any pension contributions.

- 26. Should redundancies be required as a result of a decision by the Council to decommission ARMS provision, or to reduce the size of the provision, then the Council will be responsible for the costs of these redundancies.

- 27. Should redundancies be required for any other reason, for example if the school decides to terminate the agreement, then the school will be responsible for the costs of redundancies.²

- 28. Where funding is devolved, staff will continue to be employed by the Council. If at any point staffing reductions become necessary the Governing Body must seek advice from the Council's human resource and legal teams. If any

² To be worked through with HR

Employee redundancies arise for any reason the Council will be responsible for the costs of those redundancies.

29. The Governing Body shall undertake an enhanced CRB check of all new Employees engaged in providing the Service UNLESS the Employee was, immediately before being engaged by the Governing Body, working for the Council or another local authority and the Employee has already had an enhanced check carried out, in which case the Governing Body shall obtain a copy of the disclosure certificate. The Governing Body shall provide evidence of the enhanced CRB checks to the Council upon request.
30. The Governing Body shall ensure that Employees details are recorded on the School's single central record.

Financial Agreement

31. The Council will commission places on the basis of £10,000 per place.
32. The amount of Funding will be reviewed annually and may be adjusted taking into account any changes to the Dedicated Schools Grant (DSG) and priorities associated with the DSG or any successor funding arrangement. The Council will aim to give the Governing Body an indication as to the likely amount of Funding for the next Financial Year early in the spring term.
33. All payments of the Funding are dependent upon the Council receiving sufficient funds from central government. If this funding ceases then the Council will notify the Governing Body as soon as practical and this shall be a reason to terminate this Agreement.
34. If additional places are needed in year, beyond the original agreement, the Council may purchase additional places with the agreement of the school, at the pro rata costs of a planned place. If some of the places are unfilled, the school will retain the place based funding, but will be expected to provide outreach support in other schools through agreement.
35. No additional payments will be made to the school in respect of strategic management costs.

PART 2 – school specific

Specific provision for xxxxxx School

This provision is for.....(details of the specialism)

This will include a more detailed narrative on

- **the entry criteria**
- **Exit criteria**
- **Support required**
- **Any relevant quality / national standards relevant to the particular specialism (eg VI, HI)**

Amount to be paid

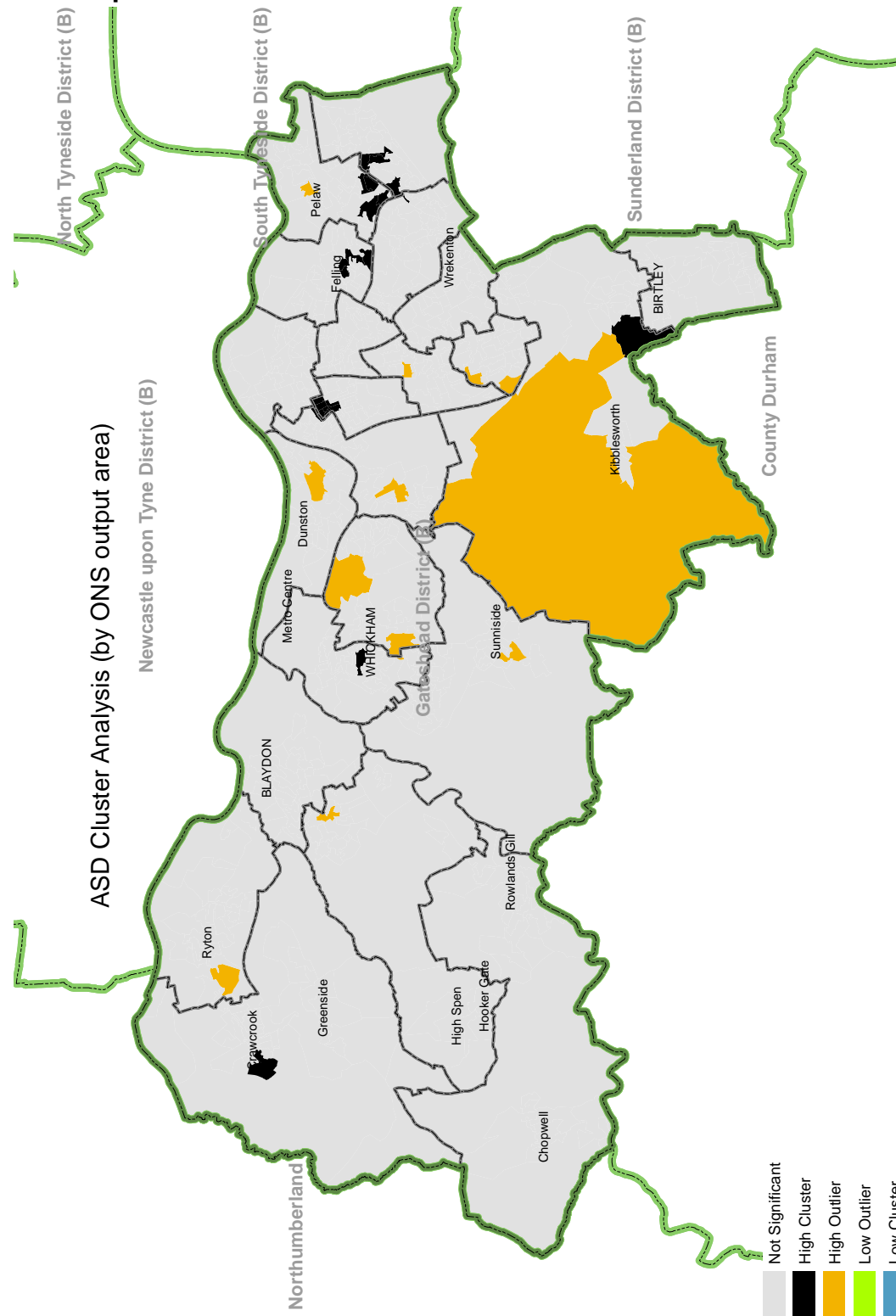
The Council will pay _____ School, the agreed amount of £ (10,000 per agreed place. This will be paid annually in one instalment on the (insert date). The said money is paid on the understanding that it is used solely for the purposes stated within this Agreement and not used to cross subsidise any other activities of the school.

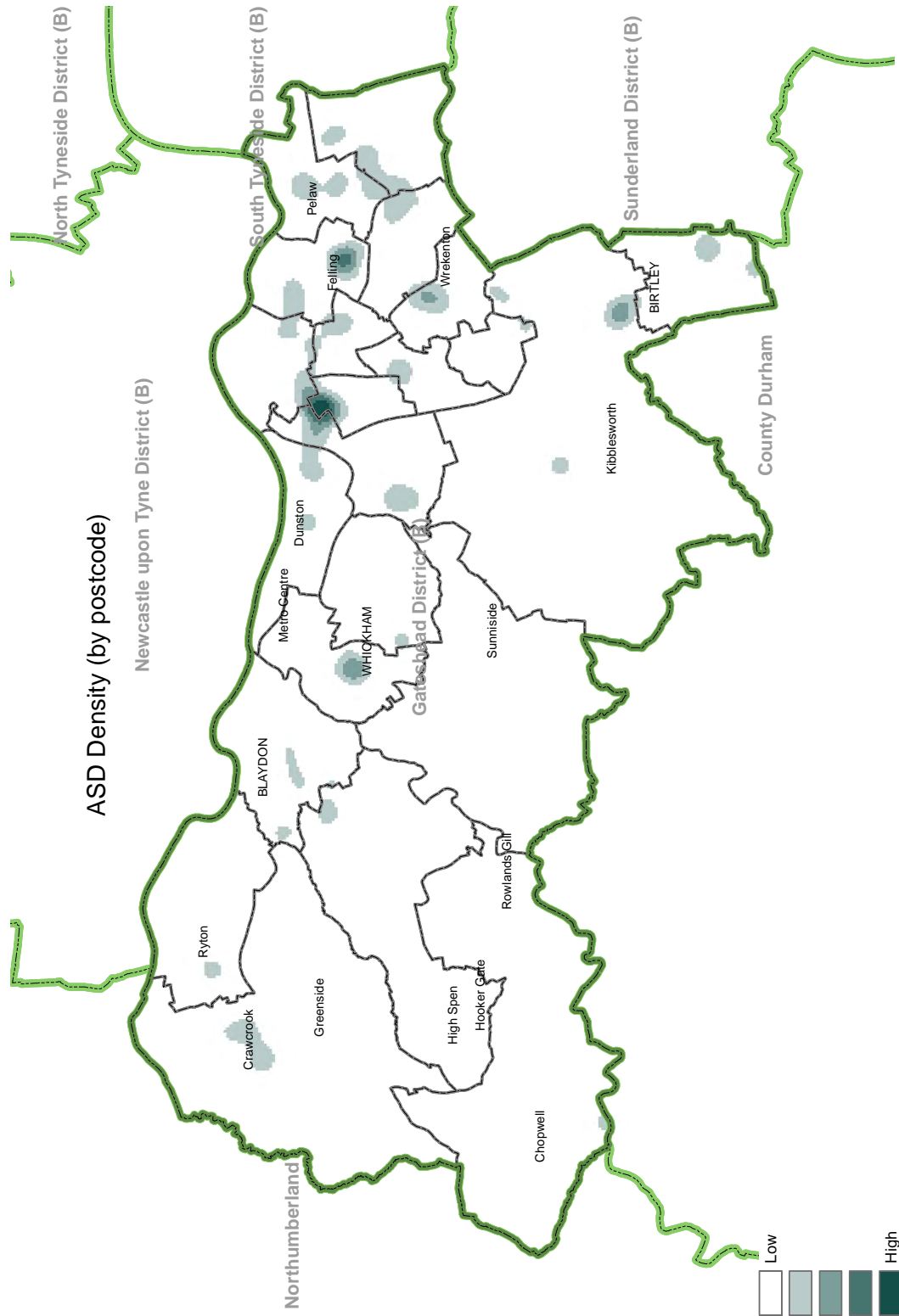
Adaptations and capital funding

No additional funding will be provided other than that specific above.

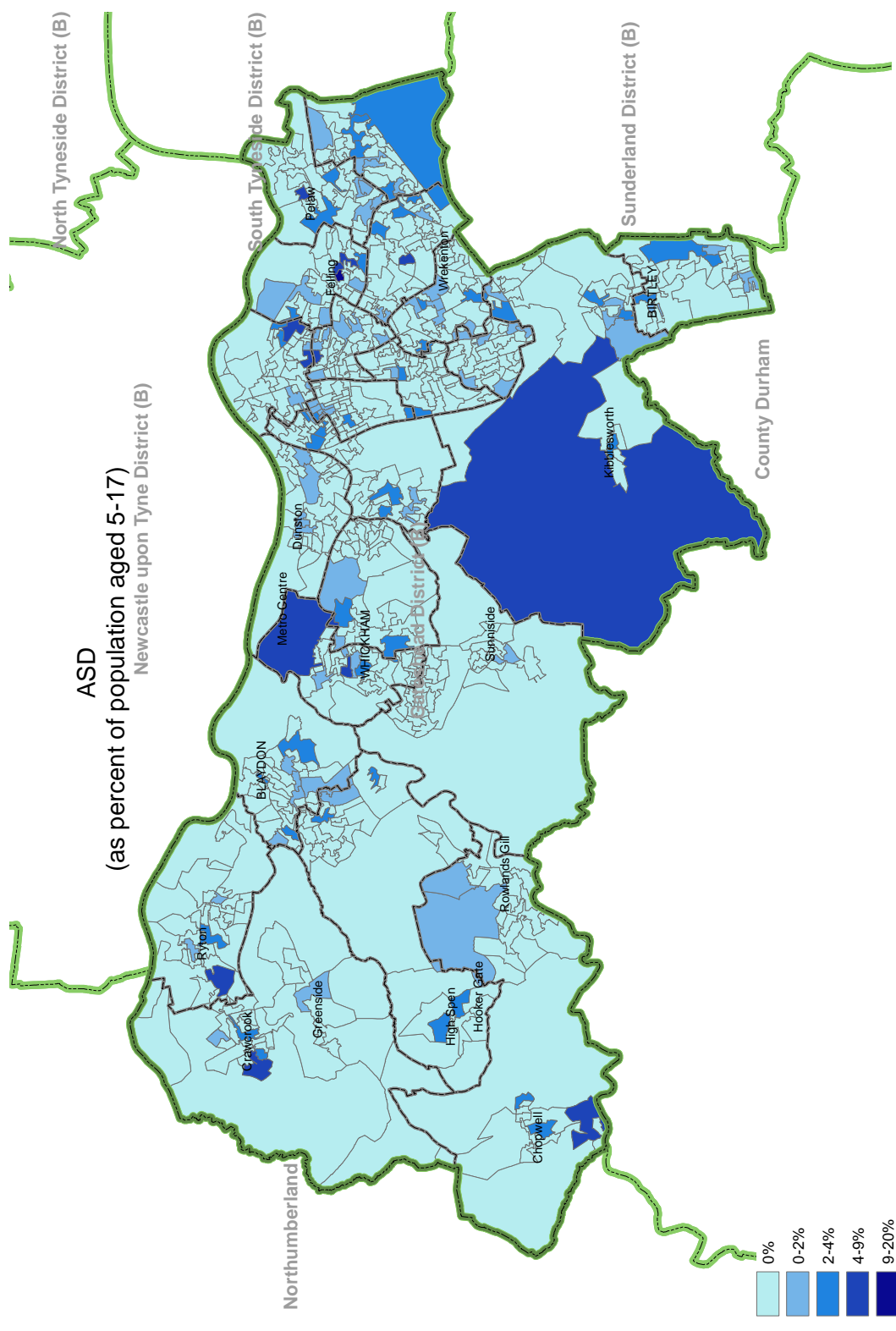
Appendix ARMS 3: Geographic mapping exercise

ASD Maps





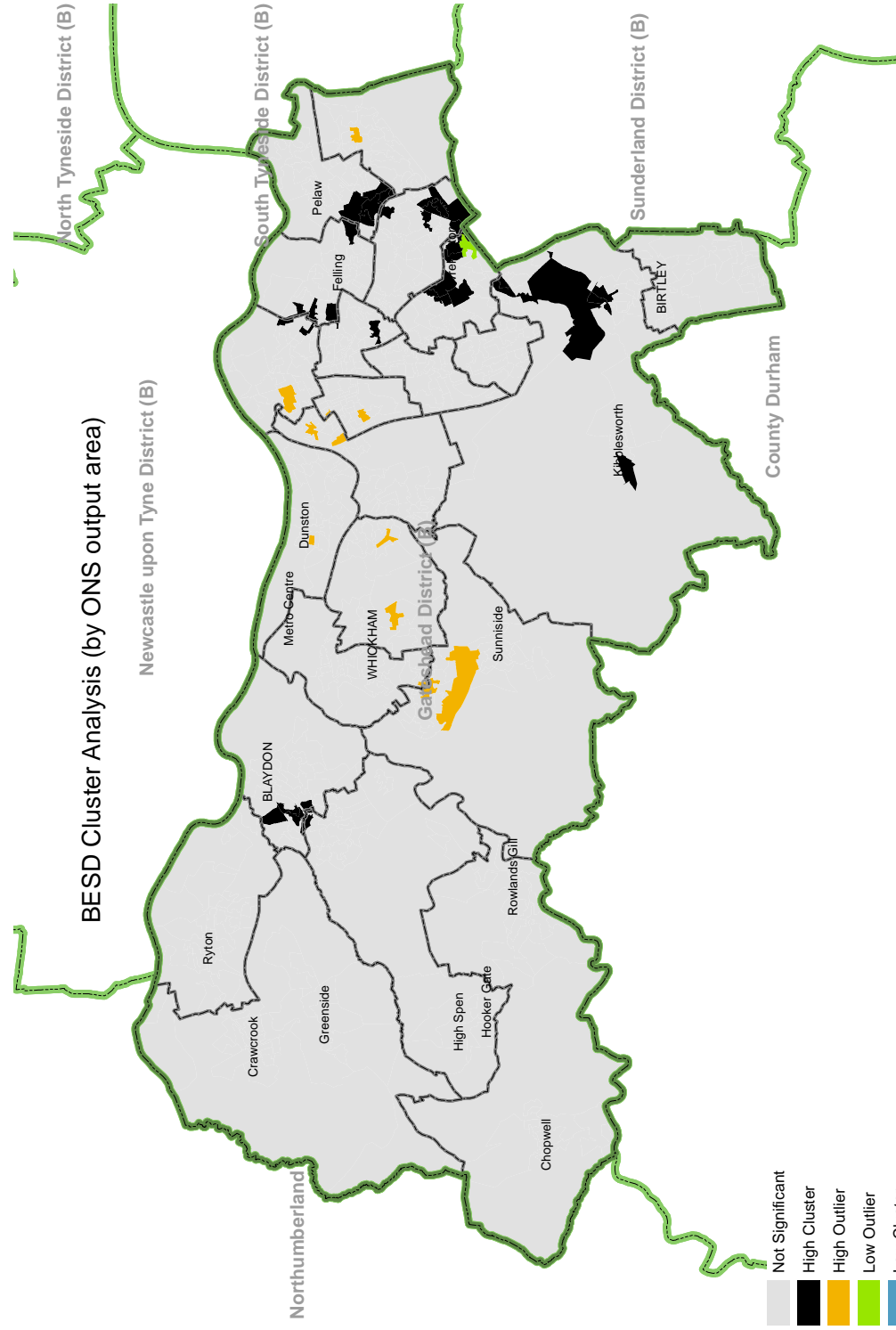
ASD Density (by postcode)

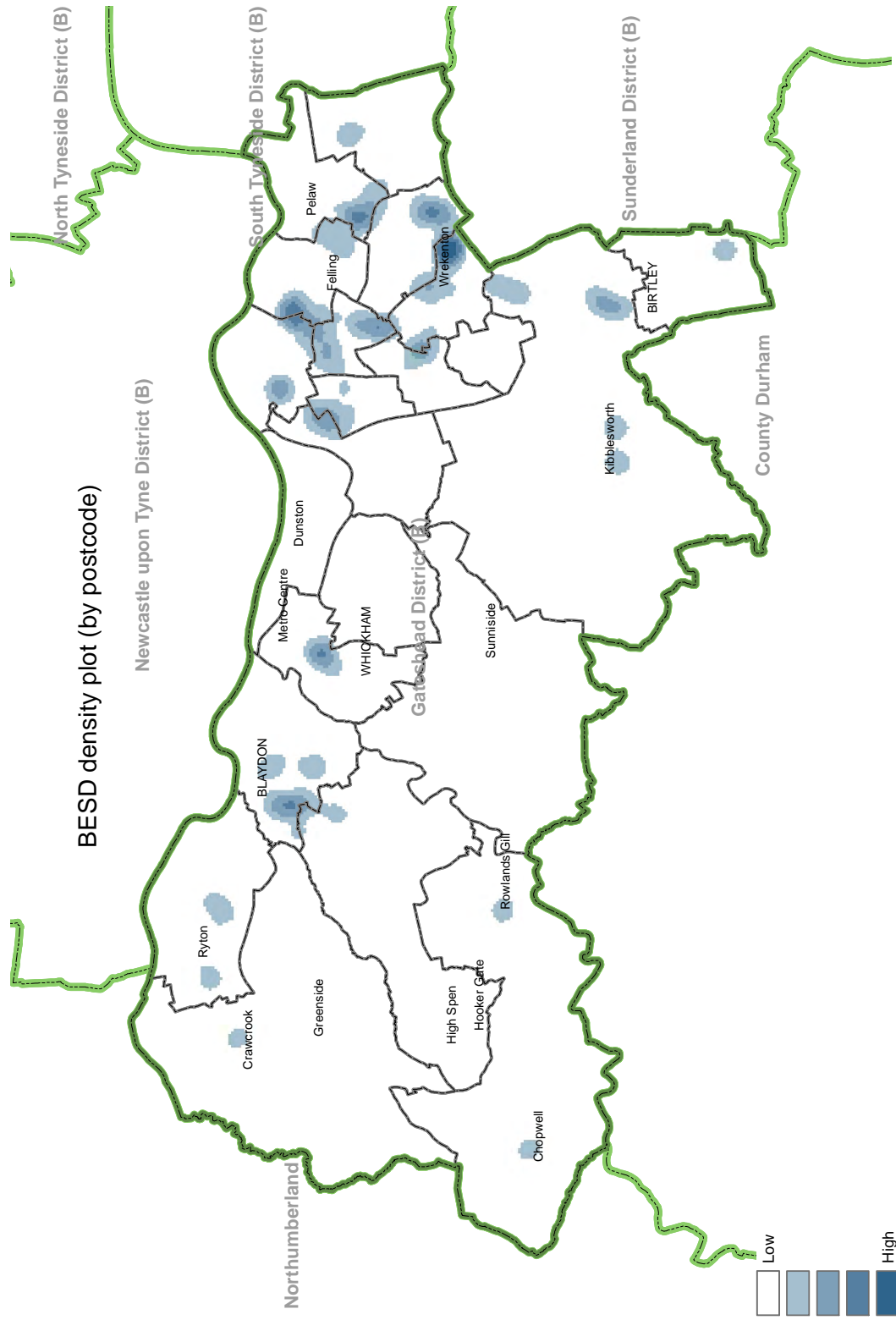


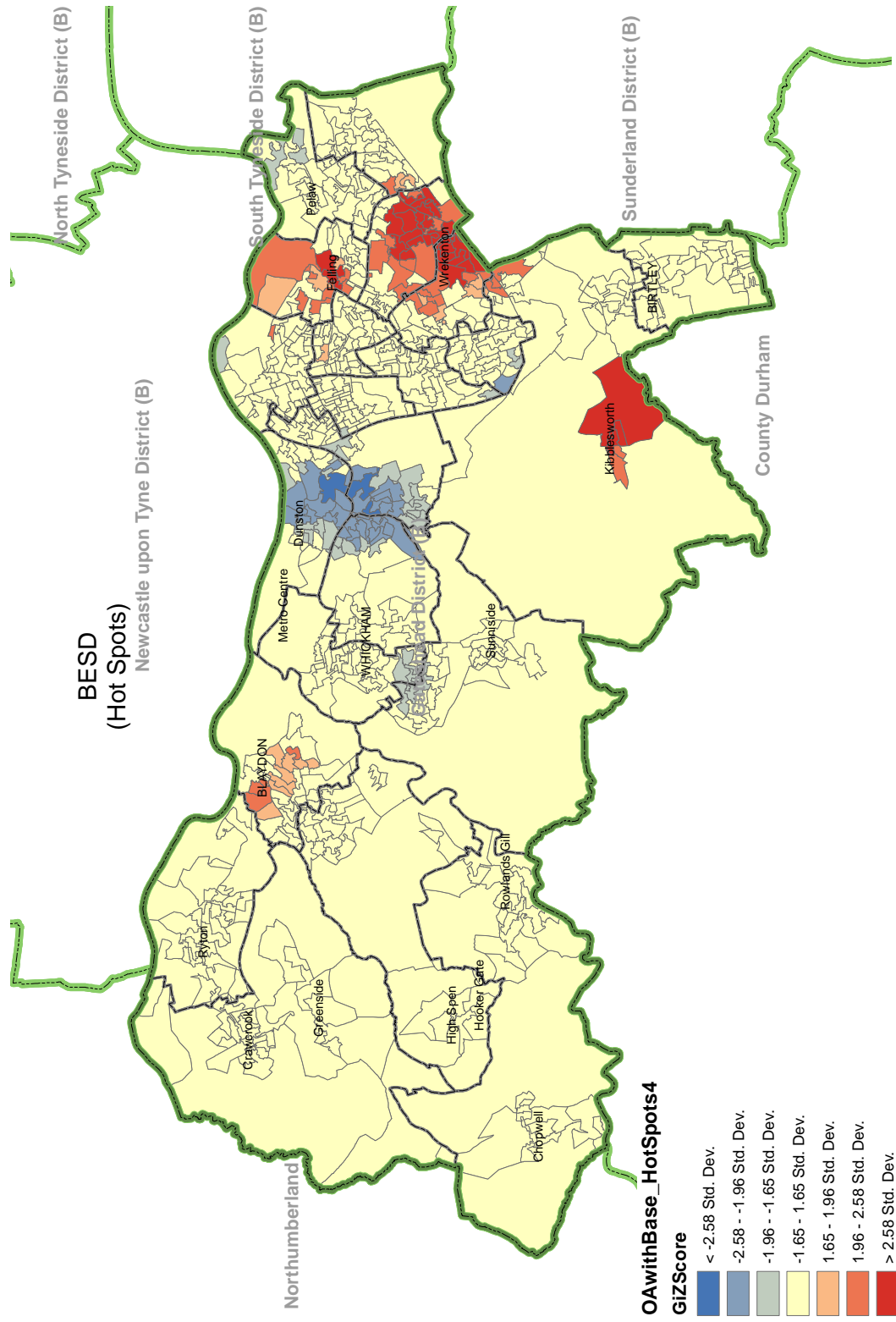
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SEN data 201303

BESD Maps



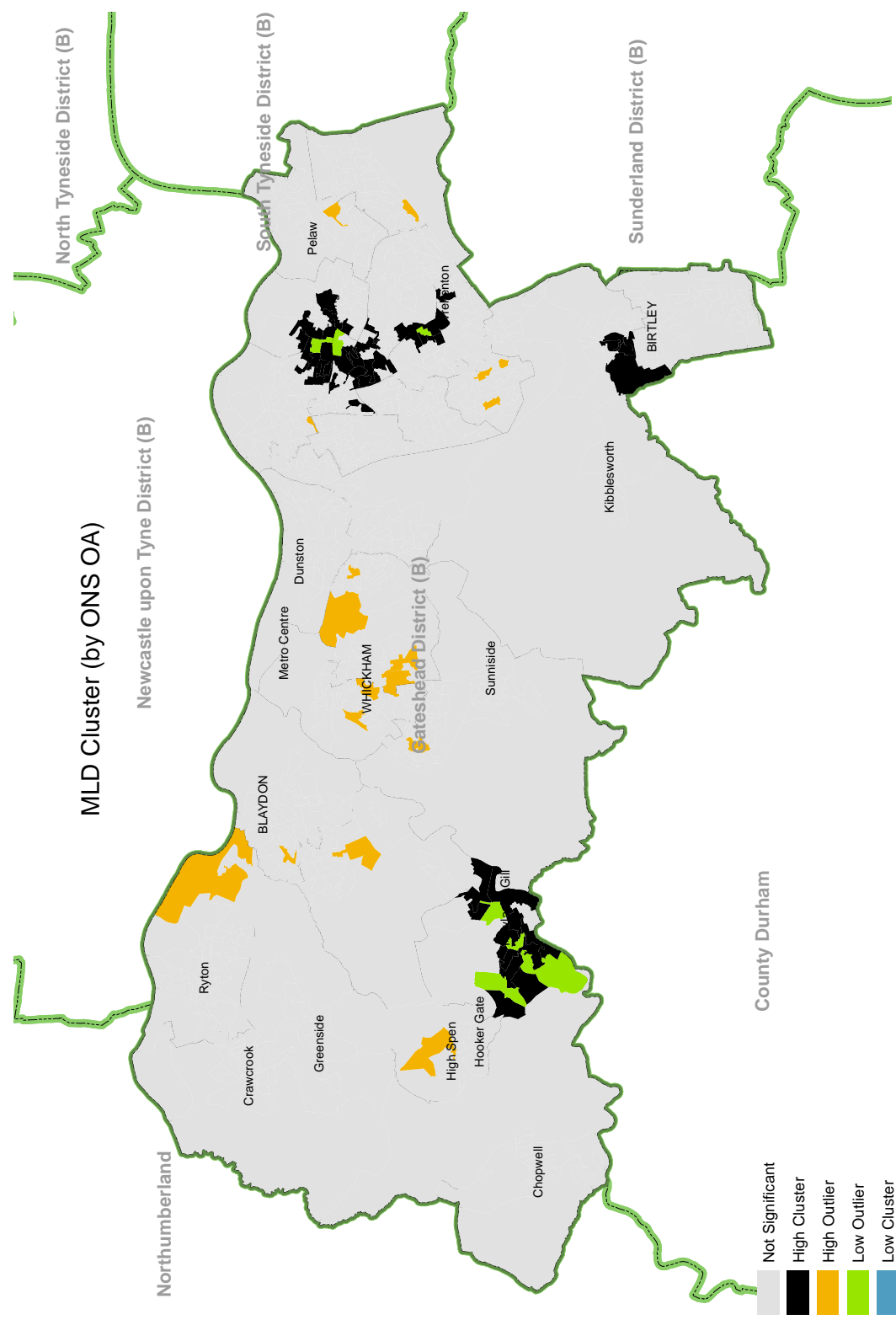


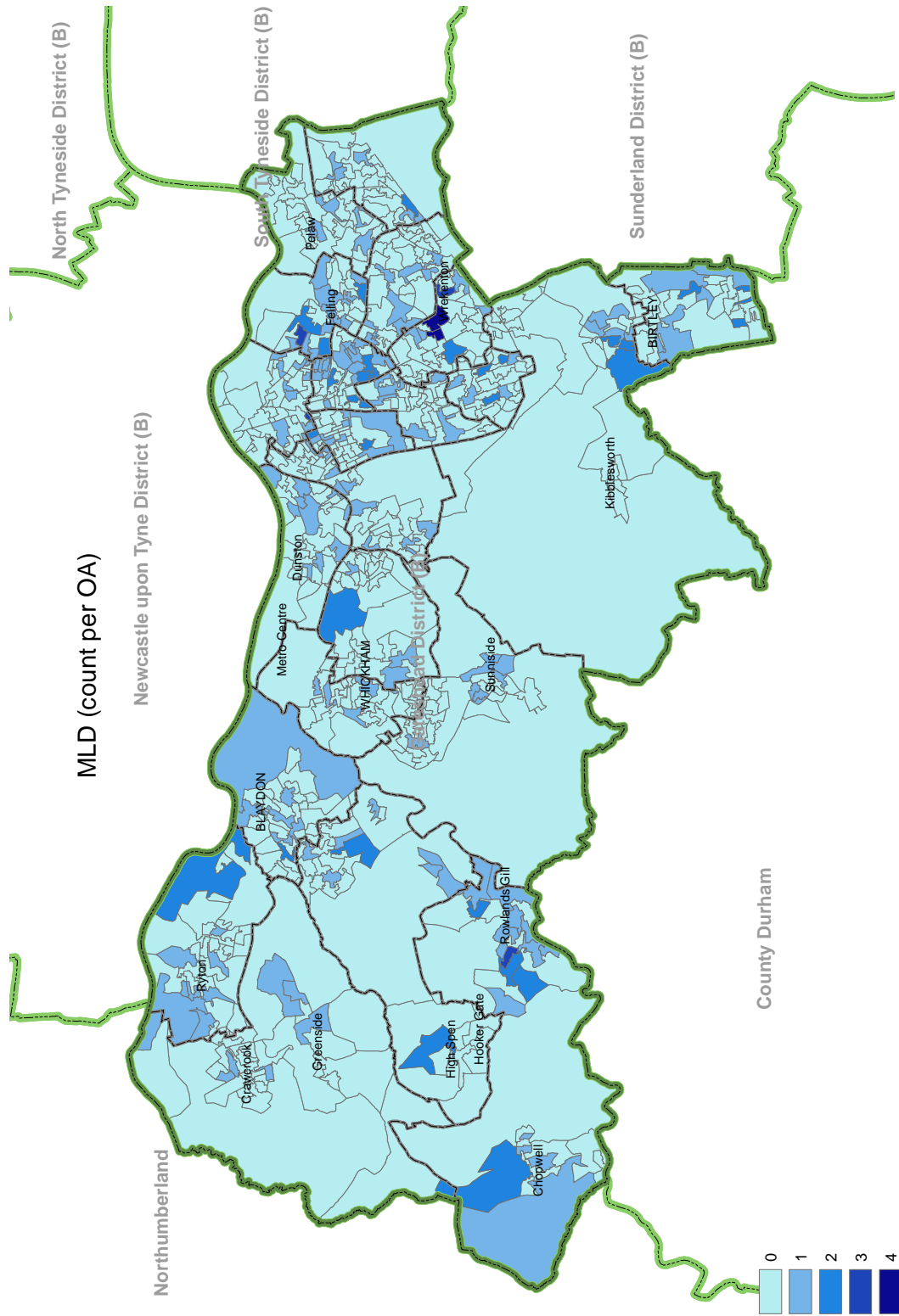


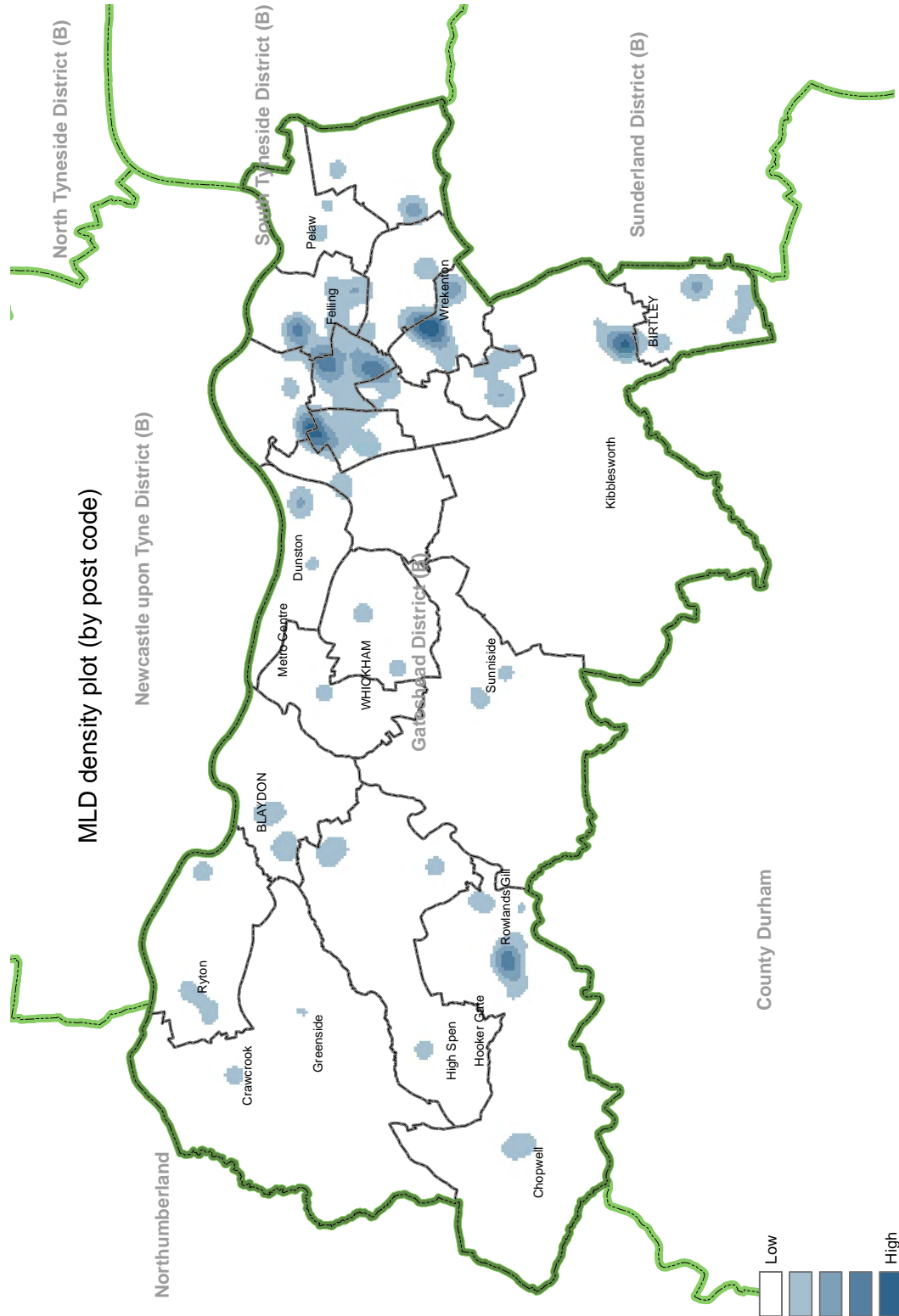
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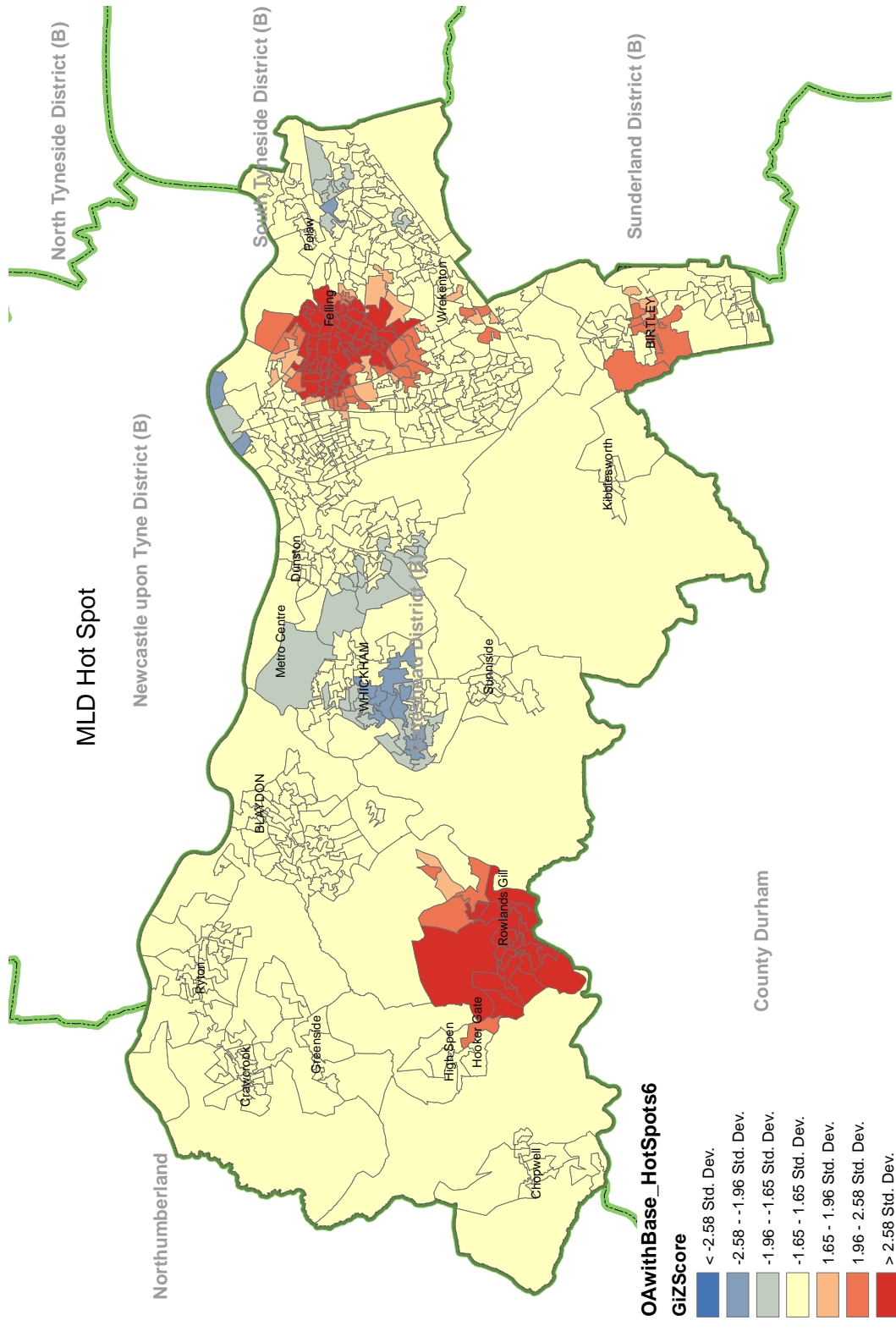
SEN data 201303

MLD Maps







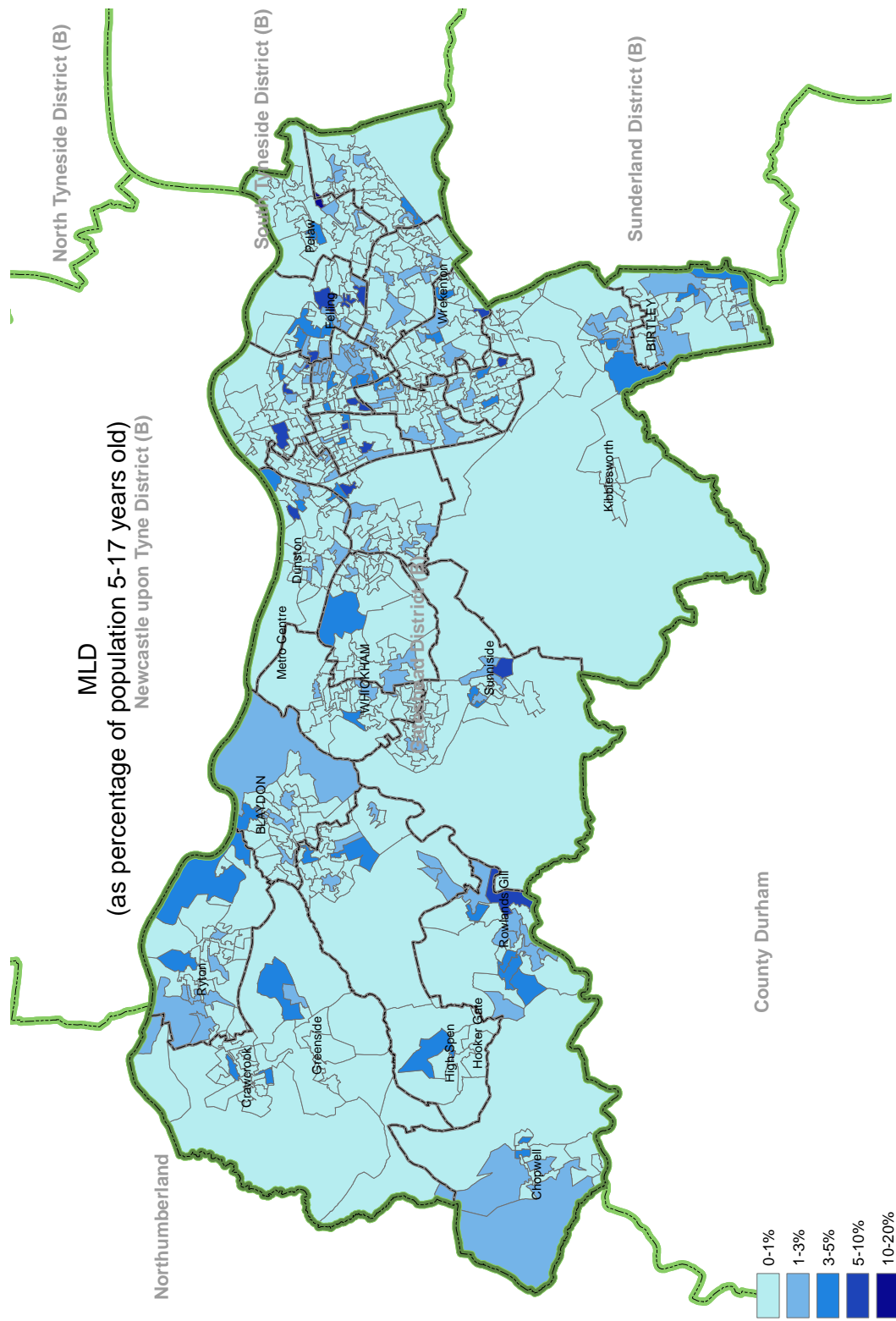


MLD Hot Spot

OAwthBase_HotSpots6

GIScore

- < -2.58 Std. Dev.
- 2.58 - -1.96 Std. Dev.
- 1.96 - -1.65 Std. Dev.
- 1.65 - 1.65 Std. Dev.
- 1.65 - 1.96 Std. Dev.
- 1.96 - 2.58 Std. Dev.
- > 2.58 Std. Dev.



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SEN data 201303

Appendices: SENIT

- SENIT 1 SENIT Service Level Agreement 2013-14
- SENIT 2 SENIT Current Structure
- SENIT 3 SENIT Proposed Structure
- SENIT 4 Caseload and Referral Analysis 2008-09
- SENIT 5 Caseload and Referral Analysis 2009-10
- SENIT 6 Caseload and Referral Analysis 2010-11
- SENIT 7 Caseload and Referral Analysis 2011-12
- SENIT 8 Number and Percentage of Pupils with Statements or at School Action Plus by type of need. January 2012
- SENIT 9 Quality Standards for Special Educational Needs (SEN) Support and Outreach Services DCSF (2008)
- SENIT 10 Commissioning for Outcomes and Efficiency: Delivering Better Outcomes for Disabled Children Commissioning Support Programme. Nov 2010
- SENIT 11 Executive Summary of Caseload and Referral Report 10/11
- SENIT 12 SENIT staffing

Appendix SENIT 1: SENIT Service Level Agreement 2013-14

education**Gateshead**
raising achievement for all

Special Educational Needs Improvement Team

(Previously Special Educational Needs Support Service)

Service Level Agreement
2013 - 2014

Special Educational Needs Improvement Team

(Previously Special Educational Needs Support Service)

The SEN Improvement Team (SENIT) consists of a group of highly qualified and skilled, specialist professionals who cover mainstream schools, specialist provision and early years' settings. The aim of the SENIT is to deliver high quality assessment and intervention in an equitable, timely and integrated way alongside School, Health and Social Care partners.

Areas of specialism cover:

- Low Incidence SEN (Hearing Impairment, Visual Impairment and Portage)
- High Incidence SEN (Autism Spectrum Condition, Speech, Language and Communication Needs, Specific Learning Difficulties, Learning Difficulties, Physical Disabilities)

Core Services

The Low Incidence Needs Team

The Low Incidence Needs Team is made up of qualified Teachers of the Deaf, Teachers of Visually Impaired, Specialist Speech and Language Therapist for Hearing Impairment, Portage workers, a Specialist Learning Mentor (HI) and a range of Specialist Sensory Teaching Assistants.

The role of the Low Incidence Needs Team will be to provide specialist assessment, intervention and advice and guidance to families, schools, settings and individuals with sensory impairments and complex educational needs. These services will be delivered free at the point of contact.

The Low Incidence Needs Team will provide assessment and early identification, and will offer intervention in a range of areas including

- learning to listen
- use and function of specialist hearing technologies
- monitoring acoustic environments
- deaf awareness
- British Sign Language (BSL) and alternative communication modes
- speech and language development
- orientation and mobility
- social interaction skills
- independent living skills
- use of assistive technology
- large print transcription
- visual efficiency skills
- access to Braille teaching
- curriculum modification
- working with babies and pre-school children
- supporting families
- bespoke training and development

The High Incidence Needs Team [Assessment]

The purpose of assessment is to identify the strategies that will be effective for each child or young person taking into account their individual strengths and difficulties. A primary objective is to promote early intervention to maximise the independence of the individual child or young person in order to reduce the need for higher levels of intervention and support at a later date. This approach is focussed on the need to deliver successful intervention within the context of value for money services.

Specialist teachers will provide a comprehensive assessment service for individual children and young people who have been referred to the service through a variety of routes including Parents, Schools and settings, Health, and Social Care. Assessment Services will cover the full range of needs, that is, Autism, Speech, Language and Communication, Specific Learning Difficulties, Learning Difficulties and Physical Disability.

Assessment will be undertaken using a range of recognised systems and methodologies. The work of the specialist teachers will include introduction of appropriate strategies, trialling and testing of strategies to identify appropriate intervention and providing advice to settings concerning the implementation of strategies.

The outcome of the Assessment will be to have appropriate strategies in place for implementation both at school and at home to reduce the need for high level and/or prolonged support. Outcomes and quality measures will be defined and systems for their capture managed within the service.

The assessment role will be free at the point of contact to children and young people, families, schools and settings following appropriate referral systems.

All core services described above will be available to all schools free of charge.

Traded Services

Under the new funding arrangements for Special Educational Needs which will be introduced from April 2013 schools are required to fund the first £10,000 of a student's learning needs. This funding responsibility will be reflected in the composition of school budgets. The implication of this change is that some of the Local Authority's central Special Educational Needs Services will now be provided on a buy back arrangement through a Service Level Agreement. Services which fall into this buy back category are described in the sections that follow.

The High Incidence Needs Team [Provision]

The High Incidence Needs Team (provision) is made up of qualified and experienced Specialist Learning Mentors and a range of Specialist Teaching Assistants in all areas of high incidence SEN. Under the guidance of Specialist Teachers they provide a range of intervention programmes at individual child level as well as assisting schools and settings to build capacity.

This service includes Specialist Learning Mentors who will be responsible for the delivery of:

- Identifying and supporting vulnerable students around barriers learning
- Specialist pre- and post- tutoring of children and young people
- Mentoring sessions around self-awareness, self-esteem issues, sex education, puberty and relationships, hygiene, anxiety, stress, anger management. These sessions are delivered in a customised way for children with specific areas of need
- Facilitating specialist group work around eg social skills, use of language , self-esteem etc
- Design and development of specialist resources
- Observation of children’s learning behaviours to inform intervention
- Help with reintegration of pupils who have previously refused school
- Work with the wider school/setting community around high incidence needs (peer groups, parents, lunchtime supervisors)
- Advice and guidance for the development of inclusive learning environments and accessible curricula
- Transition between schools and from school to higher/further education and employment
- Independent travel training
- Life skills development
- Advocacy for children and young people
- Profiles for work experience
- Work experience visits
- Liaison service to support the establishment of effective relationships and communication between school, home and other agencies

Special Educational Needs Assistants (SENA) who work to ensure that teachers are supported to enable children and young people to fully access learning and participate in the life of their schools. They play a vital role in minimising the barriers to learning, social development and inclusion. They will deliver

- Intervention programmes for individuals and small groups based on the recommendations of the Specialist Teachers
- Recommendations for specialist resources and interventions for individuals and small groups
- Design and development of specialist resources
- Specialist pre- and post- tutoring
- Modelling of strategies for intervention and coaching of school staff
- Facilitating group work
- Advice on appropriate ICT programmes to support pupils with high incidence needs

Please note: These charges are on an a.m. or p.m. sessional basis

Session	Morning session	Afternoon session
Specialist Learning Mentor	£119.00	£87.00
Specialist Teaching Assistant	£77.00	£57.00

Target and Learning Support Teacher (LST) Team

Target Support [non teaching] and Learning Support [teaching] staff provide targeted long-term support to an individual child with SEND in response to an SEN Panel decision. This support relates to some children at School Action Plus and to those who have a Statement of Special Educational Need/Education, Health, Care Plan. It will typically include individual support aimed at meeting learning, communication, physical, personal, emotional and behavioural needs. It can be provided at the following costs:

Please note: These charges are on an hourly basis

Session	Rate per hour
Target Support [TA]	£20.70
Learning Support [Teacher]	£40.00

Other services

Bespoke Training Packages in all areas of language and communication, cognition and learning, access and inclusion, and classroom strategies can be provided by the High Incidence Needs Team under separate negotiation.

Please contact the SENIT Business Support Team for further information.

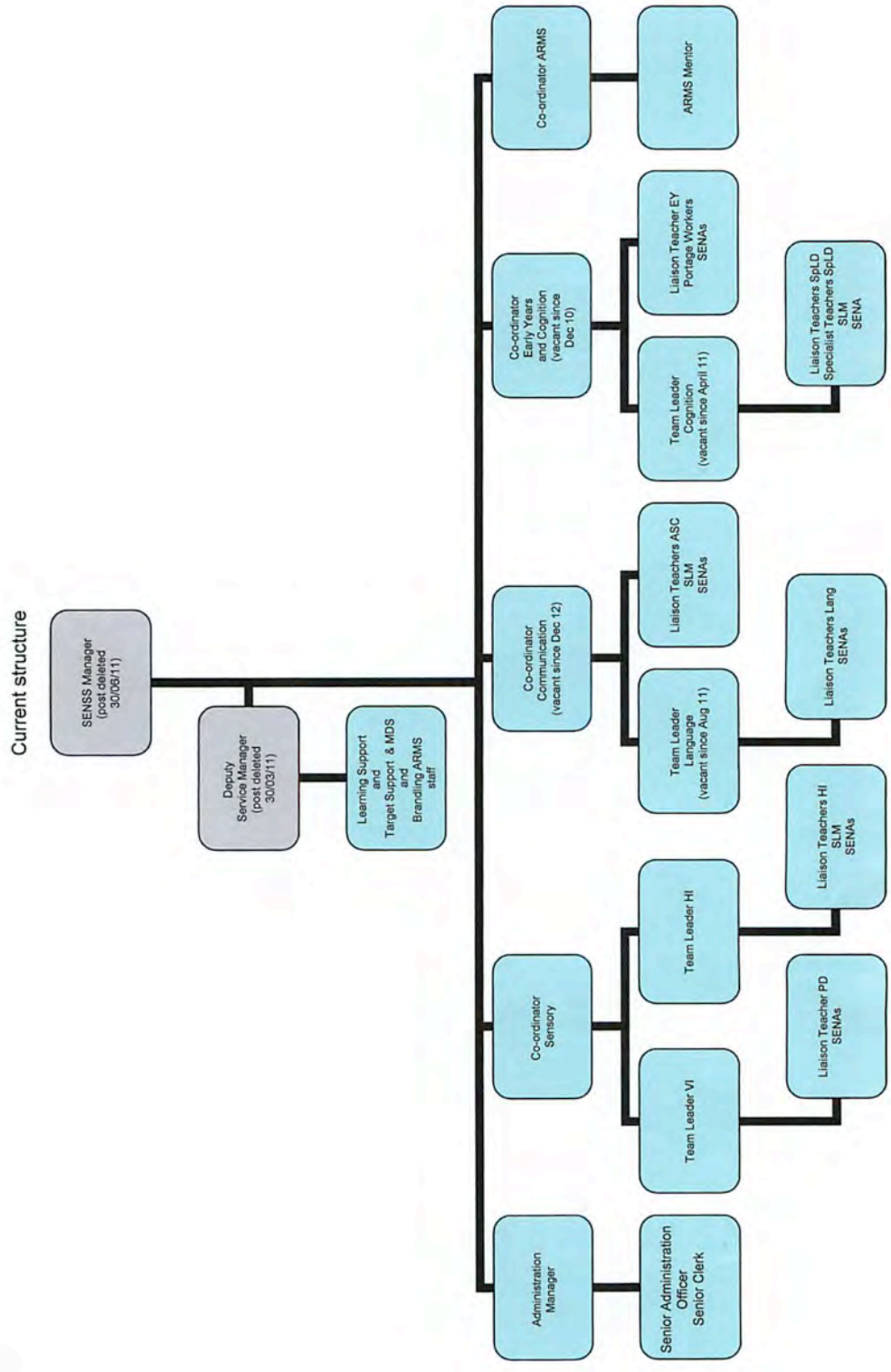
Contact: Kimberly Convery,
0191 433 8513,
kimberlyconvery@gateshead.gov.uk

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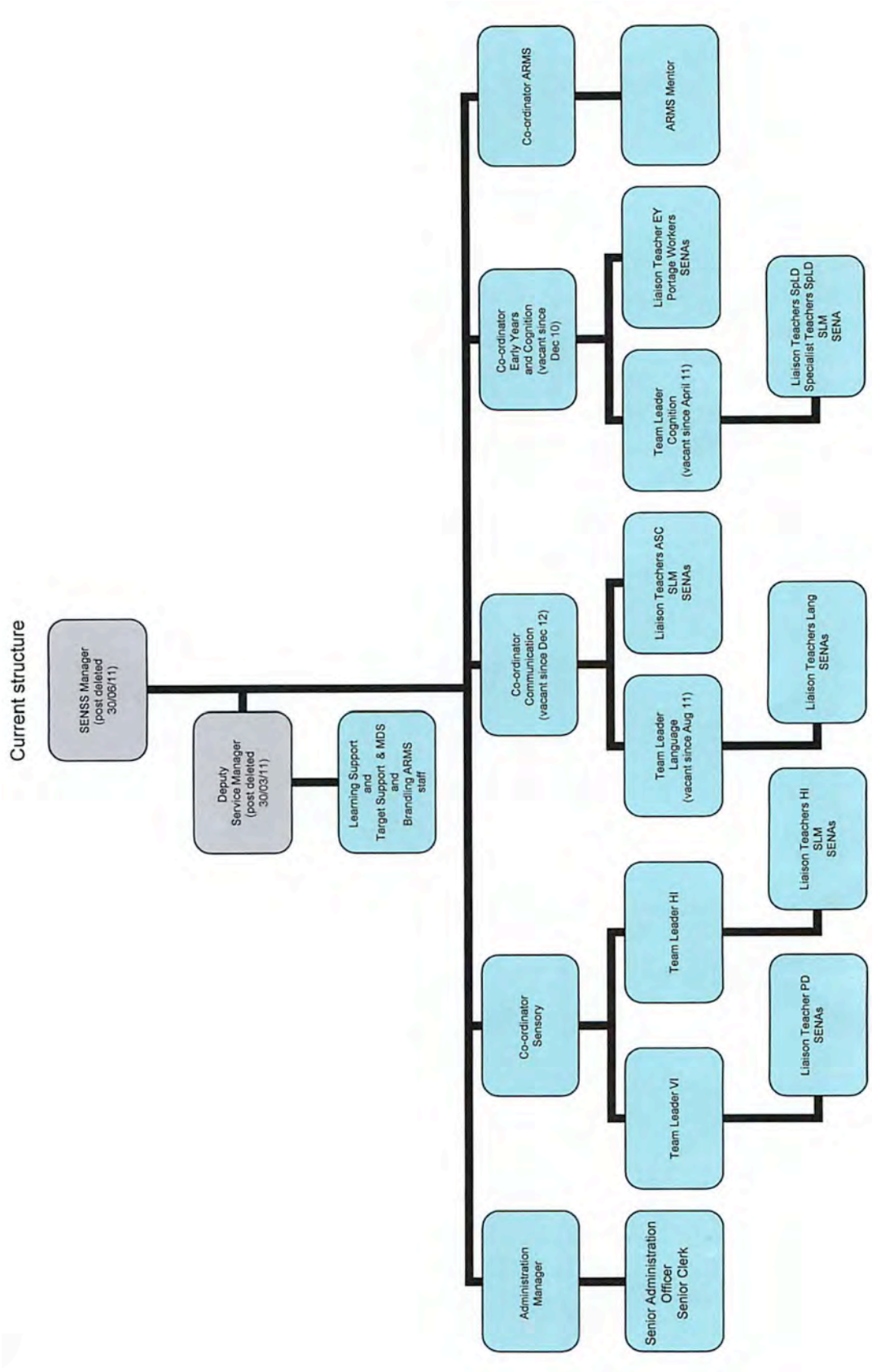
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Appendix SENIT 2: SENIT Current Structure



Appendix SENIT 3: SENIT Proposed Structure



Appendix SENIT 4: Caseload and Referral Analysis 2008-09



Access and Inclusion
Learning and Children

Special Educational Needs Support Service

Caseload & Referral Summary 2008/09

Produced by Jayne Hooker Jul 09

SENSS Caseload Summary Yearly Comparison

Area	2007/08	2008/09	Increase	Waiting List 2007/08	Waiting List 2008/09	Increase
ASD	100	148	48%	0	0	0
EY	48	77	60%	14	34	143%
HI	150	159	6%	0	0	0
PD	44	44	0%	0	0	0
LIT	136	153	13%	16	0	-100%
SPLD	119	150	26%	45	41	-9%
VI	58	64	10%	2	0	-100%

Early Years Waiting List increased from 3 months to 12 months

SPLD Waiting list decreased from 23 months to 12 months

Caseload Summary Jul 09

Area	Liaison Teacher	No on Caseload	No on Waiting List	Date of first case onto waiting list
ASD	BP	39	0	N/A
	EB	26		
	MS	33		
	LN	46		
	JH	4		
	Total	148		
EYIT	PC	1	34	Sep-08
	AP	19		
	LL	12		
	SS	5		
	JC	12		
	JH	19		
	CL	1		
	IM	1		
	SO	5		
	AR	2		
	Total	77		
HI	BM	30	0	N/A
	SO	13		
	LS	44		
	LR	48		
	EC	24		
	Total	159		
PD	IM	44	0	N/A
	Total	44		
LIT	JR	60	0	N/A
	JC	22		
	CC	28		
	JE	8		
	KM	14		
	KD	2		
	CA	19		
	Total	153		
SPLD	CA	29	41	Jul-08
	SM	63		
	ES	58		
	Total	150		
VI	AR	64	0	N/A
	Total	64		
Total		795	75	

Caseload Summary July 08

Area	Liaison Teacher	No on Caseload	No on Waiting List	Date of first case onto waiting list
ASD	BP	48	0	N/A
	EB (MS)	25		
	LN	25		
	JH	2		
	Total	100		
EYIT	PC	4	14	11/06/2008
	AP	10		
	LL	9		
	SS	11		
	JC	7		
	JH	6		
	CL	1		
	Total	48		
HI	BM	30	0	N/A
	SO	15		
	LS	42		
	LR	40		
	EC	23		
	Total	150		
PD	IM	44	0	N/A
	Total	44		
LIT	JR	61	16	09/07/2008
	JC	23		
	CC	13		
	JE	11		
	KD	4		
	CA	23		
	Other	1		
	Total	136		
SPLD	CA	35	45	06/11/2006
	SM	44		
	ES	40		
	Total	119		
VI	AR	58	2	17/09/2008
	Total	58		

Total

655

77

SENSS REFERRALS 2008/09

SUMMARY

Area	Number of referrals	Percentage
ASD	27	10
EY	82	32
HI	19	7
PD	3	1
LIT	42	16
SPLD	78	30
VI	9	4
Total	260	100

Area	2007/08	2008/09	Increase
ASD	17	27	58%
EY	44	82	86%
HI	12	19	58%
PD	14	3	-79%
LIT	Not available	42	Not available
SPLD	69	78	13%
VI	9	9	0%
Total	108	260	

Referral Pathways 2008/09

Summary

Appropriate Referrals	80%
Inappropriate Referrals	5%
Additional Info Requested	15%

Schools with 5+ referrals	11%
Schools with 0 referrals	21%

Schools with 5+ referrals

Caedmon Primary
 Emmaville Primary
 Kelvin Grove Primary
 Lobley Hill Primary
 Oakfield Juniors
 Rowlands Gill Primary
 Ryton Juniors
 Whickham Parochial Primary
 Windy Nook Primary

Schools with 0 referrals

Birtley St Josephs Infants
 Crookhill Primary
 Felling St Augustines
 High Spen Primary
 Kibblesworth Primary
 Portobello Primary
 St Josephs Juniors
 St Josephs Highfield
 St Peters Primary
 St Philip Neri
 St Wilfrids Primary
 St Oswalds Primary
 Washingwell Primary
 Whitemere Primary
 Cardinal Hume
 Hookergate
 Thomas Hepburn

Appendix SENIT 5: Caseload and Referral Analysis 2009-10



Access and Inclusion
Learning and Children

Special Educational Needs Support Service

Caseload & Referral Summary 2009/10

Produced by Jayne Hooker Jul 10

SENSS Caseload Summary Yearly Comparison

Area	2008/09	2009/10	Increase	Waiting List 2008/09	Waiting List 2009/10	Increase
ASD	148	178	20%	0	0	0
EY	77	137	78%	34	21	-38%
HI	159	160	1%	0	0	0
PD	44	54	23%	0	0	0
LIT	153	126	-18%	0	20	100%
SPLD	150	188	25%	41	30	-27%
VI	64	69	8%	0	0	0

Early Years Waiting List decreased from 12 months to 5 months

SPLD Waiting list decreased from 12 months to 5 months

* 08/09 waiting list included children where reviews were attended by PC initially but not put into caseload until a later date due to circumstances around the child.

Caseload Summary Jul 10

Area	Liaison Teacher	No on Caseload	No on Waiting List	Date of first case onto waiting list
ASD	BP	37	(27 in provisions)	N/A
	EB	40		
	MS	47		
	LN	54		
	JH	0		
	Total	178		
EYIT	PC	1	21	Feb-10
	AP	21		
	LL	13		
	SS	10		
	JC	31		
	JH	32		
	CL	3		
	IM	7		
	SO	9		
	AR	10		
	Total	137		
HI	BM	39		
	SO	5		
	LS	37		
	LR	41		
	EC	38		
	Total	160		
PD	IM	54		N/A
	Total	54		
LIT	JC	15	20	May-10
	CC	85		
	JE	8		
	KM	13		
	CA	5		
	Total	126		
SPLD	CA	33	30	May-10
	SM	77		
	ES	78		
	Total	188		
VI	AR	69		N/A
	Total	69		

Total

912

71

Caseload Summary Jul 09

Area	Liaison Teacher	No on Caseload	No on Waiting List	Date of first case onto waiting list
ASD	BP	39	0	N/A
	EB	26		
	MS	33		
	LN	46		
	JH	4		
	Total	148		
EYIT	PC	1	34	Sep-08
	AP	19		
	LL	12		
	SS	5		
	JC	12		
	JH	19		
	CL	1		
	IM	1		
	SO	5		
	AR	2		
	Total	77		
	HI	BM		
SO		13		
LS		44		
LR		48		
EC		24		
Total		159		
PD	IM	44	0	N/A
	Total	44		
LIT	JR	60	0	N/A
	JC	22		
	CC	28		
	JE	8		
	KM	14		
	KD	2		
	CA	19		
	Total	153		
SPLD	CA	29	41	Jul-08
	SM	63		
	ES	58		
	Total	150		
VI	AR	64	0	N/A
	Total	64		

Total

795

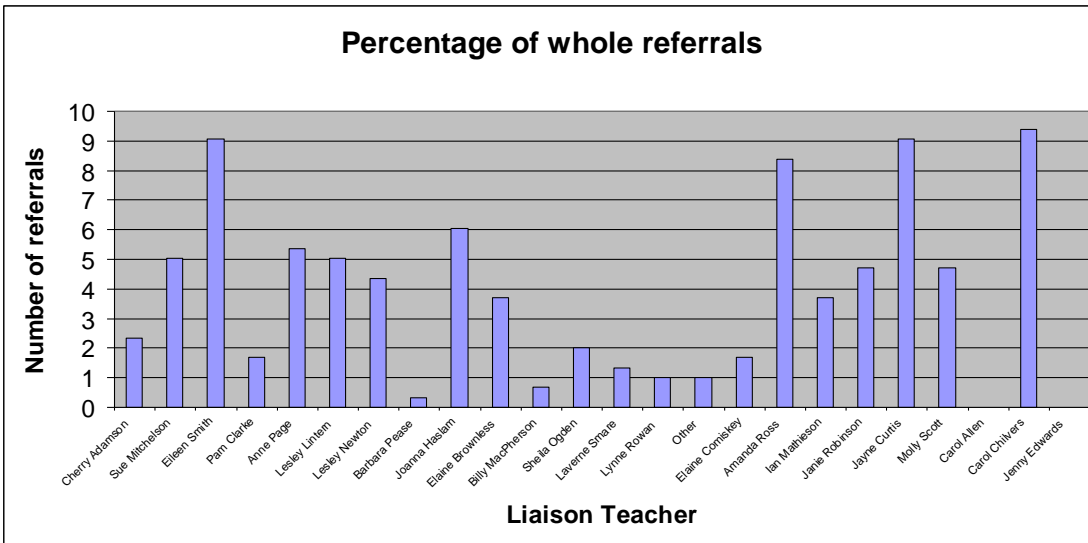
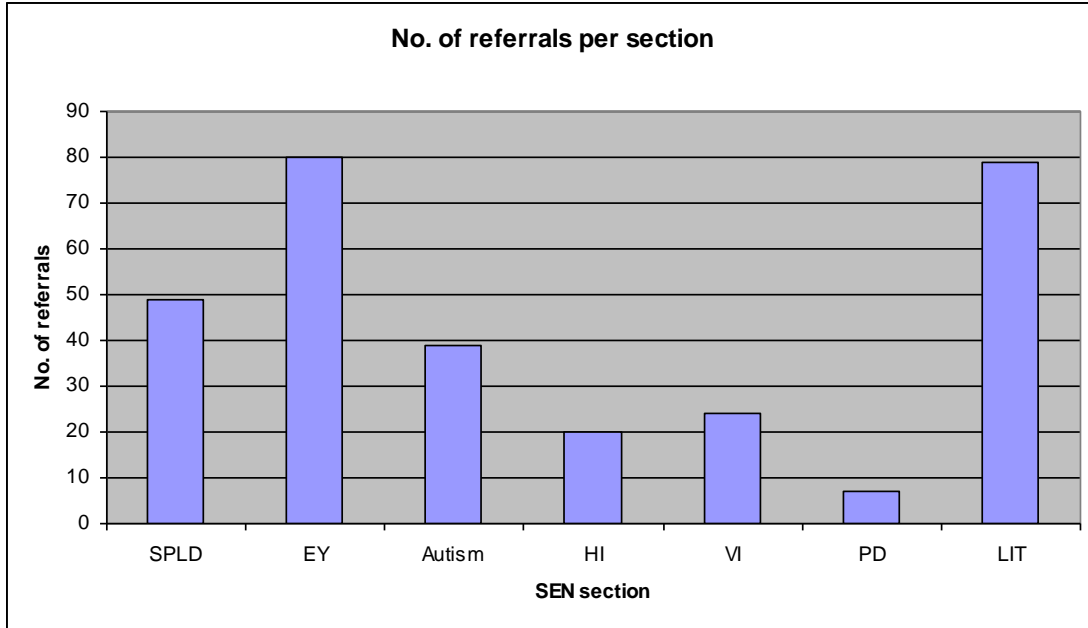
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SENSS REFERRALS SUMMARY
SEPT 09 - JUL 10

Area	Number of referrals	Percentage
ASD	39	13%
EY	80	27%
HI	20	7%
PD	7	2%
LIT	79	27%
SPLD	49	16%
VI	24	8%
Total	298	100%

Area	2008/09	2009/10	Increase
ASD	27	39	44%
EY	82	80	-3%
HI	19	20	5%
PD	3	7	133%
LIT	42	79	88%
SPLD	78	49	-37%
VI	9	24	167%
Total	260	298	15%

Referral Breakdown 2009/10



Referral Pathways 2009/10

Summary

Appropriate Referrals	81%
Inappropriate Referrals	5%
Additional Info Requested	14%

Schools with 5+ referrals	18%
Schools with 0 referrals	18%

Schools with 5+ referrals

Bill Quay Primary
Corpus Christi Primary
Dunston Hill Primary
Falla Park Primary
Fell Dyke Primary
Fellside Primary
Kelvin Grove Primary
Lobley Hill Primary
Oakfield Infant School
Rowlands Gill Primary
St Agnes Primary
Wardley Primary
Whickham Parochial Primary
Windy Nook Primary

Schools with 0 referrals

Blaydon West Primary
Crookhill Primary
Greenside Primary
Roman Road Primary
St John the Baptist Primary
St Josephs Highfield
Swalwell Primary
Washingwell Primary
Winlaton West Lane Primary
Hookergate
Joseph Swan
Kingsmeadow
Thomas Hepburn
Whickham School

Referral Pathways 2008/09

Summary

Appropriate Referrals	80%
Inappropriate Referrals	5%
Additional Info Requested	15%

Schools with 5+ referrals	11%
Schools with 0 referrals	21%

Schools with 5+ referrals

Caedmon Primary
Emmaville Primary
Kelvin Grove Primary
Lobley Hill Primary
Oakfield Juniors
Rowlands Gill Primary
Ryton Juniors
Whickham Parochial Primary
Windy Nook Primary

Schools with 0 referrals

Birtley St Josephs Infants
Crookhill Primary
Felling St Augustines
High Spen Primary
Kibblesworth Primary
Portobello Primary
St Josephs Juniors
St Josephs Highfield
St Peters Primary
St Philip Neri
St Wilfrids Primary
St Oswalds Primary
Washingwell Primary
Whitemere Primary
Cardinal Hume
Hookergate
Thomas Hepburn

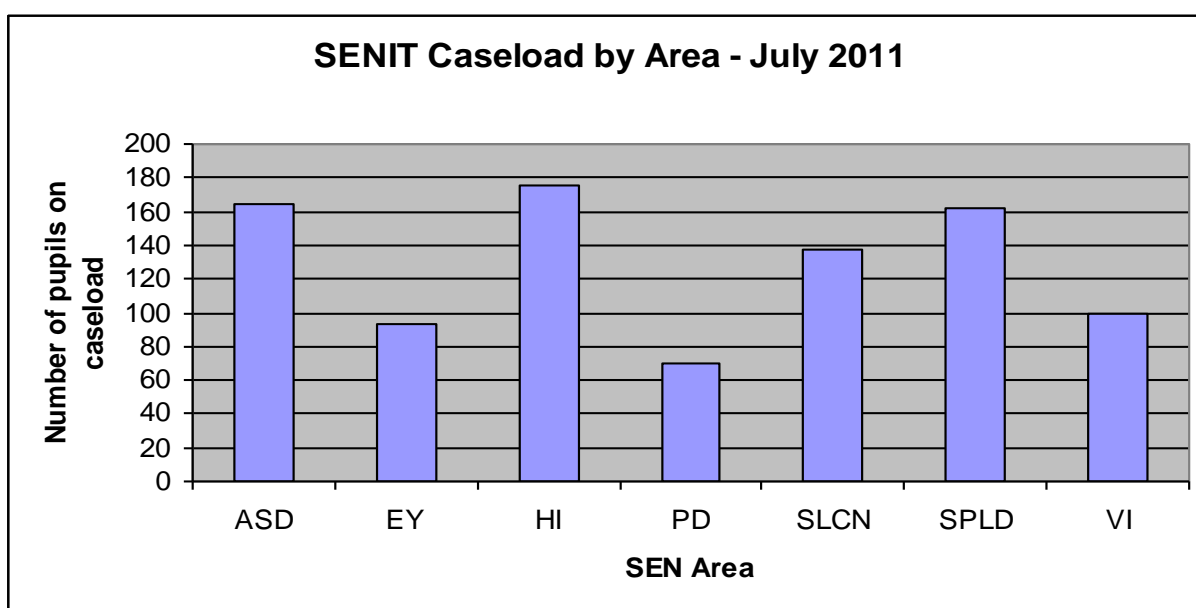
Special Educational Needs Improvement Team (SENIT)

Caseload and Referral Summary
Academic Year 2010/11

August 2011

SENIT Caseload Summary by Area - Yearly Comparison

Area	Jul-09	Variance	Jul-10	Variance	Jul-11	Waiting List Jul 09	Waiting List Jul 10	Waiting List Jul 11
ASD	130	16%	151	9%	164			
EY	69	61%	111	-16%	93	34	21	32
HI	164	3%	169	4%	175			
PD	45	36%	61	15%	70			
SLCN	131	-20%	105	31%	138	0	20	12
SPLD	150	25%	188	-14%	162	41	30	12
VI	66	20%	79	25%	99			
Total	755		864		901	75	71	56



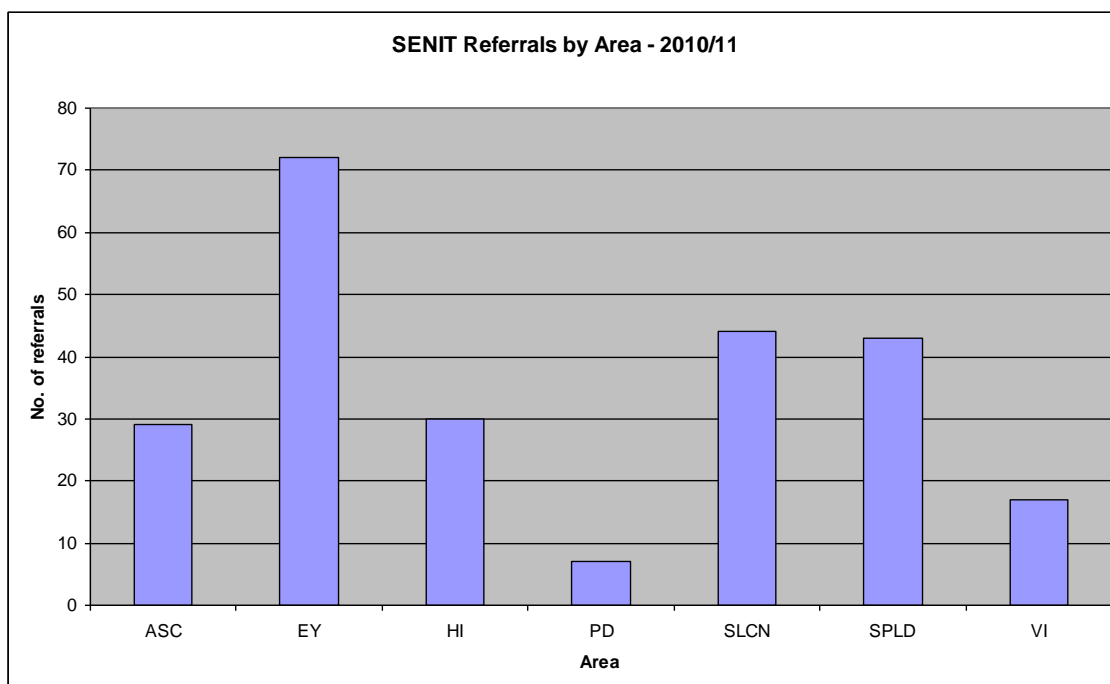
Caseload Analysis by SEN Area & Liaison Teacher - Jul 11

Area	Liaison Teacher	No on Caseload	No on Waiting List	Date of first case onto waiting list	Notes
ASC	BP	58	N/A	N/A	In addition 53 pupils in specialist provision
	EB	48			
	LN	58			
	Total	164			
EYIT	AP	23	32	Nov-10	Please see HI / VI / PD for additional EY cases
	LL	6			
	SS	11			
	AB	8			
	MU	1			
	JC	18			
	JH	21			
	CL	5			
Total	93				
HI	BM	44	N/A	N/A	
	SO	24			
	SO (EY)	8			
	LS	0			
	LR	63			
	LR (EY)	2			
	EC	34			
	Total	175			
PD	IM	62	N/A	N/A	
	IM (EY)	8			
	Total	70			
SLCN	JC	14	12	Jul-11	In addition 16 pupils in specialist provision
	CC	67			
	JE	57			
	Total	138			
SPLD	Unallocated	45	12	Jan-11	
	GH	54			
	ES	63			
	Total	162			
VI	AR	81	N/A	N/A	
	AR (EY)	18			
	Total	99			
Total		901	56		

SENIT Referral Summary by Area - Yearly Comparison

Area	2008/09	Variance	2009/10	Variance	2010/11
ASC	27	44%	39	-26%	29
EY	82	-3%	80	-10%	72
HI	19	5%	20	50%	30
PD	3	133%	7	0%	7
SLCN	42	88%	79	-44%	44
SPLD	78	-37%	49	-12%	43
VI	9	167%	24	-29%	17
Total	260	15%	298	-19%	242

PD Requests	45	55%	70	41%	41
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Referral Pathways Summary 2009/10		Referral Pathways Summary 2010/11	
Appropriate Referrals	81%	Appropriate Referrals	89%
Inappropriate Referrals	5%	Inappropriate Referrals	2%
Additional Info Required	14%	Additional Info Required	9%
Schools with 5+ referrals	18%	Schools with 5+ referrals	8%
Schools with 0 referrals	18%	Schools with 0 referrals	25%

Schools with 5+ referrals	Schools with 0 referrals	Schools with 5+ referrals	Schools with 0 referrals
Bill Quay Primary	Blaydon West Primary	Bede Primary	Barley Mow Primary
Corpus Christi Primary	Crookhill Primary	Front Street Primary	Blaydon West Primary
Dunston Hill Primary	Greenside Primary	Kelvin Grove Primary	Brandling Primary
Falla Park Primary	Roman Road Primary	Rowlands Gill Primary	Caedmon Primary
Fell Dyke Primary	St John the Baptist Primary	South Street Primary	Colegate Primary
Fellside Primary	St Josephs Highfield Primary	St Josephs Highfield Primary	Glynwood Primary
Kelvin Grove Primary	Swalwell Primary		High Spen Primary
Lobley Hill Primary	Washingwell Primary		Lingey House Primary
Oakfield Infant School	Winlaton West Lane Primary		St Josephs Infant School
Rowlands Gill Primary	Hookergate		St Josephs Junior School
St Agnes Primary	Joseph Swan		St Oswalds Primary
Wardley Primary	Kingsmeadow		The Drive Primary
Whickham Parochial Primary	Thomas Hepburn		Washingwell Primary
Windy Nook	Whickham School		White Mere Primary
			Heworth Grange
			Hookergate
			Joseph Swan
			Ryton
			St Thomas More

Referral Pathways by Area - 2010/11

	ASC	EY	HI	PD	SLCN	SPLD	VI	Total
Primary School	21	13	3	7	41	42	3	130
Secondary School	6	0	0	0	1	1	0	8
Special School	0	0	2	0	0	0	2	4
Private Setting	0	6	0	0	0	0	0	6

Health	0	50	25	0	2	0	8	85
Jewish Setting	2	1	0	0	0	0	1	4
LA	0	2	0	0	0	0	3	5
Total	29	72	30	7	44	43	17	242

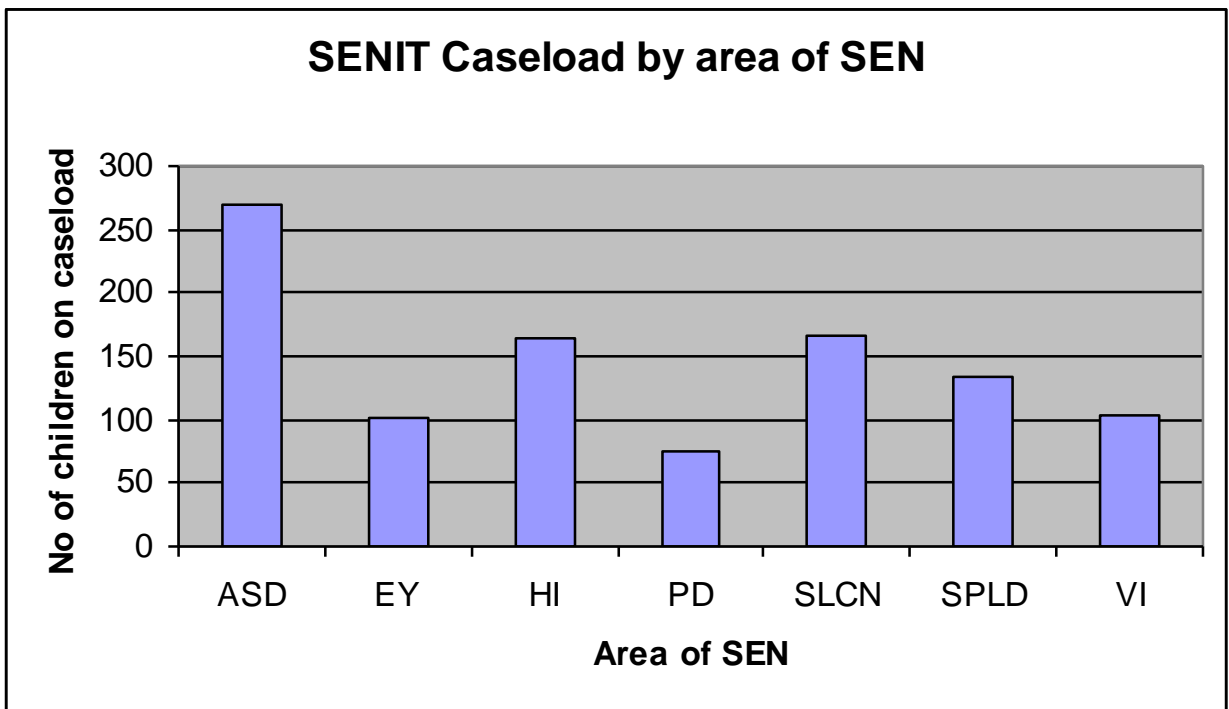
Special Educational Needs Improvement Team (SENIT)

Caseload and Referral Summary
Academic Year 2011/12

June 2012

SENIT Caseload Summary by Area - Yearly Comparison

Area	Jul-09	Variance	Jul-10	Variance	Jul-11	Variance	Jun-12	Waiting List Jul 09	Waiting List Jul 10	Waiting List Jul 11	Waiting List Jul 12
ASD	130	16%	151	9%	164	65%	270				
EY	69	61%	111	-16%	93	9%	101	34	21	32	5
HI	164	3%	169	4%	175	-6%	165				
PD	45	36%	61	15%	70	9%	76				
SLCN	131	-20%	105	31%	138	20%	166	0	20	12	
SPLD	150	25%	188	-14%	162	-18%	133	41	30	12	10
VI	66	20%	79	25%	99	5%	104				
Total	755		864		901		1015	75	71	56	15



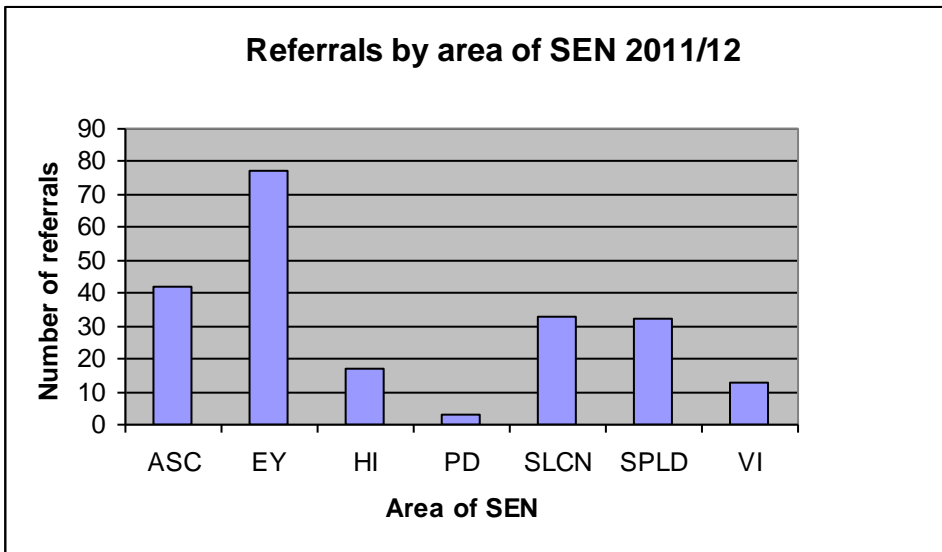
Caseload Analysis by SEN Area & Liaison Teacher - Jun 12

Area	Liaison Teacher	No on Caseload	No on Waiting List	Date of first case onto waiting list	Notes
ASC	BP	67	N/A	N/A	In addition 73 pupils in specialist provision
	EB	54			
	LN	75			
	Total	196			
EYIT	AP (VR)	0	5	Jun 12	
	LL	13			
	SS	18			
	AB	3			
	MU (Mat)	0			
	SO	23			
	JH	37			
	EPS	2			
	Total	96			
HI	BM	52	N/A	N/A	In addition 1 pupils in specialist provision
	SO	16			
	LR	52			
	EC	44			
	Total	164			
PD	IM	76	N/A	N/A	
	Total				
SLCN	JE	66	N/A	N/A	In addition 15 pupils in provision
	CC	84			
	Total	150			
SPLD	Unallocated	10	10	Oct-11	
	CW	2			
	GH	53			
	ES	68			
	Total	133			
VI	AR	104	N/A	N/A	
	Total	104			

Total

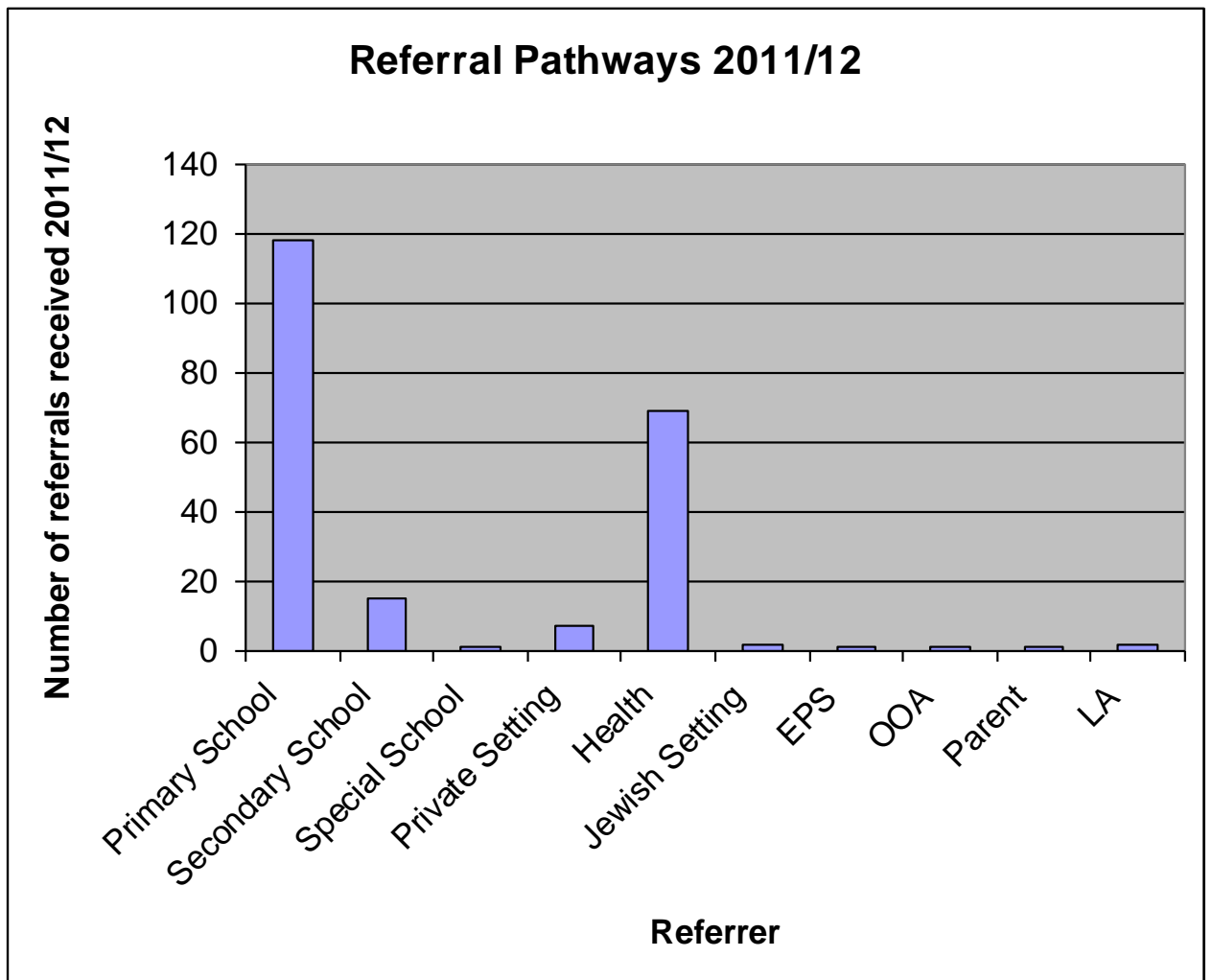
SENIT Referral Summary by Area - Yearly Comparison

Area	2008/09	Variance	2009/10	Variance	2010/11	Variance	2011/12
ASC	27	44%	39	-26%	29	45%	42
EY	82	-3%	80	-10%	72	7%	77
HI	19	5%	20	50%	30	-43%	17
PD	3	133%	7	0%	7	-57%	3
SLCN	42	88%	79	-44%	44	-25%	33
SPLD	78	-37%	49	-12%	43	-26%	32
VI	9	167%	24	-29%	17	-24%	13
Total	260	15%	298	-19%	242	-10%	217



Referral Pathways by Area - 2011/12

	ASC	EY	HI	PD	SLCN	SPLD	VI	Total
Primary School	25	22	3	2	30	31	5	118
Secondary School	13					1	1	15
Special School							1	1
Private Setting		7						7
Health	2	45	14	1	3	0	4	69
Jewish Setting	2							2
EPS		1						1
OOA		1						1
Parent		1						1
LA							2	2
Total	42	77	17	3	33	32	13	217



Appendix SENIT 8: Number and Percentage of Pupils with Statements or at School Action Plus by type of need. January 2012

	SPLD		MLD		SLD		PMLD		BESD		SLCN		HI		VI		MSI		PD		ASD		
	Eng	Gateshead No %	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
State Funded England Gateshead No Gateshead %	9.5	77 8.7	180 20.4	1.3	7.08	0.5	18.6	170	19.3	233 26.4	24 2.7	1.3 1.2	4.0	7.4 21	2.4 4.1	80 9.1							
State Funded Secondary	15.8	127 18.6	22.7	12.1 17.7	0.9	0.1	23.0	156	22.9	86 9.2	2.7 4.0	1.4 1.4	0.1 0.1	3.7 3.0	8.8 8.4	64 8.4%							
Special Schools	1.1	4 1.0	18.6	44 11.2	24.6 93	21.2	14.1	34	8.7	5.0 34	1.6 3 0.8	0.8	0.2	3.8%	13 3.3	20.4%	84 21.4						

Appendix SENIT 9: Quality Standards for Special Educational Needs (SEN) Support and Outreach Services DCSF (2008)

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/00582-2008DOM-EN.pdf>

**Appendix SENIT 10: Commissioning for Outcomes and Efficiency
Delivering better outcomes for Disabled Children
Commissioning Support Programme Nov 2010**

http://www.commissioningsupport.org.uk/pdf/42_disabled_web_22nov10.pdf

Appendix SENIT 11: Executive Summary of Caseload and Referral report 10/11

Executive Summary of Caseload and Referral report 10/11

Caseload data summary

The caseload data shows;

- A year on year increase in total caseload numbers from 2008/09 (755) to 2010/11 (901)
- An cumulative increase for caseloads in all specialist areas
- A year on year increase for caseloads in the following specialist areas;
 - ASC
 - HI
 - PD
 - VI
- The data shows some areas have more stable caseload numbers than others e.g. Although HI caseload numbers have increased year on year, the cumulative increase is only 11 cases from 2008/09 to 2010/11
- In July 2011, 3 areas had waiting lists;
 - Early Years
 - SLCN
 - SPLD
- Early Years Waiting list – cumulative decrease of 2 cases from 08/09 to 10/11 (34 to 32 cases)
- SLCN waiting list – no waiting list in 08/09. Cumulative increase of 12 cases by 10/11 but this can be attributed to staff vacancies.
- SPLD waiting list – cumulative decrease of 29 cases from 08/09 to 10/11 (41 to 12 cases). This is despite a loss of 0.8 liaison teacher during this period. The decrease can be attributed to a change in working practices following the IDP (Dyslexia) programme.

Average caseload numbers per key worker in specialist areas as reported @ July 2011 were;

▪ ASC	54.7
▪ EY	11.6
▪ HI	35
▪ PD	70
▪ SLCN	46
▪ SPLD	81
▪ VI	99

The averages above were calculated by dividing the number of children on caseload in each specialist area by the number of personnel. If using the actual FTE, the following averages would be a more accurate reflection;

▪ ASC	82
▪ EY	15.5
▪ HI	43.8
▪ PD	70
▪ SLCN	55

- SPLD 90
- VI 99

Referral data summary

The referral data shows;

- A cumulative decrease in referrals to the SEN team of 18 (from 260 in 08/09 to 242 in 10/11)
- Despite the cumulative decrease, 09/10 saw a 15% increase in referrals
- Due to the differences in referral numbers in each area across the years, there is no overall trend to report. However, the following specialist areas have seen a year on year decrease;
 - SpLD
 - Early Years
- Despite a decrease in referrals to the teams above, the caseload numbers have increased.
- The referral numbers across the specialist teams range from 7 (PD) to 72 (EY) for 10/11

Referral Pathways data summary

- The majority of referrals to EY, HI and VI are from Health Services
- The majority of referrals to all other teams are from schools
- Kelvin Grove Primary is the only school with 5+ referrals in both 09/10 and 10/11
- Blaydon West, Washingwell, Hookergate and Joseph Swan are the only schools to have made no referrals in both 09/10 and 10/11
- There was an increase in the number of non-referring schools from 14 in 09/10 to 19 schools in 10/11
- There has been a decrease in inappropriate referrals from 5% in 09/10 to 2% in 10/11
- There has been a decrease in the number of referrals requiring further information from referrers from 14% in 09/10 to 9% in 10/11

Although not in the report, subsequent analysis shows the following number of cases closed by each specialist team in years 09/10 and 10/11 as below;

Team	09/10	10/11
ASC	24	15
EY	25	44
HI	22	30
PD	9	2
SLCN	68	54
SpLD	33	61
VI	18	7

Conclusions and Recommendations

Calculating the average caseload per key worker does not in itself give an indication of resource requirements as levels of contact/intervention is dependant on individual children and their needs. Eligibility criteria has been developed within all specialist teams (although already used by some teams for a number of years) in line with national guidance where available. Analysis of this information will provide a more indicative picture.

Recommendation: Individual eligibility criteria banding to be recorded against current caseload. This will allow more in-depth and accurate analysis of service requirements and enable further service planning.

25% of mainstream schools did not refer to the service in 10/11 (56% of secondary schools.)

Recommendation: Non-referring schools should be contacted to investigate the reason for non-referral i.e. no specialist intervention required, lack of knowledge around service, confusion around SENSS/SEN Consultant/SEN link inspector/SEN Team roles, learning support teacher being bought in by school, perception of low value added. Analysis could then take place with an action plan produced if necessary.

The majority of referrals to the ASC team are from schools, however, these are usually preceded by requests from Health to attend an information sharing meeting following diagnosis.

Recommendation: Although schools should still be able to refer to the team using the current system, information sharing meeting requests could be classed as a referral. This would negate the need for schools to complete unnecessary paperwork. This would bring ASC referrals in line with other referrals relating to medical conditions and make the process leaner.

Specific information regarding cases being closed is not currently centrally recorded therefore it has been not possible to provide analysis of the reasons for closure (i.e. following successful intervention, child moving out of area, child entering specialist provision, child no longer age appropriate etc.)

Recommendation: All cases closed to be reported through the monthly referral panel notes document. Notes template to be changed to request reason for closure. Analysis of cases

closed to be provided alongside caseload and referral annual report.

Appendix SENIT 12: SENIT staffing

Name of Employee	Team	Post	FTE
Joanna Haslam	ASC	Teaching	1
Elaine Brownless	ASC	Teaching	0.6
Lesley Newton	ASC	Teaching	0.8
Judith Atkinson	ASC	Senior Learning Mentor	0.87
Angela Mancini	ASC	TA Level 3	1
Denise Clarke	ASC	TA Level 3	1
Joanne Hart	ASC	TA Level 3	1
Ian Mathieson	PD	Teaching	1
Sandra Stevenson	Portage	Portage Worker	1
Alison Blackbird	Portage	Portage Worker	0.6
Jenny Edwards	SLCN	Teaching	1
Carol Chilvers	SLCN	Teaching	1
Sheila Ogden	SLCN	Teaching	0.5
Moira McIntosh	SLCN	TA Level 3	0.5
Barbara Hackett	SLCN	TA Level 3	1
Carla Webster	SLCN	TA Level 3	1
Christine Graham	SLCN	TA Level 3	1
Catherine Waters	MLD	Teaching	0.5
Kimberley McHugh	MLD	Teaching	0.4
Katie Wannop	MLD	Senior Learning Mentor	0.47
Marie Urwin	MLD	TA Level 3	0.8
Billy MacPherson	HI	Teaching	1
Sheila Ogden	HI	Teaching	0.5
Lynne Rowan	HI	Teaching	1
Elaine Comiskey	HI	Teaching	0.6
Anne Clarke	HI	Senior Learning Mentor	0.87
Glynis Blythe	HI	Specialist TA	0.85
Gemma Caffrey	HI	Specialist TA	0.43
Linda Davis	HI	Specialist TA	0.75
Jill Storey	HI	Specialist TA	0.68
Denise Jacobs	HI	Specialist TA	0.85
Carol Bradley	HI	TA Level 3	0.6
Gillian Herald	HI	TA Level 3	0.6
Amanda Ross	VI	Teaching	1
CA Brooke-Lovelle	VI	Teaching	1

Gillian Wheatley	VI	TA Level 3	1
Clare Popay	VI	TA Level 3	1
Emma Edney	VI	TA Level 3	1
Debra Barnes	VI	TA Level 3	0.87
Gillian Henderson	SPLD	Teaching	0.6
Claire Lowery	SPLD	Teaching	0.6
Catherine Waters	SPLD	Teaching	0.5
Heather Gray	SPLD	Senior Learning Mentor	0.87
Michelle Natton	SPLD	TA Level 3	1
Suzanne Peacock	SPLD	TA Level 3	0.52

Specialist Qualification	Funding
PGCE	HNB
	HNB
B Ed (Hons), Certificate in Early Years, MA Autism	HNB
Level 4 Working with C&YP with ASD, Level 3 Mentoring	Buyback
Level 3 Teaching Assistant, Grade 2 Braille	Buyback
Diploma in PreSchool Practice	Buyback
Level 3 Teaching Assistant, Level 3 Working with C&YP with SEN	Buyback
Children Handling and Risk Assessment Key Trainers Certificate	HNB
Btech Level 3 Childhood Studies, Btech Level 2 Counselling, National Portage Association Training, Makaton Enhanced	HNB
BA(Hons) Childhood and Early Studies, National Portage Association Training, Makaton Enhanced	HNB
Post Grad Diploma SLCN, Accredited Ekklan Trainer, NPQH	HNB
Post Grad Cert SLCN, Accredited Ekklan Trainer, NPQH	HNB
	HNB
	Buyback
BA Education & Curriculum Studies, Foundation Degree Early Years Practitioners	Buyback
BA Education & Curriculum Studies, Level 3 Early Years Care & Education, Foundation Degree Early Years Practitioners	Buyback
Level 3 Speech & Language Support in the Classroom	Buyback
Post Grad Cert Dyslexia	HNB
Post Grad Cert SLCN	HNB
	Buyback
BA(Hons) Early Childhood & Educational Studies, Ekklan Level 3, HLTA	Buyback
PGCE, Advanced Diploma in SEN, Advanced Diploma in Education Mgt, BA(Hons) Education of Deaf and HI Children	HNB
	HNB
BA (Hons) Early Years Education, BSL Level 2, Advanced Diploma in Education of Deaf Children	HNB
	HNB
Level 3 Mentoring, BSL Level 2	HNB
BSL Level 2, Level 3 Ekklan	HNB
HLTA, BA(Hons) Learning in Families, Schools and Beyond, BSL Level 2, Ekklan Level 3	HNB
BA(Hons) Education, Level 3 Ekklan, BSL Level 3	HNB
HLTA, BSL Level 2, Ekklan Level 3	HNB
HLTA, BSL Level 2, Ekklan Level 3	HNB
Nursery Nursing Diploma, BSL Level 1, Ekklan Level 3	HNB
Ekklan Level 3	HNB
B Ed (Hons) SEN, Post Grad Diploma Hearing Impairment, Post Grad Diploma Visual Impairment, NPQH	HNB
PGCE, BSL Level 1	HNB

NNEB, Braille Level 2	HNB
NNEB, Braille Grade 1, Level 3 Certificate in SEN	HNB
BA(Hons) Education & Curriculum Studies, Braille Grade 2	HNB
Level 3 Childcare & Education, Level 3 Teaching Asst, Sight Guiding, Braille Level 2	HNB
B.Ed, Level 7 Certificate in Assessing & Teaching Learners with SpLD	HNB
PGCE, Advanced Diploma in Education, British Dyslexia Association Diploma	HNB
Post Grad Cert Dyslexia	HNB
Level 3 Mentoring, Level 3 Supporting Pupils with SpLD	Buyback
Elklan Level 3, Level 3 TA	Buyback
Level 3 Teaching Assistant	Buyback

Temp arrangement

Appendices: behavior support services

BSS 1 DfE statutory guidance on alternative provision

BSS 2 The Model to support behavior and learning in Gateshead schools

Appendix BSS 1: DfE statutory guidance on alternative provision

<http://media.education.gov.uk/assets/files/pdf/a/alternative%20provision%20statutory%20guidance%20pdf%20version.pdf>

The Model to Support Behaviour and Learning in Gateshead Schools

Consultation



Model to Support Behaviour and Learning

Consultation Responses

The Model to Support Behaviour and Learning went to Cabinet on the 12th of April 2011. The model was an attempt to develop a framework to support behaviour and learning, creating 'the best that it could be' i.e. what provision (school and local authority based) we would want to see in ten years time for the children, young people and their families in Gateshead. Formal consultation began in May and ended on the 10th of June 2011. Letters were sent to all primary, secondary and special schools, the voluntary sector, local authority officers and chair of governors. There were formal consultation meetings held with the unions (10.5.11), Behaviour Support staff (11.5.11) and schools and partners (19.5.11 and 26.5.11) as well as meetings with secondary pastoral deputies (18.5.11) and secondary headteachers (17.5.11). A summary version of the model was also produced and made available for distribution. Materials were available for consultation on the Gateshead Council website, via email and as paper copies on request.

In all over 140 services including those belonging to schools, health, the voluntary sector and local authorities have been provided with information on the proposed model. The open consultation events were attended by 9 individuals in total, the union consultation was attended by 3 individuals, the meeting with secondary headteachers was attended by 7 headteachers and the secondary pastoral deputies' event was attended by 8 pastoral deputies. The consultation event at BSS was attended by the majority of BSS staff. At the close of consultation there had been 20 sets of responses; 4 sets of responses were provided via consultation meetings and 18 sets of responses were provided via written feedback. Written responses were provided as follows;

Primary schools	1
Secondary schools	2
PCT (joint)	1
Voluntary sector	1
BSS	8
Chair of Governors	1
Other	3
Unions (joint)	1

As with most consultations, responses at times have held conflicting views. In order to capture the complexity of responses they have been set out in the following manner;

- At the end of this section there is a list of observations made about the consultation feedback as well as a summary of key recommendations taken from the overall document
 - At the beginning of the report, just after the introduction is feedback on the overall model; concepts and views have been recorded, although because some views were expressed by more than one individual the views have been consolidated into one bullet point whenever possible, also wherever possible views have been kept anonymous-at the end are a list of recommendations in response to the issues raised
 - At the start of each section a page has been inserted (just after the diagram and before the various aspects) concepts and views have been recorded, although because some views were expressed by more than one individual the views have been consolidated into one bullet point whenever possible, at the end of each page are a series of suggested recommendations in response to the issues raised.
-

Observations

Although people responded to various aspect of the model, there was little disagreement against the idea of a framework to support behaviour and learning. Issues were mainly centred around;

- the detail required to put the model into operation, especially at the Extended Support level
- funding implications-again centred mostly but not exclusively at the Extended Support level
- concerns that existing services were not mentioned-this has upset staff in some services and lead to an unsettling time
- links with existing services (CAMHS, YOT, PCT, area teams etc) were not clearly identified
- pathways with existing services need to be clearly defined
- there needs to be an overall clarity in the use of language as this has raised issues e.g. the understanding of specialist provision is different in different services, what do we mean when we talk about a 'safer' environment
- the use of clusters, there is still a lot of uncertainly in relation to clusters and how they can support the model
- how the model will be monitored, quality assured and impact measured is not clear

As you would expect in any consultation there are conflicting views which have been expressed on in number of areas e.g.

- Capacity is a problem at the moment in accessing the Emotional Wellbeing Team and the Child and Family Unit only input if the family engage-they cancel if engagement is not happening and
- Therapeutic services should come through existing health professionals and social professionals rather than the educational route, this is creating unnecessary posts and costs which are currently available elsewhere
And
- The work of the PRU needs to change; it needs to become more flexible and adapt to the changing needs of individual pupils
- There was some concern that current good practice, expertise and strategic vision in the PRU wasn't used and therefore not built upon; there were funding implications which hampered the expansion of existing good practice
And
- Provision for excluded pupils should be of high quality to meet the needs of individuals, some of the current alternative provision is questionable
- Current provision for KS3 and KS4 pupils provides a safe environment which provides a challenging curriculum

Overall Recommendations

1. To ensure that the needs of children, young people and their families remain at the heart of the framework
 2. To build on existing good practice across the local authority including the PRU, FAST, CAMHS, voluntary sector, area teams in order to deliver the various aspects of the model
 3. To clarify where current practice is located within the framework e.g. Emotional Wellbeing Team, PRU, FAST, voluntary sector
 4. To provide more detail in regard to certain aspects of the Extended Support tier to include costing and staffing implications
-

5. To extend the remit of the management, advice, guidance and support aspect at the Extended Support level to include all tiers of the model; to lead on monitoring, quality assurance and monitoring the impact of the model
 6. To develop a 'toolkit' to measure impact and share good practice across schools and clusters at the foundation, core, targeted and specialist levels
 7. To work with existing services to define clear pathways and referral mechanism to ensure value for money
 8. To clarify remit of clusters, including issues of accountability, quality assurance
 9. Consider consultation with young people on how they would like to see aspects of the model developed
 10. To consider the implications of Academies and the cost implications to service delivery
-

The Model to support Behaviour and Learning in Gateshead Schools

Introduction

In March 2010 primary, secondary and special schools and local authority officers were engaged in the Back on Track Conference, the result of which was an action plan agreed by EIP which included:

- the restructuring of the Behaviour and Attendance Partnership, to include primary and special schools;
- the publication of the Behaviour Audit to provide data on some of our more challenging children and young people; and,
- the appointment of a strategic lead to support the development of a model for behaviour across schools, clusters and specialist provision.

Since the beginning of this year the conceptual model for behaviour and learning has been presented to a wide range of groups and individuals including centrally employed staff, the Behaviour Support Service Management committee, EIC Coordinators, GASH, the Director of Learning and Schools, the Group Director of Learning and Children and councillors and was approved by the Behaviour and Attendance Partnership Board on 18.1.2011. It is currently being discussed within School Improvement Clusters.

The Provision and Placement Themed Working Group (one of the four themed working groups within the new Behaviour and Attendance Partnership structure, the others being Finance and Performance, Training and Development and Attendance) can now present a working draft of the operational detail that sits behind each level of the model to support "Behaviour and Learning in Gateshead Schools".

Members of this group, which included representation from schools and central services, have worked very hard and given a great deal of their time to develop the model. They have demonstrated a high level of commitment to develop a model which is both innovative and reflective of best practice and their creative thinking should be recognised and applauded.

However, we recognise that a great deal of work remains to be done. The model needs to be fully costed and responsibility for the development of the model needs to be agreed. Most significantly, further detail is needed on provision within the extended support level. This is particularly the case in relation to the support for children in primary schools, but is also necessary in relation to therapeutic support and the range of provision that might be brokered as part of the package of support for young people at Key Stages 3 and 4.

The work of the Provision and Placement Themed Working Group is complemented by that of the Training and Development Themed Working Group who have identified the skills within Gateshead schools which could be unlocked to provide support within and across clusters.

The group is mindful that in developing a vision for *the best of what could be* to support behaviour and learning in Gateshead they have taken risks in their thinking and the vision cannot be realised without significant remodelling of existing provision within the Borough.

We hope that the Council's Cabinet and the Behaviour and Attendance Partnership Board will support the work to date and continue to support the work of the group in the further development of the operational detail.

Paul Carvin
Head of the Raising Achievement Service
Chair of the Behaviour and Attendance Partnership

Bob Campion
Head of the Access and Inclusion Service

Introduction

There were a number of concerns highlighted in regard to the comments raised in the report which went to Cabinet (12.4.11) in relation to the reason the review was initiated, specifically;

- **Point 2**

This was in response to feedback from head teachers and senior school staff who were dissatisfied with the available and range of provision for behaviour support....

- Do we know the number of primary and secondary headteachers who have asked for changes

- **Point 3**

Because of the difficulties being experienced by the Behaviour Support Service in meeting demand.....

There was a feeling that this negative view was not offset sufficiently enough with all of the good work undertaken by existing services and that the positive views of schools and the work of the PRU were not sufficiently reflected in this report.

In relation to the model itself the following comments were made;

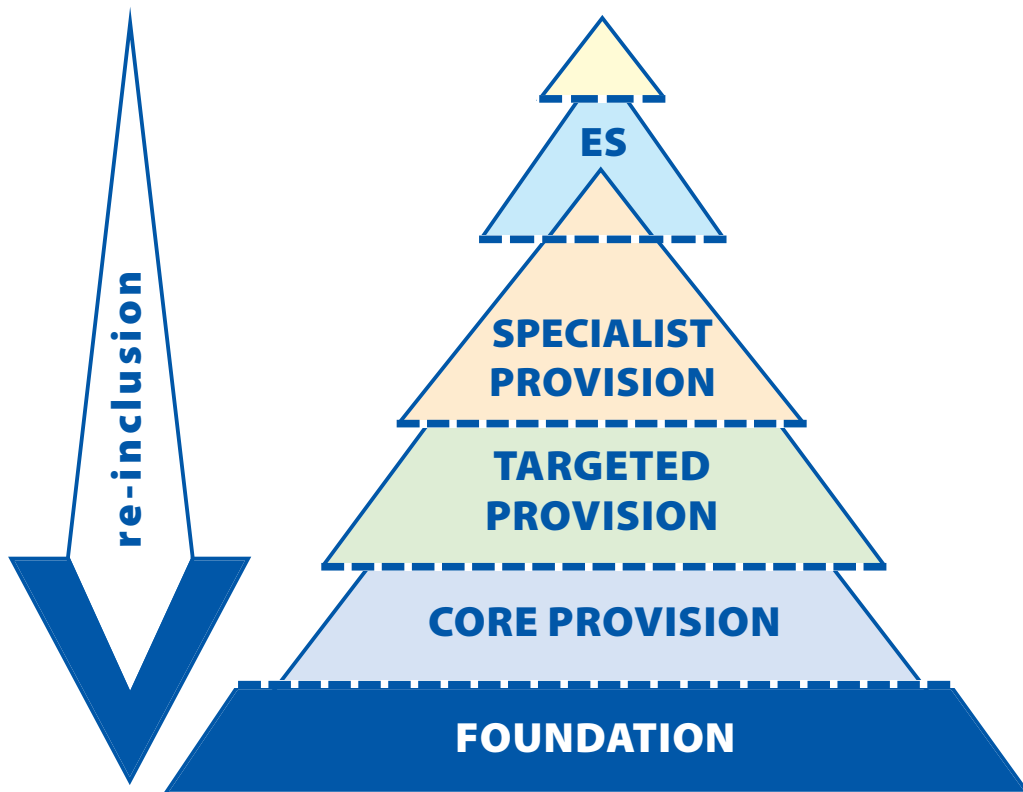
- How have priorities been identified in the model
 - We need to spend more time consulting with headteachers
 - Could this model cost more than the existing systems we currently have across our schools and local authority provision
 - Some individuals (across those all of those consulted) felt that they should have been involved more in the initial development of the model; in particular some groups felt their views had been outweighed when they had been involved in consultation in a larger groups
 - There was some concern that current good practice, expertise and strategic vision in the PRU wasn't used and therefore not built upon; there were funding implications which hampered the expansion of existing good practice
 - With the proposed future funding structures- future funding may not come to local authorities but go directly into schools-therefore what are the implications of this model
 - Some individuals questioned the speed at which the process was taking place and felt it needed to slow down
 - There was also concerns expressed in relation to the fact that specific services were not named in the report i.e. there was no specific mention of some (but not all) aspects of the current Behaviour Support Service, nor was there specific mention of the Fair Access Support Team by name.
 - There needs to be clarity on existing provision and how this fits into the model e.g. KS3 provision at Millway and KS4 provision at Shipcote
 - The work of the PRU needs to change; it needs to become more flexible and adapt to the changing needs of individual pupils
 - The PRU needs to increase the flexibility of what is on offer –e.g. what provision is available to meet the needs of our more challenging pupils
 - How does the model link with other strategic plans such as the Children and Families plan
 - How does the model link with the work of the area teams
 - Where do special schools fit into the model (Eslington and Furrowfield)
 - Will schools buy into the model with so many other pressures on funding
 - Have children, young people and their families been involved in the consultation
 - Should existing services not be used as a base from which therapeutic provision, forest school etc could be added-what are the cost implications for this
 - Previous systems e.g. EOTAS could be restored to enable closer links with schools
 - The model is not fully costed or staffed and we need to ensure that staffing ratios are sufficient to prevent issues in relation to safeguarding, health and safety etc to occur
-

- There were some comments on the language used e.g. 'safer environment' and the use of 'operationalised' instead of put into operation
- Will services at the Extended Support level run as various parts of one organisation or as discrete units
- The model appears to provide a uniform pathway of services available to all pupils with learning difficulties, behaviour problems or in need of emotional support.
- Although the model itself is not proposing any changes to staff or redundancies responses ask that the local authority identify at the early opportunity any staff who may be at risk of redundancy and ensure that the proper procedures are followed
- What will happen if schools opt out and become Academies
- Are central services not a better option than cluster based services, do they not provide better value for money
- Could we create provision and 'sell' it to other local authorities
- Why haven't schools been asked to review their increasing demand on the use of services provided by the BSS

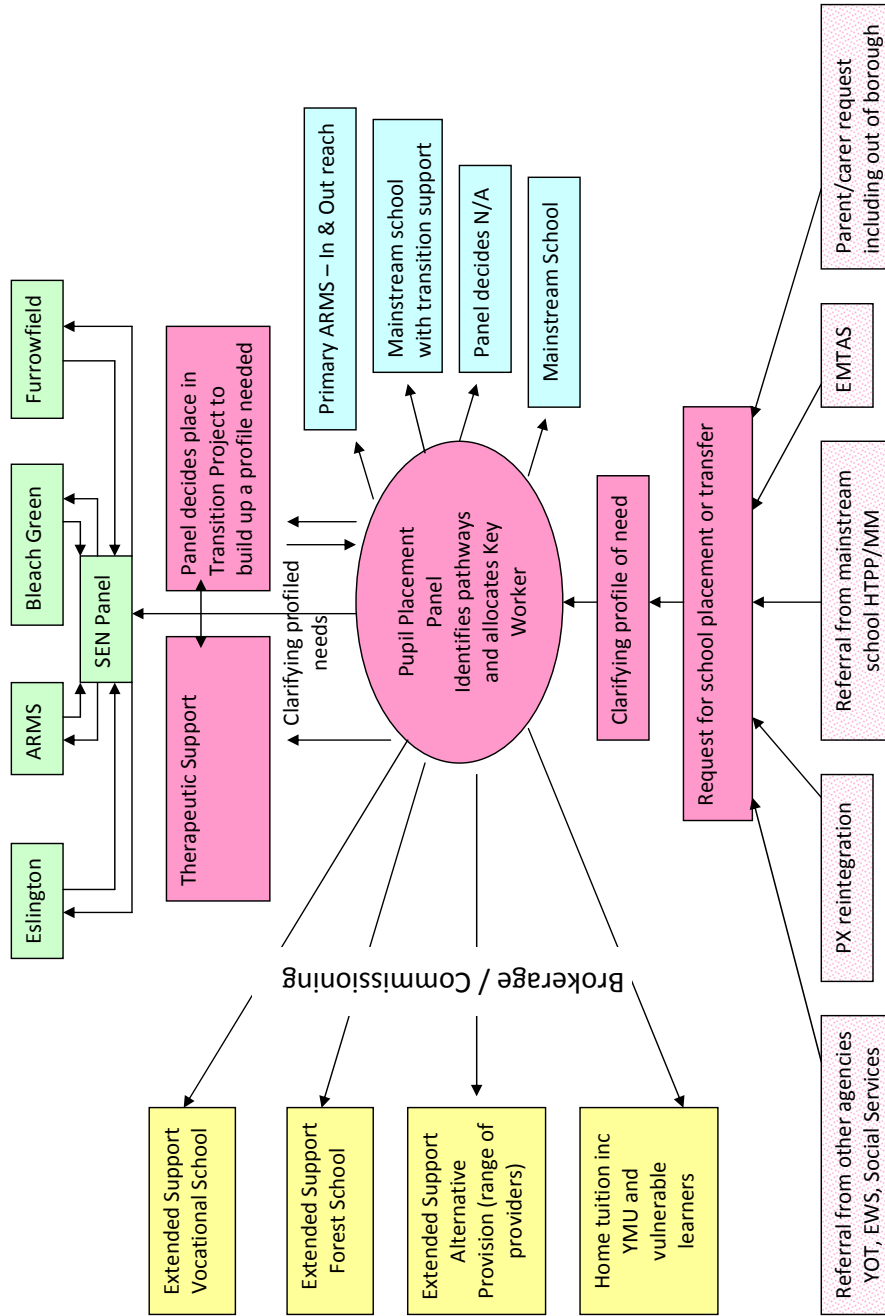
Recommendations

1. Clarify the role of existing services in relation to the framework model
 2. Consider consultation with young people on how they would like to see aspects of the model developed
 3. To work with existing services to define clear pathways and referral mechanism to ensure value for money
-

**Proposed conceptual model of provision
in Gateshead to support positive outcomes
for behaviour and learning**

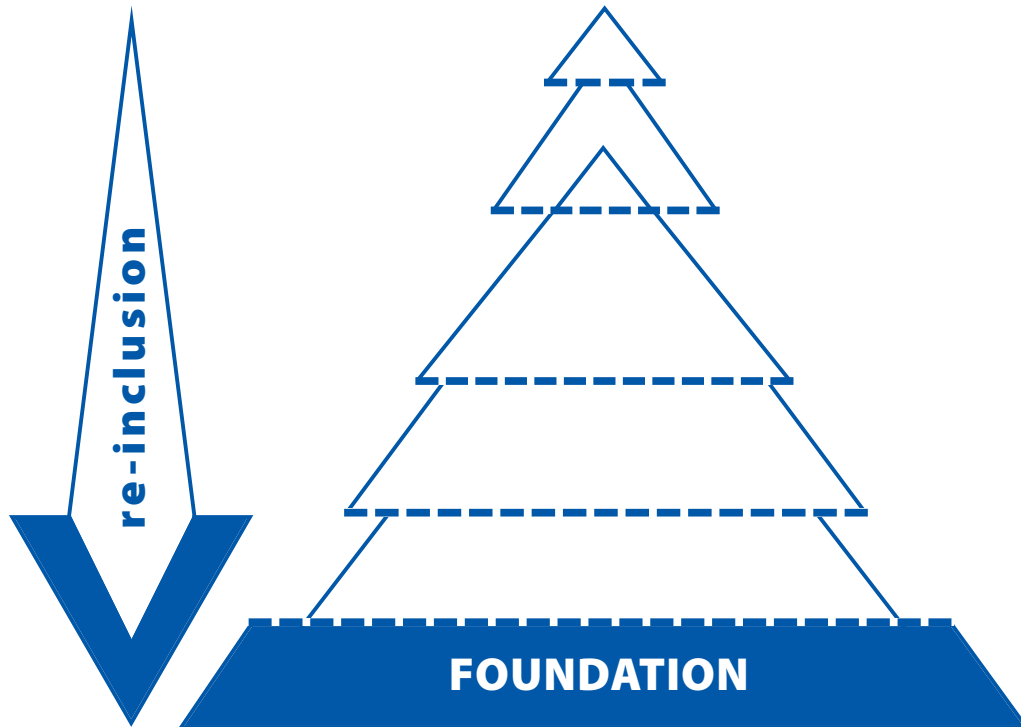


Routes to Provision - Managing the Process



Model for Behaviour and Learning
Primary and Secondary

Proposed conceptual model of provision in Gateshead to support positive outcomes for behaviour and learning



THE FOUNDATION for subsequent levels of provision to ensure
Social and Emotional Literacy

is built upon

- the Social and Emotional Aspects of Learning
- the Healthy Schools framework

within

- a school culture of mutual trust and respect
 - a school culture which values the diversity of achievement
-

Foundation and Core

The Foundation and Core sit at the heart of this model. Do you agree with the proposals within these sections?

Of the consultation forms returned;
5 responses agreed
3 responses neither agreed or disagreed

Issues raised:

- As we sure that this model puts the needs of children and young people first
- Is this not already happening in most **good** schools
- How do we agree a 'common interpretation' across all schools e.g. what do we mean by the emotional well being of staff and children
- How can variations in schools be addressed
- How will schools be monitored to ensure that the foundation and core aspects are not in place
- How is the quality of central services measured, monitored and evaluated
- How do we better integrate central services to enhance and support the work of schools, without using a 'one size fits all' model
- How do we assess the needs of individuals and measure the impact after interventions have occurred
- What about outreach provision will that also be provided from central services at the foundation and core level
- Physical health is not mentioned specially alongside emotional health; physical health is just as important and often underpins emotional health
- How does the model link with CAMHS review and provision and care pathways at the universal provision level
- How does the model fit with the new Healthy Schools model at the universal level
- There needs to be clarification on specific terminology used when working across services (education, health, voluntary sector)
- Are we able to demonstrate that this model is more cost efficient than what is currently in place
- Could we add to the leadership and management section a point about
 - Core purpose which is clearly articulated

Recommendations

1. Discussions are held via the CAMHS partnership in relation to establishing clear pathways and links between current Healthy Schools, including aspects of physical health and existing CAMHS provision at Tiers 1 and 2
 2. Discussions with CAMHS Partnership to better understand cost implications of the model and how we can obtain the best service for our children and young people in the current economic and financial climate
 3. Develop a 'toolkit' which will allow for monitoring and evaluating 'good practice'
-

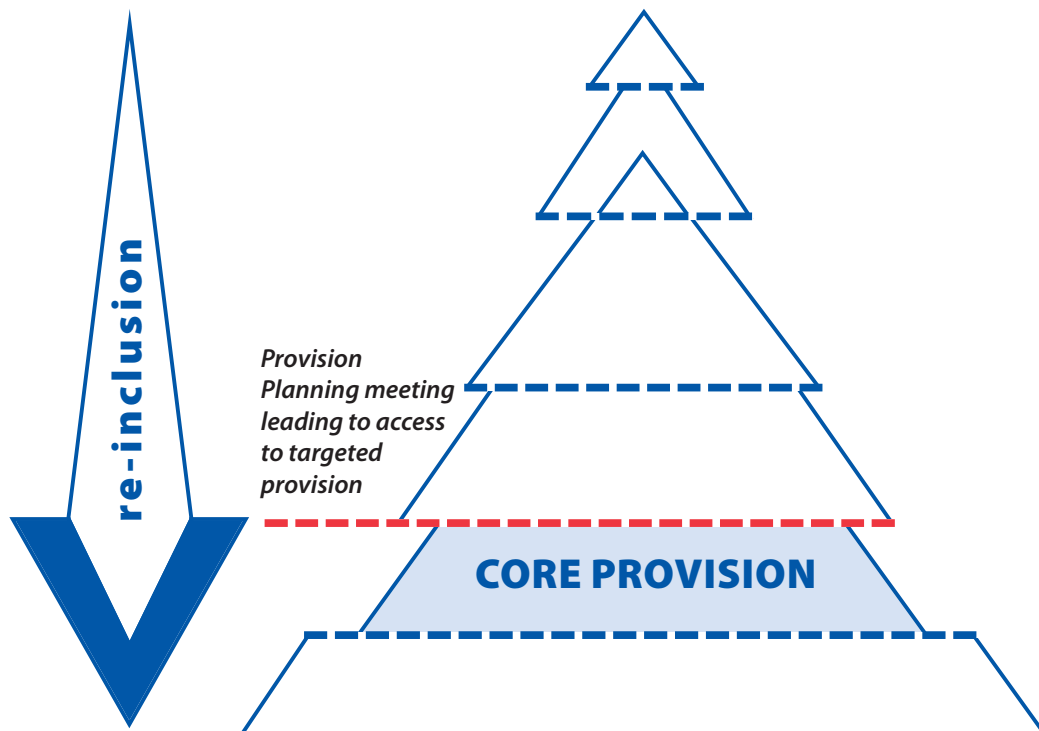
Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Foundation
Aspect	Leadership and Management
Key Features	<ul style="list-style-type: none"> • Clarity of vision • Ethos embedded and reflecting inclusivity • PM rigorous and robust clear impact on school improvement • Ensure quality appointments. Analysis of skill sets including interpersonal skills • School day structured to support the development of learning and the emotional development of children • Strong student voice • Clear lines of communication within school and with pupils, parents, partners and multi-disciplinary agencies • Environment designed and managed in response to the needs of children and young people • Emotional wellbeing of staff and children and young people met • Staffing structure includes parent support / liaison / adviser • Clear understanding of complexity of need • Child centered • Clear understanding of Maslow's Hierarchy of need – e.g. water, food, movement, and its impact upon learning throughout structure of day • Systems and structures ensure the emotional and physical health and safety of all the children and young people
Key Outcomes	<ul style="list-style-type: none"> • Everyone pulling together - shared goals, common objectives. • Collective responsibility and ownership for outcomes for all children and young people • Improved teaching and learning, progress, outcomes achievement • PM impact on school improvement • PM identifies CPD needs of the staff impact monitored to secondary improvement. • Staff skills reflect the needs of the children and young people. • Effective recruitment ensures high qualified teaching and learning complimenting and extending skill profile (skills analysis informs this, broadening skills profile) • Effective flexible timetable • Student voice informs school improvement. Real shared response • Cohesive transparent response everyone knows what, why, when, how monitored • Environment owned by staff and children and young people Demonstrates value feel good factor • Space is used effectively to secure the best outcomes for children and young people. • Positive B4L • Attendance of staff and children and young people improved • Emotional and physical health of all staff improved • Effective relationships home/school • Understanding of child allows appropriate curriculum design/teaching/learning use of appropriate behaviour management strategies • Feeling safe (confident) happy.
Staffing	As identified by individual schools
Projected Costs	From within the resources of the school
Current Budget	From within the resources of the school and cluster
Resources that could be reallocated	<ul style="list-style-type: none"> • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	



Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Foundation
Aspect	Behaviour and Care
Key Features	<ul style="list-style-type: none"> • High expectation of behaviour. • An understanding that inappropriate behaviour is a form of communication which needs to be understood • The causes or triggers of the behaviour are understood within the school • Consistent approach to behaviour management which is fair and understood by all. • Systems allow schools to take responsibility for the behaviour of their own children and young people. • Curriculum design and delivery matched to the developmental needs of learners Behaviour policy and guidelines identifies a clear rationale, clear expectations and systems and structures within the school to refer students, parents for additional support or to other providers. • Rewards and sanctions promote social skills and development of intrinsic motivation
Key Outcomes	<ul style="list-style-type: none"> • The culture of the school is built upon positive relationships • Adults understand the needs of the children and young people in their school • Clear and timely response to the identified needs of children and young people • Adults understand their own needs in relation to their own emotional well being • Adults understand that rewarding positive behaviour has the greatest impact upon changing negative behaviour • Adults are mutually supportive of each other in the ways that they address behavioural challenges presented by children and young people • Children and young people are given responsibility for their own behaviour and are supported in managing it by adults skilled in understanding the needs of the child or young person • The curriculum has relevance to the lives of children and is organised in such a way as to engage children and young people in effective learning • Children and young people are self motivated and take responsibility for their own behaviour
Staffing	As identified by the individual school
Projected Costs	Identified by the individual school
Current Budget	The schools dedicated budget
Resources that could be reallocated	<ul style="list-style-type: none"> • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	If schools do not develop these key features of behaviour and care the needs of some of the most vulnerable children will not be met and they are at risk of being excluded from school. The cost of this is higher than the investment into the development of good practice within Gateshead schools
Other comments	Schools will continue to have responsibility to allocate their budget to meet the needs of all their pupils. In the current economic climate external funding streams may not be as readily available as in the past



Proposed conceptual model of provision in Gateshead to support positive outcomes for behaviour and learning



CORE PROVISION of high quality learning and teaching across a creative and personalised curriculum underpinned by:

- Strong organisational structures which unite pastoral responsibility with teaching and learning
 - A positive approach to behaviour management including restorative justice
-

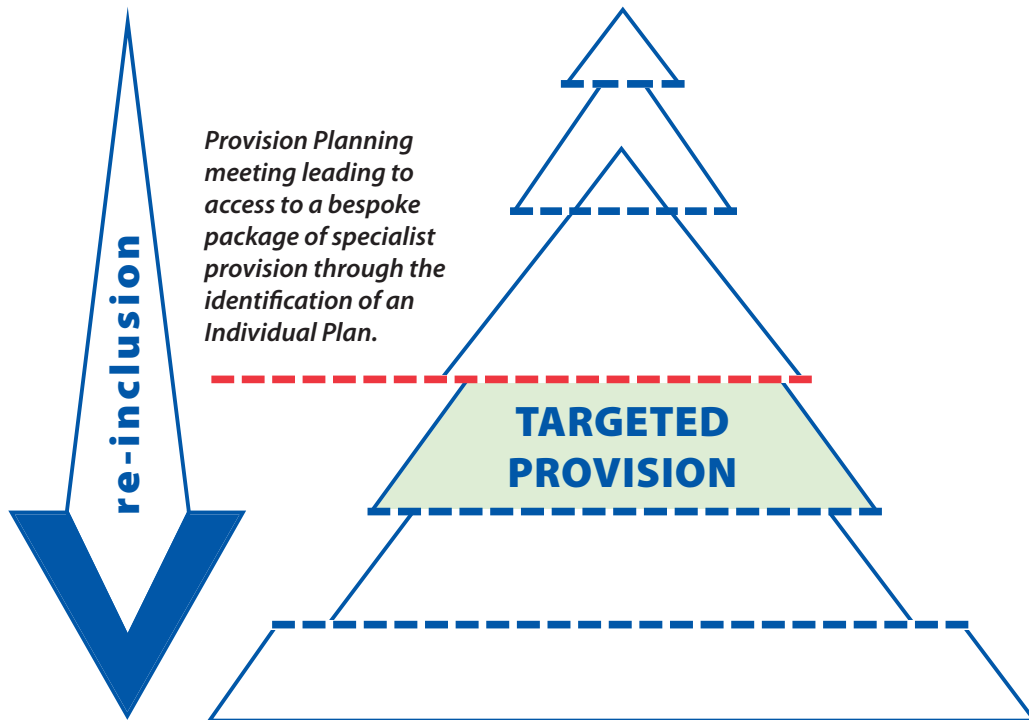
Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Core
Aspect	Teaching and Learning
Key Features	<ul style="list-style-type: none"> • Variety of teaching and learning styles matches to the individual needs of children and young people. • Personalised learning pathways identified • Implicit and explicit teaching of <ul style="list-style-type: none"> ○ Social Skills ○ Self- Motivation ○ Independence Skills ○ Thinking Skills ○ Emotional Literacy ○ Life Skills • Creative and appropriate curriculum • Clear understanding of needs • Positive and appropriate behaviour management strategies tailored to need • High expectations of individual children and young people • Differentiated and personalised response to learning and behaviour • Effective use of assessment 4L to ensure possible outcomes progress • Interactive learning process evidence • Stimulating and exciting learning environment internally and externally.
Key Outcomes	<ul style="list-style-type: none"> • Children and young people engaged in active learning • Children understand the relevance of what is being taught • Achievement for all • Improved attainment and positive outcomes • Improved behaviour for learning • The learning environment supports and extends learning • The learning environment celebrates learning, achievement, attainment and behaviour • Children and young people enjoy learning and achieve
Staffing	As identified by the individual school
Projected Costs	From within the resources of the school
Current Budget	From within the resources of the school
Resources that could be reallocated	<ul style="list-style-type: none"> • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	



Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Core
Aspect	Achievement and Progress
Key Features	<ul style="list-style-type: none"> • Child/Young Person is involved their own learning – e.g. Knows what to do next knows what the purpose is, Knows what the teachers expectations are, knows the challenges and what is achievable. • Child or young person is involves in the identification of their own learning targets • Child or young person recognizes their own learning and has the opportunity to record their own progress towards meeting their own learning targets • High quality teaching ensures that progression opportunities are in place for all children and young people • The diversity of achievement is valued and celebrated
Key Outcomes	<ul style="list-style-type: none"> • Teachers acknowledge their responsibility to track progress for individuals and groups • Teachers use progress data to identify individual need and to plan appropriate intervention • The school has taken account of comparative data including the Progression Guidance and National Curriculum progress expectations, in its analysis of progress for individuals and groups • Effective management ensures that whole school tracking is in place
Staffing	As identified by the individual school
Projected Costs	As identified by the individual school
Current Budget	The schools dedicated budget
Resources that could be reallocated	<ul style="list-style-type: none"> • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	



Proposed conceptual model of provision in Gateshead to support positive outcomes for behaviour and learning



TARGETED PROVISION

Focused intervention personalised and matched to the needs of individual students e.g.

- Literacy support
 - In and out of class learning and behaviour support
 - 1-1 mentoring
 - Internal fixed term exclusion
-

Targeted Provision

Targeted Provision provides specific support for individual and groups of children and young people within a school setting, from existing school resources. Do you agree with the proposals within these sections?

Of the consultation forms returned;
4 responses agreed
3 responses neither agreed or disagreed
1 disagreed

Issues raised:

- A lot of thought and discussion has gone into this-the plans are very thorough so there doesn't appear to be any identified gaps or areas for improvement
- Lack of clarity as to whether or not targeted provision would use cluster funding or school funding; targeted provision was meant to be school based and to use existing school resources, because of this lack of clarity the following issues were raised at both targeted and cluster level;
 - Because clusters do not have a mandate there is concern in a model where resources are allocated through a cluster, because the cluster is not directly accountable to anyone, there may be compromises which are ineffective and waste precious resources
 - Do clusters have a resources
 - What is the status of clusters
 - Who are clusters accountable to
 - Who is responsible for driving the cluster model forward
 - Central services should be equitable and fairly distributed across the LA based on need.
 - How will equality of provision be mapped and ensured
 - Who will central services be accountable for their work and the impact of their interventions
 - How will developments be identified and led
 - How will children and young people be identified who need targeted intervention
 - How will their needs be assessed
 - How will intervention be monitored
 - What is the quality assurance
 - How will outcomes be measured
 - Who will train staff in schools
 - What are the links with services outside of schools e.g. CAMHS, voluntary sector, local authority services in relation to pathways and duplication of services

Recommendations

1. Clarify cluster arrangements including;
 - a Status of clusters
 - b Accountability
 - c Funding
 2. Discussions are held via the CAMHS Partnership and other services in relation to establishing clear pathways and links
 3. Develop a 'toolkit' which will allow for monitoring and evaluating 'good practice' including;
 - a Monitoring outcomes
 - b Quality assurance
-

Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Targeted Support
Aspect	Learning Support
Key Features	<ul style="list-style-type: none"> • Identification of the needs of individual children and young people which impacts upon behaviour and attainment in schools • The understanding of the needs of the child is informed by the involvement of outside agencies as appropriate • The staffing structure of the school reflects the needs of children within that school and staff are deployed according to the needs of children and young people • Responsibility for understanding and meeting the needs of individual children or young people rests with all staff in schools and is supported by good communication systems within the school • Clear arrangements for the management and coordination of the response to individual needs overseen by the senior management of the school • Outside agencies are required to link with schools (with parental permission) as and when they become involved with children and young people • Assessment of needs are undertaken • Use of specific programme to support whole class, groups e.g. literacy or numeracy support programme • Specific interventions used to improve learning outcomes • Ongoing assessment of needs (formative and summative assessments) • Parental support and involvement
Key Outcomes	<ul style="list-style-type: none"> • Children and young people engaged in active learning • Children understand the relevance of what is being taught • Achievement for all • Improved attainment and positive outcomes • Improved behaviour for learning • Decrease in exclusions • Increase in attendance • Greater involvement of children, young people and parents/carers
Staffing	As identified by the school
Projected Costs	As identified by the school
Current Budget	<ul style="list-style-type: none"> • The schools delegated budget including additional funding allocated on the basis of individual need
Resources that could be reallocated	<ul style="list-style-type: none"> • Cluster resources • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	This refers to an identified and targeted group of children or young people and the impact of intervention would be tracked by the school

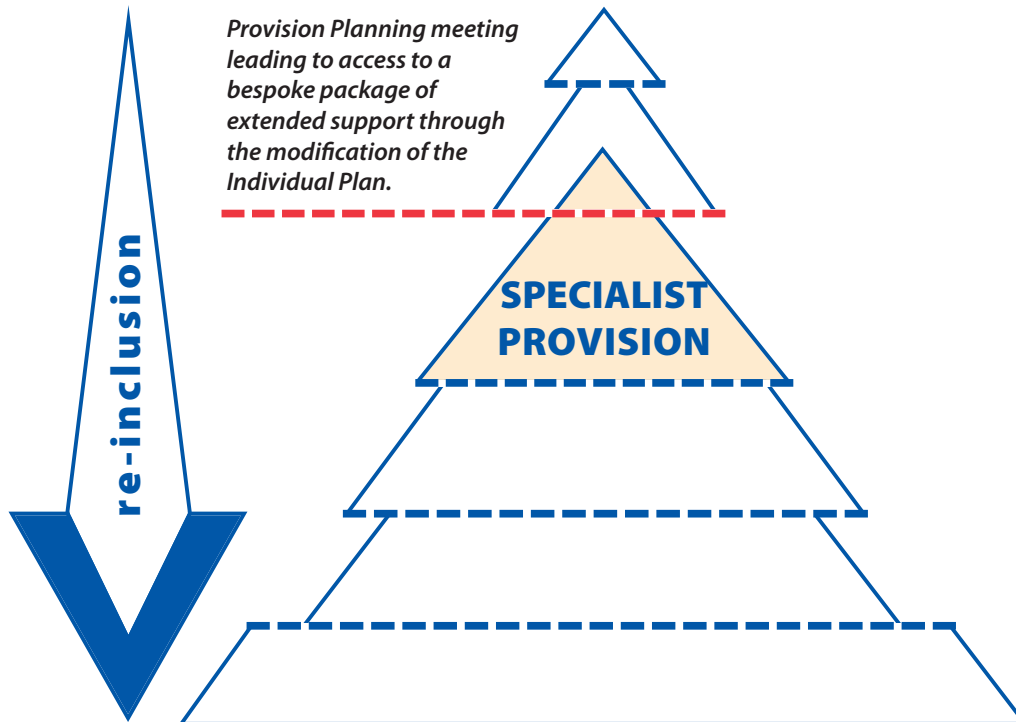


Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Targeted
Aspect	Therapeutic Support
Key Features	<ul style="list-style-type: none"> • Identification of individual pupil needs which impact on behaviour and attainment in schools • CAF/TAF initiated and coordinated by an outside agency on a needs basis • Outside agencies are required to link with schools (with parental permission) as and when they become involved with children and young people • Assessment of needs are undertaken e.g. PASS (Pupils Attitude to Self and School) Vulnerable Pupil Audit etc • Use of specific programme to support whole class, groups e.g. FRIENDS for Life (anxiety), peer massage, literacy support, mentoring • Specific interventions used to modify behaviour • Access to parental support • Ongoing assessment of needs (formative and summative assessments)
Key Outcomes	<ul style="list-style-type: none"> • Improved attainment and positive outcomes • Improved behaviour for learning • Decrease in exclusions • Increase in attendance • Greater involvement of children, young people and parents/carers
Staffing	As identified by the school
Projected Costs	As identified by the school
Current Budget	<ul style="list-style-type: none"> • The schools delegated budget including additional funding allocated on the basis of individual need
Resources that could be reallocated	<ul style="list-style-type: none"> • Cluster resources • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	This refers to an identified and targeted group of children or young people and the impact of intervention would be tracked by the school



Proposed conceptual model of provision in Gateshead to support positive outcomes for behaviour and learning



SPECIALIST PROVISION

- Full or part time personalised enrichment programme designed with measurable positive outcomes
 - Therapeutic support eg. counselling
 - Short term intervention programmes to include outreach into primary schools within the cluster
-

Specialist Provision

Specialist Provision provides both therapeutic and learning support to vulnerable children and young people. It builds upon and extends the work currently ongoing within the School Improvement Clusters. Do you agree with the proposals within this section?

Of the consultation forms returned;

- 4 responses agreed
- 3 responses neither agreed or disagreed
- 1 disagreed

Issues raised:

- Lack of clarity as to whether or not targeted provision would use cluster funding or school funding; targeted provision was meant to be school based and to use existing school resources, because of this lack of clarity the following issues were raised at both targeted and cluster level;
 - Because clusters do not have a mandate there is concern in a model where resources are allocated through a cluster, because the cluster is not directly accountable to anyone, there may be compromises which are ineffective and waste precious resources
 - Who will have responsibility for employment, directing workload, evaluating impact, training and developing for cluster staff
 - In favour of therapeutic support and lead practitioner but again issues of
 - Accountability
 - Monitoring impact
 - Evaluating impact
 - Schools should be able to purchase the support through a SLA on a needs basis with specific outcome measures
 - Agree that there should be progression pathways to CAMHS
 - There is a need for temporary respite placements e.g. Millway
 - Who will finance parenting support, who will train and monitor staff
 - Could we use the area teams to supplement cluster resources
 - Don't think it is appropriate for school staff to provide specialist provision-children and young people at this level have specialist needs
 - How does this fit with the current specialist provision already available and the South of Tyne and Wear (SOTW) review of specialist CAMHS services
 - Is it cost effective to have specialist provision in each cluster, will this lead to a variety in terms of quality dependant on clusters commitment to the process
-

- How will children and young people be identified who need targeted intervention
 - How will their needs be assessed
 - How will intervention be monitored
 - What is the quality assurance
 - How will outcomes be measured
- Who will train staff in schools
- What are the links with services outside of schools e.g. CAMHS, voluntary sector, local authority services in relation to pathways and duplication of services, sharing of information and confidentiality agreements
- What do we do if children and young people don't want to be in receipt of therapeutic interventions
- There is a huge difference in how therapeutic support (counselling and emotional support) can be provided to primary and secondary aged pupils
- There is a need for therapeutic support (counselling and emotional support) to be provided at a targeted level as well as evidence suggests that the earlier a child engages with a counsellor the better the outcomes
- Schools need to be able to differentiate between mental health issues and mental illness
- Counselling services located in schools provide the following benefits;
 - Little or no waiting time/ease of referral
 - The focus of control remains with the young person and not the adult who is referring them
 - Minimal time out of lessons
 - Regular time slot for appointments
 - Relationships developed between counsellor and the pupil and school
 - No restrictions on the number of sessions
 - Personalised therapy relevant to the child
 - Discussions with class teachers on needs of pupils (the bounds of client confidentiality maintained)
 - Improved teaching environment
 - Confidence to offer parents an additional avenue of expertise and support for their child
 - Improvements in behaviour, attendance and academic results
- How does the use of CAF apply to specialist provision
- Who will monitor SLA with agencies including
 - Performance
 - Cost
 - Quality standards

Recommendations

1. Clarify cluster arrangements including;
 - a Status of clusters
 - b Accountability
 - c Funding
 - d Use of areas teams to provide support including parenting support
-

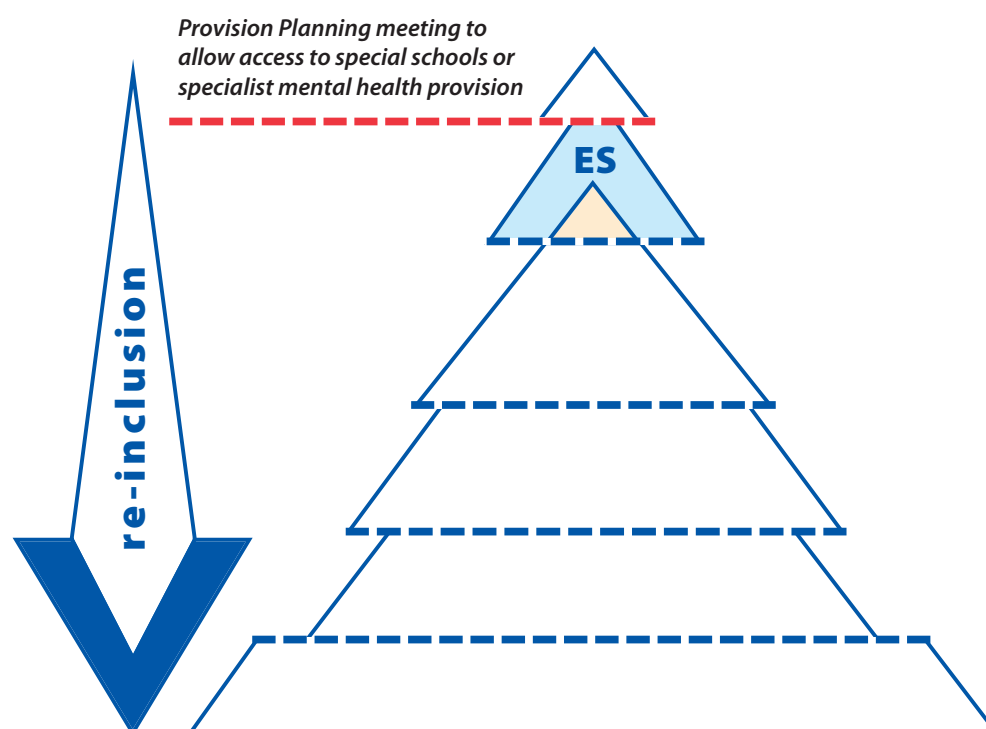
Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Specialist
Aspect	Learning Support
Key Features	<ul style="list-style-type: none"> • Greater involvement of children, young people and parents/carers • Individual Plan drawn up informed by a clear understanding of need • Individual Plan emphasis is upon the development of personal, learning and thinking skills which are the transferrable skills essential to secure transition and or reengagement • Bespoke curriculum in place to include brokered pathways in which positive outcomes are predetermined • Access to therapeutic support compliments the learning support package • Lead Practitioners(Key Workers) coordinate and facilitate support • Clusters share resources to support vulnerable children and young people • Clusters and or schools provide short term intervention programmes • Training and support is provided in clusters and across clusters by schools for schools • Ongoing assessment of needs (formative and summative) • Measurable outcomes developed monitored and shared
Key Outcomes	<ul style="list-style-type: none"> • Children and young people engaged in active learning • Positive outcomes for children and young people • Improved behaviour • Decrease in the probability of exclusion for individual pupils • Increase in attendance
Staffing	As identified by the school Commissioned support accessed as appropriate by the school
Projected Costs	As identified by the school
Current Budget	<ul style="list-style-type: none"> • The schools delegated budget including additional funding allocated on the basis of individual need
Resources that could be reallocated	<ul style="list-style-type: none"> • Cluster resources • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	The emphasis at specialist level is to re-engage children and young people at the targeted core and foundation levels within the school or to provide them with the skills to ensure positive transition into education employment of training as appropriate



Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Specialist Services
Aspect	Therapeutic Support
Key Features	<ul style="list-style-type: none"> • Greater involvement of the child or young person and the parents or carers • The school is responsible for coordinating an initial multi agency response to need • Responsibility for the lead practitioners arising from the CAF does not necessarily rest with the school • CAFs are undertaken as a means to provide a multi-agency response to need. • Team around the Family approach is used to provide support and interventions to children, young people and their family • Clear progression pathways to Tier 2 and Tier 3 CAMHS services • Close links with area teams to facilitate a 'holistic' response to need through a Team around the Family approach • Lead Practitioners facilitate support • Clusters share resources to support vulnerable children and young people • Clusters and or schools provide short term intervention programmes • Therapeutic support is provided at a cluster level to include play therapy, family Intervention programme (FIP), Intensive Intervention Programme (IIP), restorative conferencing, counselling • Use of specific programmes to support individual pupil needs including 'Why Try, restorative work, FRIENDS for Life • Training and support is provided in the clusters by schools for schools • Parenting programmes are lead by trained cluster/school staff • Ongoing assessment of needs (formative and summative assessments) • Measurable outcomes developed, monitored and shared
Key Outcomes	<ul style="list-style-type: none"> • Multi agency responsibility for all outcomes • Children and young people engaged in active learning • Positive outcomes for children and young people • Improved behaviour • Decrease in the probability of exclusion for individual pupils • Increase in attendance
Staffing	Schools and cluster staff
Projected Costs	
Current Budget	The schools delegated budget including additional funding allocated on the basis of individual need
Resources that could be reallocated	<ul style="list-style-type: none"> • Cluster resources • The schools dedicated budget including additional funding allocated on the basis of individual need • Current central support services including Raising Achievement and Access and Inclusion and in and in particular; Educational Psychology, In School Support, Educational Welfare and Attendance • Central resources are currently limited and allocated upon a priority basis or through SLAs with schools
Options	
Other comments	



Proposed conceptual model of provision in Gateshead to support positive outcomes for behaviour and learning



EXTENDED SUPPORT

High Quality multi faceted commissionable services for schools to include:

- Allocation of a Key worker to be the single point of contact for the young person and the family
- Enhanced therapeutic support including clinical and educational psychology
- Multi disciplinary assessment of need to support the design of the specialist or extended support package for a minority of students
- Brokerage services to support the design delivery and quality assurance of individual learning packages including vocational and academic offers
- Outreach support to schools at either targeted and specialist provision levels
- A range of provision
- CPD provision customised to the needs of schools
- Forward referral to Tier 3 services e.g. CAMHS

Extended Support

Extended Support provides a high quality multi-faceted range of commissionable services for schools Management, advice, guidance and support provides a discrete team to manage, quality assure and support the Extended Support process.

Of the consultation forms returned;

4 responses agreed

3 responses neither agreed or disagreed

1 disagreed

Issues raised:

- Do we need to include bullying
- Where is the scope for existing management structure in the BSS in relation to this aspect of the model
- How does this fit with existing panels and processes already in existence e.g. health schools
- How clear are the responsibilities within the management team
- Not enough detail in relation to costs-who will fund this tier
- Who will carry out the multi-disciplinary assessment

Recommendations

1. Clarify roles, responsibilities and links with other processes and panels
-

Support for Behaviour in Primary Schools includes the use of the SEN (ARMS) funding and the current In School Support (primary) team to provide support for our primary pupils.

Of the consultation forms returned;

- 4 responses agreed
- 4 responses neither agreed or disagreed
- 0 disagreed

Issues raised:

- Is there a distinction between ARMS of cluster provision-is it borough wide
- Who will undertake the holistic multi-disciplinary assessment, what other professionals need to be involved
- How does this link with current local authority resources e.g. the Emotional Wellbeing Team and the In School Support service
- Is this a cost effective way of managing resources
- Agree with flexible intervention
- What are the training implications in relation to the use of CAF and TAF
- Swift and easy referral depends on the services which are still available the provision will need to be monitored and quality assured, there will also need to be referral and assessment criteria

Recommendations

1. Clearly defined systems to monitor the impact need to be established
 2. Clear pathways need to be established with existing services
 3. ARMS need to be identified as either a borough wide or cluster provision
 4. The relationship of the In School Support Service and ARMS needs to be clarified
-

Therapeutic Support is central to the model to support behaviour and learning in Gateshead schools. Do you agree with this? What services should be provided at this level.

Of the consultation forms returned;

- 3 responses agreed
- 4 responses neither agreed or disagreed
- 1 disagreed

Issues raised:

- Looks fine in principle but impact will need to be evaluated
- Develop as a resource for exclusive use within the local authority as it would appear through FAP that there is enough need
- Capacity is a problem at the moment in accessing the Emotional Wellbeing Team and the Child and Family Unit only input if the family engage-they cancel if engagement is not happening
- As many services as possible are needed although a referral system would need to be put into place
- Therapeutic services should come through existing health professionals and social professionals rather than the educational route, this is creating unnecessary posts and costs which are currently available elsewhere
- It goes against the 'Back on Track' and Wolf report that states that the curriculum rather than therapeutic support should be at the heart of Alternative and PRU education
- How will this fit with existing services (EPS, PRU, CAMHS, YOT, SMART etc.), should it be integrated into existing services
- How will this fit with the risk and resilience model that is being developed
- Given the changes to the current tier 3 and tier 2 CAMHS services and budgetary constraints who will deliver the therapeutic interventions suggested in the model

Recommendations

1. Closer links with CAMHS services to ensure that the model supports potential changes occurring in the tier 2 and tier 3 of CAMHS
 2. Closer links with CAMHS to ensure educational input into the development of the risk and resilience model
-

Transition Support (secondary) provides for our vulnerable secondary pupils who are moving into mainstream education from a variety of settings. Do you agree with the proposals within this section? Which would your preferred option be?

Of the consultation forms returned;

- 2 Option 1 (Individual Pupil Transition Support)
- 1 Option 2 (Transition Provision)
- 3 No response
- 2 Both option 1 and option 2

Issues raised:

- What is the definition of vulnerable
- Who would be undertaking the multi-disciplinary assessment
- What assessment tools would be used
- How does this fit into existing structured e.g. panels etc
- What are the thresholds
- Need clarity on number of young people this would support
- The role of the key worker is time consuming, is it via on an individual basis
- Have young people been involved in the consultation
- Some resources could come from the receiving school
- Probably needs a bit of both as often family support is needed
- What happens if integration fails
- Should this transition service also include pupils who have previously used Home and Hospital Service

Recommendations

1. Continue to provide support during transition periods
 2. Clarify how current provision e.g. PRU, In School Support and FAST can better provide transition support at a secondary level
-

Home and Hospital Tuition provides individual tailored provision for pupils who are unable to attend school. Do you agree with the proposals within this section?

Of the consultation forms returned;

- 4 responses agreed
- 4 responses neither agreed or disagreed

Issues raised:

- Young woman's project is available, what about young men
- Concern in relation to comments made in relation to 'safer environment'-who is making the value judgement that the current provision is unsafe
- The key focus should be reintegration back into mainstream, is there a link with the transition provision
- Why change what is currently working
- Seems like a very large team, do we need as many staff as it currently has
- Is there capacity for young people to move in and out of the service
- What is available for primary and KS3 pupils
- Seems like a provision for vulnerable young people is needed, why is it linked to Home and Hospital tuition, perhaps we should have two provisions
- Pregnant school girls-what about their educational needs and progressions path ways; what support is available for their babies

Recommendations

1. To continue to offer a Home and Hospital Service
 2. To consider how best to offer value for money in the current economic climate
-

Brokerage provides for an infrastructure which can broker provision, informed by a clear understanding of need. Do you agree with the proposals within this section?

Of the consultation forms returned;

- 4 responses agreed
- 3 responses neither agreed or disagreed
- 1 response disagreed

Issues raised:

- Seems highly desirable
- Quality assurance is essential
- We assume that schools would want to identify resources for this on the grounds that they will ultimately save through economies of scale
- Is this value for money as a separate service or should it be integrated into the management structure
- BSS already broker services for KS3 and KS4 pupils in the PRU
- If we get this right it could be a real asset for schools
- Often these pupils need high levels of pastoral support and good quality teaching which we need to ensure is delivered

Recommendations

1. We develop model to put to schools to broker alternative provision which will include quality assurance and value for money
-

Provision for excluded pupils provides full time education for those pupils who have been permanently excluded from schools. Do you agree/disagree that we should have provision for permanently excluded pupils at KS3? Should permanently excluded pupils at KS4 have a separate provision? Or should brokering be used to provide them with suitable educational placements while on the roll of their mainstream school?

Do you agree/disagree that we should have provision for permanently excluded pupils at KS3?

Of the consultation forms returned;

- 5 responses agreed
- 3 responses neither agreed or disagreed
- 0 responses disagreed

Should permanently excluded pupils at KS4 have a separate provision?

Of the consultation forms returned;

- 5 responses agreed
- 2 response neither agreed or disagreed
- 1 response disagreed

Or should brokering be used to provide them with suitable educational placements while on the roll of their mainstream school?

Of the consultation forms returned;

- 2 responses agreed
- 4 responses neither agreed or disagreed
- 2 responses disagreed

Issues raised:

- Provision should be of high quality to meet the needs of individuals, some of the current alternative provision is questionable
- Provision should be temporary with pathways defined
- How can we avoid pupils being 'asked to leave' a school to avoid a permanent exclusion
- How far do the proposed costing match the current level of resource within the current service
- Training and support will be needed
- Home school should retain responsibly for permanently excluded pupils and some of their resources should be used
- KS3 pupils should be reintegrated back into mainstream
- KS4 pupils should be re-engaged with whatever will help them towards post 16 options in order for them to avoid becoming NEET
- Brokering should be used as an when appropriate and with good quality assurance
- Permanently excluded pupils remaining on school roll might have an impact on schools achieving floor targets
- Does experience show that multi-agency support impacts on pupils with a noticeable improvement
- Does experience show that FAP has impacted on permanent exclusions
- CAF tie up a lot of professionals for a long time, is this effective
- There is a need for a provision for permanently excluded pupils because some pupils will not be allowed on the site of their mainstream schools after they are permanently excluded
- Current provision for KS3 and KS4 pupils provides a safe environment which provides a challenging curriculum

Recommendations

1. To provide a high quality appropriate provision for permanently excluded pupils
-

Forest School provides woodland setting that allows the flexibility and freedom for child centred learning. Do you agree with the proposals within this section?

Of the consultation forms returned;

2 responses agreed
5 responses neither agreed or disagreed
1 response disagreed

Issues raised:

- Existing provision needs to be reviewed to establish if it is fit for purpose before new provision is developed
- How would this be funded
- Where is the evidence that this provision has impact, is it cost effective, should we pilot it first
- What age group would this support
- What would be the referral routes, would it be open to all young people
- Like the concept would like to know more about the how
- What is the evidence that this is suitable for excluded pupils
- How would this sit in relation to other services currently available to support vulnerable young people

Recommendations

1. To develop the forest school model, including costs, staffing etc, identifying where it would sit in the existing framework
-

Media Arts Employability Skills Centre provides a high quality provision focusing on the development of emotional intelligence, communication skills, creative thinking skills and core skills. Do you agree with the proposals within this section?

Of the consultation forms returned;

- 2 responses agreed
- 5 responses neither agreed or disagreed
- 1 response disagreed

Issues raised:

- Existing provision needs to be reviewed to establish if it is fit for purpose before new provision is developed
- How would this be funded
- Where is the evidence that this provision has impact, is it cost effective, should we pilot it first
- What age group would this support
- Lie the concept would like to know more about the how
- Might this be used as part of the brokered services available
- Would this be available to all pupils and would parents what their child to attend a provision for challenging pupils

Recommendations

1. To develop the media arts employability arts centre model, including costs, staffing etc, identifying where it would sit in the existing framework
-

Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Extended Support Service
Aspect	Management to include advice, guidance and support
Key Features	<p>Advice, guidance and support to the 'behaviour and attendance model</p> <ul style="list-style-type: none"> To support the partnership development in Behaviour and Attendance (cross phase) To support the Fair Access process (statutory) and the Pupil Placement Panel To support transition at a cluster, school and extended support services level including support for personal centered plans To provide data to inform practice at a core, targeted and specialist level To provide support to improve attendance To provide support to reduce exclusions linked to new behaviour model (approx 1000 in year transfers per year) To provide support and challenge to schools and governing bodies on statutory behaviour and attendance issues To support developments in attendance at a school and cluster level To monitor exclusions, racist incidents and in year transfers Management systems in place which ensure clarity of understanding of need at transition points between levels of support Support schools in the generation of Person Centered Plans for transition between the various levels of provision (core, targeted, specialist) Access to Extended Support Services through the Pupil Placement Panel (which will be designated in line with the new model for learning and behaviour) To coordinate the delivery of training on a range of behaviour and attendance issues (needs which are not met through school and cluster provision) <p>Individual pupil level support</p> <ul style="list-style-type: none"> To provide access to multi-disciplinary assessment for out of borough students whose profile suggests complex behaviour difficulties To provide access to multi-disciplinary assessment for out of borough students whose profile suggests complex behaviour difficulties To provide support and facilitate in year transfers using an individual case load model To provide support for children, young people, families and schools during transition periods for individual pupil behaviour, emotional wellbeing and parental support (advice and guidance) To support behaviour and attendance cross phase including therapeutic interventions To provide support for permanently excluded pupils
Key Outcomes	<ul style="list-style-type: none"> Local authority meets statutory requirements and is legally compliant The PCP acts as a data collation and collection tools which informs management decisions from a clear understanding of need Appropriate and transparent pupil placement Increased capacity of schools to manage behaviour and attendance Increase and consolidation of partnership working with schools and other agencies Decrease in exclusions (fixed and permanent) Increase in pupil attendance Decrease in issues of bullying and racist incidence Increase in proactive work with young people's issues at an individual pupil level Reeducation in disaffection at an individual pupil level Increased attainment at an individual pupil level
Staffing	



Projected Costs	Advisor	65,503
	Admin support	22616
	Pupil Placement Officer	41737
	Pupil Placement Support Officer	30000
Current Budget	Within existing budgets	
Resources that could be reallocated	None required	
Other comments		

Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Extended Support Services	
Aspect	Support for Behaviour in Primary Schools	
Key Features	<ul style="list-style-type: none"> • High quality intervention for children with SEN (SEBD) that enables them to succeed and achieve their potential and that supports inclusion • High quality intervention for children with SEN (SEBD) that supports inclusion • Flexible intervention that responds to children's different needs • Ongoing assessment of needs (formative and summative assessments) which informs interventions • Access to a range of therapeutic interventions • Use of the Team around the Family approach; including the use of the Common Assessment Framework • Allocation of a key worker as the single point of contact for the young person and family • Assessment of needs undertaken through a 'holistic' multi-disciplinary model • Swift and easy referrals to further interventions/services as/when needed • Training and support to schools and clusters to ensure that mainstream staff have the skills to teach and include more children with SEBD • Intervention that makes the best use of resources efficiently and effectively Clear progression pathways established • Access to parental support (FIP/IIP etc) • Additionally resourced provision established for 8 Key Stage 1 pupils and 8 Key Stage 2 pupils located within one or two mainstream primary schools from September 2011 • Borough wide access to the additionally resourced provision at each key stage • Out reach provision attached to each key stage to support children at the foundation, core or targeted levels of the model • The outreach team would include staff currently working within the In-School Support Team • Pathfinder funding available to support 2-3 clusters in the development of their response to support for behaviour in the primary schools within the cluster • Pathfinder clusters able to access the central resourced primary provision on a buy back basis 	
Key Outcomes	<ul style="list-style-type: none"> • Comprehensive package of support provided to children • Specific 1-1 work with individuals to support their social, emotional and behaviour issues • Positive attitude shift in children and young people • Positive attitude shift in staff in mainstream schools • Appropriate provision for children and young people • Improvement in attendance • Decrease in exclusions • Improved levels of responsibility/ownership on the part of children regarding their issues • Improvement in behaviour, emotional health and wellbeing of young people 	
Staffing	KS1 ARMS (max 8 pupils) 1 teachers 2SAs KS2 ARMS (max 8 pupils) 1 teachers 2SAs Outreach Team	
Projected Costs	1 KS1 ARMS (max 8 pupils)	100,000
	1KS2 ARMS (max 8 pupils)	100,000
	Outreach Team costs currently funded from Access and Inclusion	311,000
	Pathfinder projects total funding available	up to 150,000



Current Budget	SEN and centrally held resources
Resources that could be reallocated	Current funding used for ARMS In School Support Service
Options	
Other comments	3 pathfinder projects (which will be bid for by clusters) to maintain or develop pathfinder projects to support behaviour-these clusters will be able to use the ARMS provision and outreach under a 'buy back* model

Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Extended Support Services
Aspect	Therapeutic Support
Key Features	<ul style="list-style-type: none"> • Access to therapeutic support is central to the model to support behaviour and learning in Gateshead schools • Ongoing assessment of needs (formative and summative assessments) which informs interventions (PASS/Boxall/SDQ) • Access to a range of therapeutic interventions • Assessment of needs undertaken through a 'holistic' multi-disciplinary model • Swift and easy referrals to further interventions/services • Access to services would be through the Pupil Placemen Panel • Services would be monitored through the Pupil Placement Panel and reported to the Behaviour and Attendance Partnership • Allocation of a key worker as the single point of contact for the young person and family • Access to Care First (social services), Change 4 Children and other data base for up to date information on pupils • Training to schools and clusters on specific therapeutic and behavioural interventions • Clear progression pathways established via the SEN panel, Emotional Well-being Team, Child and Family Unit, Area Teams and other services • Access to parental support (FIP/IIP etc)
Key Outcomes	<ul style="list-style-type: none"> • Comprehensive package of support provided to children and young people from a range of professionals across agencies • Specific 1-1 therapeutic work with individuals to support their social, emotional and behaviour issues including mental health • Positive attitude shift in children and young people • Appropriate provision for children and young people • Improvement in attendance • Decrease in exclusions • Decrease in teenage pregnancy rates • Decrease in NEETs • Improved multi-agency working and shared responsibility for casework • Improved levels of responsibility/ownership on the part of young people regarding their issues • Improvement in mental health, emotional health and wellbeing of young people
Staffing	<p><u>Core Therapeutic Team</u> Mental health nurse Counsellor Educational Psychologist Social worker Play therapist/Art Therapist Parent Worker (provided by voluntary sector) Primary Mental Health Liaison Worker Youth justice/crime prevention worker Teacher (dyslexia, numeracy specialism) Admin</p> <p><u>Access to Linked Services</u> Parenting programme facilitator Substance misuse (based in SMART) Clinical psychologist (based in Tier 3 CaMHS) Sexual health worker Alternative enhanced curriculum provider</p>



Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Extended Support Services
Aspect	Transition Support (secondary)
Key Features	<p>Individual Pupil Transition Support</p> <ul style="list-style-type: none"> • Short term <u>transition support</u> for individual pupils who are placed via the Pupil Placement Panel • Personal Centered Plan initiated at transition, which identifies a key worker • Key worker acts as the first point of contact for the young person, the family, internal and external partners, including schools • Timely response to the identification of the young person, their needs and the range of resources available to meet the needs as identified by the Person Centered Plan • Support for parents, as identified through work with children and young people • Access and monitoring via the Pupil Placement Panel • CAFs and TAFs used to support multi-agency working • Access to therapeutic support provided through the therapeutic service <p>Identification and Profiling of Pupil Needs through dedicated Transition Provision</p> <ul style="list-style-type: none"> • Short term flexible <u>part time provision</u> which allows for information to be gathered on pupils to inform their appropriate educational placement • To undertake multi-disciplinary assessments for out of borough students whose profile suggests complex behavioural difficulties • To undertake multi-disciplinary assessments for in borough students whose profile suggests complex behavioural difficulties • Use of a range of standardized assessment tools e.g. PASS (Attitudinal Analysis Tool), Boxall Profile to screen and identify vulnerable young people who would benefit from enhanced levels of support • Personal Centered Plan (may also be a CAF) initiated at transition into appropriate educational placement, which identifies a key worker • Clear progression pathways established via the SEN panel and the statementing process with Bleach Green and Furrowfield • Key worker acts as the first point of contact for the young person, the family, internal and external partners, including school • Transition support back into placement on an individual basis • Access and monitoring via the Pupil Placement Panel (into and out of provision) • Access to therapeutic support provided through the therapeutic service • Support for parents(via the therapeutic service), as identified through work with young people • CAFs and TAFs used to support multi-agency working • The provision would provide; <ul style="list-style-type: none"> Basic literacy and numeracy An assessment of needs (PASS, Boxhall Profile and access to EPS) <p>Progression planning</p> <ul style="list-style-type: none"> An imaginative and flexible timetable to assess needs Computer facilities for personalised learning Support for the development of personal, learning and thinking skills, Self management and motivation



Key Outcomes	<ul style="list-style-type: none"> • A greater understanding of individual pupils needs in relation to their behaviour and attendance issues • Specific 1-1 work with individuals to support their transition • Data collection to inform panel decisions • Appropriate interim provision for pupils • Improvement in attendance • Decrease in exclusions • Identification of appropriate educational pathways • Identification of appropriate transition support into placement • Improved multi-agency working • Improved levels of responsibility/ownership on the part of young people regarding their issues • Pupils needs are identified and acted supported by systems • Integrated planning 												
Staffing	<p>Individual Pupil Support (via Pupil Placement Panel) Link Worker Young People and Family Support Worker (x2) Parent Worker</p> <p>Transition Provision (via Pupil Placement Panel) Teacher (s) Youth worker Counselor (part of therapeutic service) Young people and family support worker (s) HLTA (s) Parent Worker (part of therapeutic service)</p> <p>Teaching and non-teaching staff reflect the size of pupil cohort which needs to be agreed with schools for the provision</p>												
Projected Costs	<p>Option A <u>Individual Pupil Transition Support</u></p> <table> <tr> <td>Link Worker</td> <td>41,737</td> </tr> <tr> <td>Young People and Family Support Worker</td> <td>22616</td> </tr> <tr> <td>Young People and Family Support Worker</td> <td>23469</td> </tr> </table> <p>Option B <u>Transition Provision</u></p> <table> <tr> <td>Teacher allowance)</td> <td>46,000 (MPG point 9/including SEN allowance)</td> </tr> <tr> <td>Support Assistant-secondary</td> <td>24,705 (Grade E/SEN allowance)</td> </tr> <tr> <td>Support Assistant-secondary</td> <td>24,705 (Grade E/SEN allowance)</td> </tr> </table> <p>Counselor (part of therapeutic service) Parent Worker (part of therapeutic service)</p>	Link Worker	41,737	Young People and Family Support Worker	22616	Young People and Family Support Worker	23469	Teacher allowance)	46,000 (MPG point 9/including SEN allowance)	Support Assistant-secondary	24,705 (Grade E/SEN allowance)	Support Assistant-secondary	24,705 (Grade E/SEN allowance)
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Current Budget	Currently within Fair Access process and Access and Inclusion												
Resources that could be reallocated	Fair Access Support Team In school Support Team (Secondary) Identified community and youth work staff												
Options	There is currently sufficient funding within existing centrally held budgets to fund either Option A or Option B but not both, without the reallocation of resources within Access and Inclusion												
Other comments													



Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Extended Support Services
Aspect	Hospital and Home Tuition Service
Key Features	<ul style="list-style-type: none"> • Individually tailored part time provision for pupils with medical (physical and mental health) problems who are currently unable to attend school. • Access to full time provision for Y9 -11 pupils with emotional health problems who are unable to attend mainstream school. • Appropriate pupils able to follow Foundation Learning Pathway. • Assessment of needs of all young/expectant mothers and signposting/referral to other services and provisions accordingly. • Access to full time provision for expectant/young mothers who are unable to return to mainstream school. • Links with Young Women's Project to assist engagement of young/expectant mothers.. • Suitable part time education offered to long stay/recurrent patients on paediatric ward at Queen Elizabeth Hospital. • Part time educational provision at Child and Family Unit for pupils of all key stages. Contribution to multi disciplinary assessment of pupils' needs within C&FU. • Vulnerable pupils temporarily without a current school place receive suitable education until a new placement is secured. • Liaison with host schools to ensure continuity of education and facilitate effective transition. Close working with schools to ensure successful reintegration when appropriate. • Liaison with hospital schools in other LAs when pupils have temporary admission to these. • A wide range of subjects and public accreditation offered according to pupils' needs, with particular reference to core skills. • PSHE and PLTS embedded throughout curriculum and offered as discrete subjects. • Specialist teachers to ensure pupils achieve at highest possible level.
Key Outcomes	<ul style="list-style-type: none"> • Pupils continue to make educational progress and stay abreast of school work if unable to attend school, ensuring successful reintegration. • Pupils unable to return to mainstream school achieve a wide range of public accreditation to enable them to progress to Further Education or employment. • Social inclusion opportunities for otherwise isolated pupils. • Development of resilience and social skills for pupils with emotional needs. • Increased self esteem of vulnerable young pupils. • Vulnerable pupils better prepared for admission to new school and integrate more effectively. • Participation in multi agency working (including contribution to, or acting as lead practitioner in, CAF/TAF) assists holistic development of pupil. • Pupils absent from school for extended periods of time are able to maintain school and peer links, enabling effective reintegration. • Young mothers move from GladstoneTerrace to Heworth Hall in order to access a safer environment and full time/4 day provision.
Staffing	<ul style="list-style-type: none"> • Teacher in Charge • Deputy teacher in Charge • 4.8 FTE teachers • 1.5 Teaching assistants • Pool hourly paid staff (10 part time) • 22 hours admin support all year round.
Projected Costs	All current salaried and hourly paid staff costs, including DSG and standards funds. (EQ415)
Current Budget	



Resources that could be reallocated	<ul style="list-style-type: none"> • All current staff • Heworth Hall building • Current running costs DSG and standards fund • Standards fund allocation (EQ415) could be added to DSG funding to enable young mothers to attend full time provision. • Care2learn funding could be used to pay child minders for young mothers.
Options	<ul style="list-style-type: none"> • Schools could provide for pupils themselves. Economies of scale would be lost. Pupils without a host school or those who have become estranged from it will not receive provision. • Young mothers' education could continue on the Gladstone terrace site, with part-time education and less safe environment but with greater access to Youth and Community support staff from Young Women's Project. • Young mothers could attend Gladstone Terrace on Wednesdays maintaining such links and accessing 4 days per week education through HHTS. • Babies could be looked after by registered child minders accredited to a Gateshead scheme. • Crèche facilities at GladstoneTerrace • Daily support from Young Women's Project at Gladstone Terrace
Other comments	

Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Extended Support Services	
Aspect	Brokerage	
Key Features	<ul style="list-style-type: none"> • A developed infrastructure which brokers provision for the most vulnerable and/or challenging students informed by a clear understanding of need to ensure positive outcomes within a defined timeframe • Managed access to high quality bespoke learning packages designed in partnership with the student, family, school through the Individual Plan Meeting • Annual audit of placement providers; annual audit of the projected volume of need; annual audit of the range of provision needed • Key worker support for, young people, families and schools in the design and delivery of bespoke learning packages made up of functional skills, WRL, vocational programmes, creative activities, transition support (identified at IP) • Support for students to demonstrate positive behaviour and attendance • Planned liaison with students, families, schools, providers, employers • Kite mark developed to reflect QA • CPD for service providers • Access to therapeutic support 	
Key Outcomes	<ul style="list-style-type: none"> • Managed market established • Quality Assured data base of all providers identifies total resource available to meet the needs of the student • Responsibility for behaviour and attendance co developed by students, families schools and providers • Best value achieved e.g. positive outcomes defined from a clear understanding of the needs of each young person; maximizes opportunities to achieve economies of scale • Time and cost effective service • Provision fit for purpose • Accredited learning opportunities extended • Positive and planned progression to the next stage of learning for each student • Continuity of support allows tracking against the achievement of positive outcomes defined within the IP • Decrease in exclusions (fixed and permanent) 	
Staffing	<ul style="list-style-type: none"> • Service Lead • Service Development Officers x 2 • Key Workers x 6 • Administrative Officer FT 	
Projected Costs	Service manager £47k 1xSenior engagement support officers £40K 3xEngagement support officers £105K Running and administration costs £35K	Total £227K
Current Budget	European Social Funding for the SPARC programme	
Funding sources/resources that could be reallocated	Service commissioned by individual schools Reallocation of personnel from current services e.g. Connexions, Youth Service, BSS	
Options	Schools continue to source alternative provision on school by school basis Outcomes continue to be ad hoc No QA	
Other comments	This has been identified by schools in Gateshead as an essential service. This service has the potential to be marketed across LA boundaries Put into context the spend would amount to around 25K per secondary school – less than the cost of a learning mentor in each school.	



Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Extended Support Services
Aspect	Provision for Excluded Pupils
Key Features	<p>KS4</p> <ul style="list-style-type: none"> • Schools retain ownership of permanently excluded pupils • Pupils remain on roll of schools (current White Paper guidance) • Bespoke learning packages provided through brokerage for KS4 pupils at a specialist level, wherever possible before exclusion takes place • Personal Centered Plan (may also be a CAF) initiated-which identifies a key worker • CAF and TAF initiated to access multi-agency support • Transition support onto bespoke learning packages • Access to therapeutic support provided through the therapeutic service <p>KS3</p> <ul style="list-style-type: none"> • Schools retain ownership of permanently excluded pupils • Pupils remain on roll of schools (current White Paper guidance) • Wherever possible (agreed criteria) permanently excluded pupils are moved directly from one school into another schools via the Pupil Placement Panel and the exclusion officer • Access to a short term provision which provides therapeutic intervention (through the therapeutic service) and educational intervention to assess and address pupils needs which lead to the permanent exclusion and EP assessment (if needed) and identify appropriate pathways • Access to short term intervention to modify behaviour • CAF and TAF initiated to access multi-agency support • Personal Centered Plan (may also be a CAF) initiated-which identifies a key worker • Key worker acts as the first point of contact for the young person, the family, internal and external partners, including school • Access and monitoring via the Pupil Placement Panel (into and out of provision) • Transition support back into mainstream via the Pupil Placement Panel and the transition support team • Support for parents (via the therapeutic service), as identified through work with young people
Key Outcomes	<ul style="list-style-type: none"> • Local authority meets statutory requirements and is legally compliant • More pupils are maintained within the mainstream education provision • Appropriate support (therapeutic and educational) for individual young people is identified and provided • Personalized and flexible response to need • Appropriate and transparent pupil placement
Staffing	<p>Teaching and support staffing provided from Access and Inclusion where appropriate-size of which reflects pupil cohort and needs to be flexible to accommodate changing patterns of exclusion</p> <p>School staff Brokering service Therapeutic services (including parenting and counselor provided by therapeutic service) Transition service</p>



Projected Costs	<p>In the immediate and short term we recognize the responsibility to meet the needs of permanently excluded pupils at KS3 and KS4. The projected costs are as identified</p> <p><u>Working on a KS 2 model of 1 teacher and 1 SA to 8 pupils at KS3 the following model would support 24 pupils</u></p> <table> <tr> <td>Teacher allowance)</td> <td>46,000 (MPG point 9/including SEN</td> </tr> <tr> <td>Support Assistant-secondary</td> <td>24,705 (Grade E/SEN allowance)</td> </tr> <tr> <td>Teacher allowance)</td> <td>46,000 (MPG point 9/including SEN</td> </tr> <tr> <td>Support Assistant-secondary</td> <td>24,705 (Grade E/SEN allowance)</td> </tr> <tr> <td>Teacher allowance)</td> <td>46,000 (MPG point 9/including SEN</td> </tr> <tr> <td>Support Assistant-secondary</td> <td>24,705 (Grade E/SEN allowance)</td> </tr> </table> <p>Including access to therapeutic support (see therapeutic support costings)</p>	Teacher allowance)	46,000 (MPG point 9/including SEN	Support Assistant-secondary	24,705 (Grade E/SEN allowance)	Teacher allowance)	46,000 (MPG point 9/including SEN	Support Assistant-secondary	24,705 (Grade E/SEN allowance)	Teacher allowance)	46,000 (MPG point 9/including SEN	Support Assistant-secondary	24,705 (Grade E/SEN allowance)
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Support Assistant-secondary	24,705 (Grade E/SEN allowance)												
Current Budget	Access and Inclusion												
Resources that could be reallocated	Current services that support permanently excluded pupils												
Options	<p>The following options being considered include;</p> <ul style="list-style-type: none"> • Services could be provided through a service level agreement • Services could be provided at a cost to the excluding school based on the time a pupil accesses provision • Charges could be incurred when a school permanently excludes a pupil which could be given to 'new' school to support transition or to pay for individual staff in transition team 												
Other comments	<p>The local authority anticipates that</p> <ul style="list-style-type: none"> • as the foundation, core, targeted and specialist levels of the model are embedded, the number of young people who are permanently excluded will reduce dramatically. • the offer to permanently excluded pupils will include access to therapeutic support, placement within the forest and/or vocational schools and/or alternative provision 												



Operational Proposal to improve Behaviour and Learning in Gateshead Schools	
Level	Extended Support
Aspect	Forest School
Key Features	<ul style="list-style-type: none"> The use of a woodland setting that is framed by strict safety routines and established boundaries that allows the flexibility and freedom for child-initiated learning and other innovative approaches to learning to take place in a low-risk environment. A high adult to pupil ratio allows for children to undertake tasks and play activities that challenge them but do not put them at undue risk of harm. Learning can be linked to the national curriculum and foundation stage objectives whilst setting those objectives in a different context, and it is not focused just on the natural environment. The freedom to explore using multiple senses is fundamental for encouraging creative, diverse and imaginative play. Regular contact for the children over a significant period of time at least one morning, afternoon or day per week or fortnight from two to twelve months or more.
Key Outcomes	<ul style="list-style-type: none"> Increased confidence characterised by self-confidence and self-belief from the children having the freedom, time and space, to learn, grows and demonstrate independence. Improved social skills- children demonstrate an increased awareness of the consequences of their actions on other people, peers and adults, and acquire a better ability to work co-operatively with others. Improved language and communication- children and young people develop more sophisticated uses of both written and spoken language prompted by their visual and sensory experiences at Forest School. Improved motivation and concentration characterised by a keenness to participate in exploratory learning and play activities as well as the ability to focus on specific tasks for extended periods of time. Improved physical skills - children and young people develop physical stamina and their gross motor skills through free and easy movement round the Forest School site. They develop fine motor skills by making objects and structures. Increased knowledge and understanding - respect for the environment is developed as well as an interest in their natural surroundings. Observational improvements as the children start to identify flora and fauna. New perspectives -teachers and practitioners gain a new perspective and understanding of the children as they observe them in a very different setting and are able to identify their individual learning styles. Reduction in NEETs Reengagement in education Improved transition pathways into education, training or employment
Staffing	Centrally resourced
Projected Costs	<ul style="list-style-type: none"> Training Set Up costs Staffing
Current Budget	None
Resources that could be reallocated	Centrally held resources
Options	The forest school can be brokered at any level within the model and the intention is that it would be self funding in the longer term
Other comments	



Operational Proposal to improve Behaviour and Learning in Gateshead Schools

Level	Extended Support
Aspect	Media Arts Employability Skills Centre
Key Features	<ul style="list-style-type: none"> • high quality well equipped media arts provision • the learning offer focuses upon the development of emotional intelligence; communication skills ; creativity; thinking skills; enterprise skills; core skills • personalised to the needs of the individual • learners of mixed age • staffed by emotionally literate adults who have an understanding of the arts as a tool to reengage the disaffected and/or to raise self esteem and increase confidence • adults have an understanding of the arts as a tool to reengage the disaffected and to develop essential employability skills • each learner has the support of a personal coach/key worker • supported by local creative industry partner(s) • opportunities to participate in work related learning with the support of the personal coach/key worker • a range of accredited learning including that in the core skills • longitudinal tracking of those who have participated in the provision to support the ongoing development of the provision
Key Outcomes	<ul style="list-style-type: none"> • learners have an increased understanding of themselves and others • learners have an increased understanding of how their emotions can impact upon others and vice versa • improved communication skills including social communication • engagement in learning • increased confidence, motivation • improved communication skills including social communication • improved employability skills • reduction in anti social behaviour • secures transition to education employment of training • learning accredited in the core skills English, Maths, ICT • smooth transition to next step in education training or employment
Staffing	
Projected Costs	
Current Budget	
Resources that could be reallocated	
Options	<p>Run as a free school, a social enterprise or as part of an existing school or college</p> <p>Run as a resource for disaffected learners but also as a specialist media arts resource for learners of any age within the borough or cross borough</p>
Other comments	

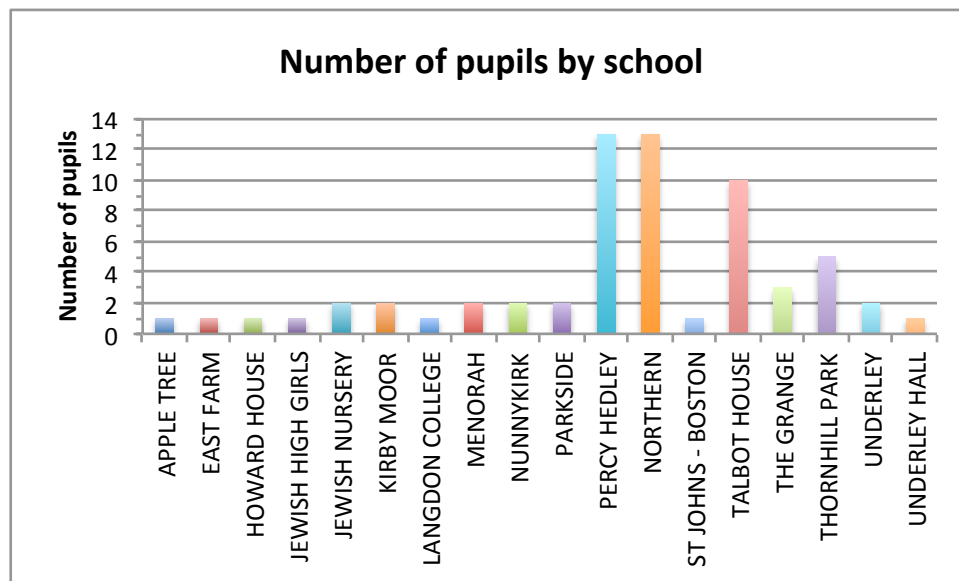


Appendices: independent special school places

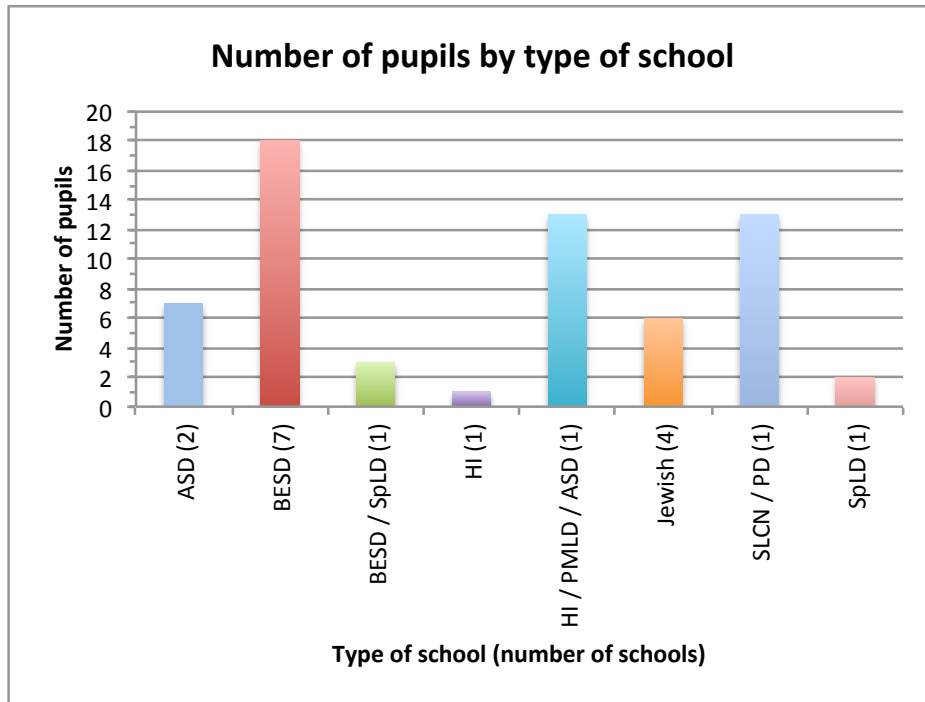
ISS 1 Charts and tables relating to independent special school placements

ISS 2 Out of Authority placement project

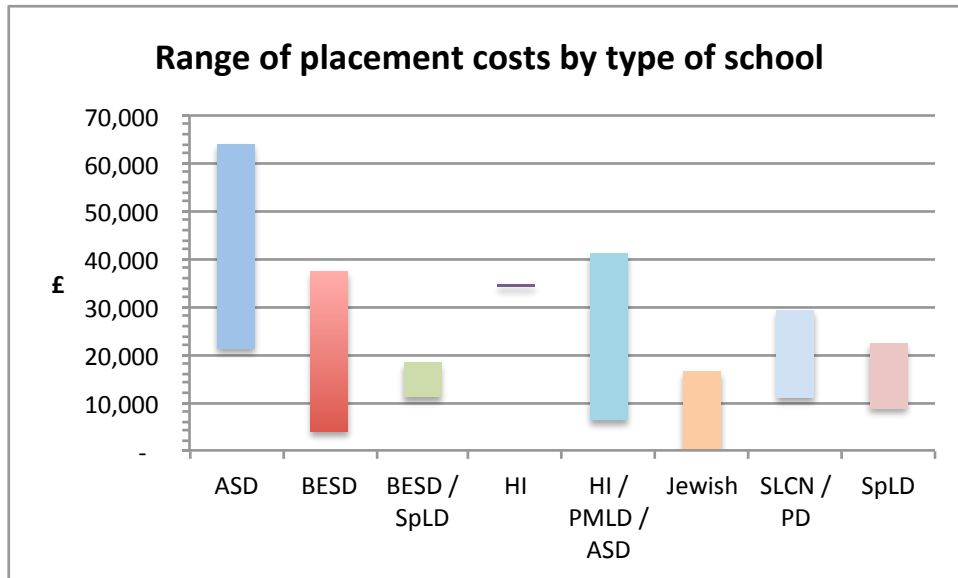
Appendix ISS 1: Charts and tables relating to independent special school placements



School	Number	%
APPLE TREE	1	1.59
EAST FARM	1	1.59
HOWARD HOUSE	1	1.59
JEWISH HIGH GIRLS	1	1.59
JEWISH NURSERY	2	3.17
KIRBY MOOR	2	3.17
LANGDON COLLEGE	1	1.59
MENORAH GRAMMAR	2	3.17
NUNNYKIRK	2	3.17
PARKSIDE	2	3.17
PERCY HEDLEY	13	20.63
NORTHERN COUNTIES	13	20.63
ST JOHNS - BOSTON SPA	1	1.59
TALBOT HOUSE	10	15.87
THE GRANGE	3	4.76
THORNHILL PARK	5	7.94
UNDERLEY GARDENS	2	3.17
UNDERLEY HALL	1	1.59
Total	63	100



Type	Number	%
ASD (2)	7	11.11
BESD (7)	18	28.57
BESD / SpLD (1)	3	4.76
HI (1)	1	1.59
HI / PMLD / ASD (1)	13	20.63
Jewish (4)	6	9.52
SLCN / PD (1)	13	20.63
SpLD (1)	2	3.17
Total	63	100



Type	Lowest cost	Range	Highest cost
ASD	21,299	42,598	63,897
BESD	3,846	33,532	37,378
BESD / SpLD	11,108	7,244	18,352
HI*	34,037	1	34,038
HI / PMLD / ASD	6,330	34,740	41,070
Jewish	232	16,290	16,522
SLCN / PD	11,016	18,207	29,223
SpLD	8,742	13,638	22,380

*NB for HI there was only one placement so we have created a range of £1 otherwise nothing would appear on the chart

Appendix ISS 2: Out of Authority placement project

OUT OF AUTHORITY PLACEMENT PROJECT

Background

In June 2005, the education budget was funding 117 Out of Authority (OOA) placements. The majority within the region with a significant minority (around 10) outside the region, usually at high cost. A number of these placements were funded jointly by the education and social care budgets and in a small number of cases, contribution was also made by health. The cost of OOA placements to the educational budget is currently running at around £2.5m per annum (not including transport costs).

Last year Children and Families spent in excess of £1m on OOA placements. Twelve of these placements were purchased from independent fostering agencies and 10 from residential providers.

Learning and Children therefore spend around £3.5m per annum on purchased educational and/or care placements but it is by no means clear that the provision commissioned is satisfactory value for money or is an efficient use of the Council's budget. In addition, for a Council that is committed to inclusion, it cannot be justified to place children in schools or care placements away from their home area unless the circumstances are exceptional and the arrangements are clearly in their best interests. It was therefore agreed that a multi-agency group should be established to address this issue and seek ways of reducing the dependency on OOA placements.

The project team has reviewed the current situation with regard to Out of Authority placements. This has included an analysis and audit of the current position; an analysis of the age profile and consideration of the reasons why children have been placed in provision outside the Gateshead area.

The National and Local Context

The expenditure of local authorities on Out of Authority placements has attracted substantial national attention. The SEN regional partnerships have been undertaking an analysis of placements made in independent and non maintained schools over the last 5 years. Data with regard to educational placements has indicated that in January 2005 Gateshead had 161.4 places per 100,000 population (against an average for all local authorities of 82.6 per 100,000 population giving a 95.5% increase against the national average picture). In addition the costs per 0 -19 population was 10% higher than the national average at £45 (average for all local authorities £40.90).

In March 2005 Lord Silken wrote to all councils asking them to review the number of children they placed out of authority. He stated "for too many children, such placements are not in their best interests". He also indicated

that those children are likely to achieve poorer education and other outcomes than those placed within their home area.

Within the Northern Council Education Authorities (NCEA) area a new commissioning unit has recently been established to endeavour to look at a regional approach to commissioning.

Project Aim

The aim of the project was to reduce dependency on Out of Authority placements to meet educational, social care and health needs for children who are vulnerable or have special educational needs while ensuring that their needs are met effectively and efficiently and that they enjoy the benefits of local inclusion.

Target Outcomes

1. To reduce the number of Out of Authority placements by at least 50% within 4 years (June 2005 – 136 children placed giving a target of 68 OOA placements by June 2009).
2. To move to a position where OOA placements are made only when the child has low incidence needs and the placement is consistent with the regional commissioning strategy.
3. To build local capacity and develop local practice so that placements outside the region are only made where it is clearly in the best interest of the child.

Project Team

The project team members are as follows:-

Deborah Alder, Pupil and Parents Services Manager, Learning and Children (Chair).

Karen Arnold, Service Manager, Looked After Children, Learning and Children.

Debra Patterson, Service Manager, Children in Need, Learning and Children.

Chris Cottom, Senior Inspector (Secondary), Learning and Children.

Angela Whitehead, Principal Officer, Financial Support Services, Learning and Children.

Deborah Dorian, Acting Group Accountant, Finance and ICT.

Susan Ratliff, Individual Needs Service Manager, Learning and Children.

Clare Elliott, Commissioning Officer, Community Based services.

Jane Gray, Commissioning Officer, Community Based Services,

Debbie Gaskin, Assistant Director, Children's Services, Barnardos North East (NCVCCO Representative).

Lisa Dodd, Children's Commissioning Officer, Gateshead PCT.

Project Activities

Audit

The project team have audited the current position regarding educational and care placements particularly in relation to age, needs, placement type and costs.

Reason	Number as at June 2005	Percentage
Autism	10	7.4
Dyslexia	5	3.7
BESD	32	23.5
HI	36	26.5
Parental Request	1	0.7
Physical Difficulties	10	7.4
Speech and Language	5	3.7
VI	10	7.4
Transfer In	5	3.7
Living with Foster Carers	7	5.1
Children & Families Placement	15	11.0

As can be seen, the clear majority of placements Out of Authority are currently due to the child either having behavioural, emotional and social difficulties (BESD) or having a hearing impairment. (68 or 50% of the total placements).

Age Profile

The age profile of children placed outside the Gateshead area would indicate that the majority are within their secondary education. (79 %).

National Curriculum Year	Number as at June 2005	Percentage
- 2	1	0.7
- 1	2	1.5
1	3	2.2
2	3	2.2
3	3	2.2
4	6	4.4
5	4	2.9
6	6	4.4
7	9	6.6
8	21	15.4
9	28	20.6
10	13	9.6
11	15	11.0

12	9	6.6
13	11	8.1
14	2	1.5

Gender Profile

The majority of placements Out of Authority are male (73%) which generally reflects the national picture.

Behavioural, Emotional and Social Difficulties

The project team felt that the majority of youngsters placed Out of Authority with BESD could have been accommodated at provision within Gateshead if more places had been available. However, a small minority of girls (6) could not be provided for within Borough as Furrowfield School does not offer provision for girls of secondary age.

Recommendation 1

It is recommended that the need to extend provision for youngsters with emotional and behavioural difficulties be further considered as part of the SEN Review. It should also give consideration to the need to make provision for girls within Gateshead area.

Hearing Impaired

A significant number of the placements for children with a hearing impairment are at maintained additionally resourced provision within the Newcastle and North Tyneside areas. This is due to the lack of resourced provision for children with a hearing impairment within Gateshead. However, more recently, parents of younger children have been keen to retain their youngsters within Gateshead's mainstream schools. This has led to increased pressure on Gateshead's Special Educational Needs Support Service. Deaf children who have been placed within Gateshead's primary schools, seem to be coping well with good levels of additional support. This has also included some profoundly and severely deaf children. The project team has considered the age profile of those youngsters currently placed outside Gateshead. It was not felt to be appropriate to recommend that children within Key Stage 3 and 4 return to the Gateshead area. However, it may be possible to establish local provision for those children currently placed outside the area in Key Stages 1 and 2 so that they are able to return to a Gateshead secondary placement.

Recommendation 2

It is recommended that the potential for the establishment of local provision for hearing impaired youngsters for both Key Stages 1 and 2 and also Key Stages 3 and 4 be explored as a matter of urgency.

In order to support some youngsters who have already returned to the Gateshead area and also to enable youngsters about to enter Key Stage 1 to be retained within Borough, funding to be used from the extra district budget to enhance the peripatetic support provided by the Special Educational Needs Support Service with immediate effect.

Recommendation 3

To note that the appointment of an additional liaison teacher has been made with effect from April 2006 and two additional non-teaching assistants are to be appointed in the near future using savings from the extra-district budget. Youngsters with a hearing impairment also need access to regular speech and language therapy. This is a specialist area of work.

The importance of providing good quality local provision was recognised. Particularly if children are to be returned to Gateshead from OOA schools.

Recommendation 4

It is recommended that further discussion be arranged with the Primary Care Trust to ensure that appropriate speech therapy support is available for hearing impaired youngsters attending schools within the Gateshead area.

Recommendation 5

It is recommended that a meeting be held with parents of youngsters with a hearing impairment currently within Key Stages 1 and 2 who are placed at schools outside the Gateshead area so that they can be involved in the planning process for the future education of their youngsters.

Provision for Children with Speech and Language and Physical Difficulties

A number of children who have difficulties which are either physical or relate to speech and language/communication needs have been placed at The Percy Hedley School. Parents are particularly supportive of Percy Hedley as it is able to offer high levels of therapy support. Due to recent difficulties within the Speech and Language Service, the support available within Gateshead special schools has been reduced. In addition limited occupational therapy support is available to children attending Gateshead schools. In order to prevent future placements for such children outside the Gateshead area the need for additional therapy support needs to be explored jointly with the Primary Care Trust.

Recommendation 6

It is recommended that consideration be given to enhance therapy provision within the Gateshead area possibly through increased joint funding of posts on an “invest to save” basis.

Gateshead High Cost Audit

In March 2005, the Choice Protects Audit of the 12 most expensive placements highlighted that the 12 local North East authorities are collectively spending approximately £50m for 144 children. There were 11 children in the Gateshead high cost audit. The total annual cost of all placements was £26,579 per week. Of the 11 children, 7 had behavioural, emotional and social difficulties, 3 had an autistic spectrum disorder and 1 child had moderate learning difficulties. Three of the BESD group posed some form of risk of sexual harm to others.

It may be possible to provide specific local care placements for youngsters involved in some form of risk of sexual harm to others. (At present such youngsters are often placed either in a specialist care home at some distance from Gateshead or with independent foster carers).

Recommendation 7

It is recommended that the potential to provide local specialist care placements for youngsters involved in some form of risk of sexual harm to others be investigated. Such provision may also need to have specific educational arrangements in order to ensure the safety of the youngster and others.

Emergency Placements

The frequency with which placements at independent residential homes or within independent foster carers are made initially on an emergency basis is a cause for concern. This can mean that youngsters are placed without proper planning at some distance from the Gateshead area. However, the situation is likely to continue unless there can be emergency beds retained for such youngsters. There also seems to be a lack of clarity amongst social work staff as to the process to be followed in order to secure placements within the independent sector.

Recommendation 8

It is recommended that the placement procedures for youngsters at independent fostering or residential placements within Children and Families be reviewed and information be disseminated to individual social work staff as a matter of urgency.

IFA Panel

All youngsters placed Out of Authority are reviewed on a monthly basis by the IFA Panel, which is chaired by Frances Powell, Head of Service, Children and Families. Membership of the panel has been widened to include Deborah Alder, Pupil and Parent Services Manager. This has been useful to ensure that appropriate educational arrangements are made for those children who have either been placed outside the Gateshead area or for whom it is planned should return to Gateshead.

Respite Care

The population of children with an autistic spectrum disorder within the Gateshead area has increased dramatically over recent years. Three of the children within the Gateshead high cost audit have an autistic spectrum disorder. Whilst families feel able to manage their children during their early years, as youngsters become older and stronger, there is an increased need for respite care in order to maintain the children's placement at home. Given the specialised nature of their care, 2 of the 3 children are placed at Thornhill Park School in Sunderland. However, they are due to leave school in the near future. Unless specific arrangements are made to plan for the youngsters who are moving through the educational system, it is felt that there will be an increased demand for residential provision for children with an autistic spectrum disorder.

Recommendation 9

In order to avoid increased demand for residential provision at Thornhill Park School, it is recommended that the respite care arrangements for youngsters with a complex autistic spectrum disorder be reviewed and appropriately enhanced.

Young People Who Have Been Identified and Brought Back

During the course of the project, a number of young people have already been identified and brought back to the Gateshead area. Whilst this has led to some financial savings to the Council there have also been some difficulties with the return of youngsters to their home situation. This has highlighted the need to have a carefully planned return with appropriate support mechanisms in place. The present systems are not always flexible enough to meet the needs of families who in some cases have had their children away from the family home for some while. Those children who have returned to the Gateshead area purely for educational reasons have had better success. However, again this has placed increased pressure on the local support services (usually the liaison teachers).

Recommendation 10

It is recommended that flexible packages of support are made available for those youngsters who return home from Out of Authority placements.

Outcomes for Children

An attempt was made to gather information in relation to the educational achievement of children placed in Out of Authority provision. Schools were asked to provide information in relation to the baseline, Key Stage 1, 2 and 3 SATs and GCSE attainments.

The number of pupils in each key stage for which there were reliable records were too small to be statistically reliable. However an analysis revealed that:

- For the 66 pupils with partial or complete records, 30% were performing in line with national expectations, 5% above, and 65% below
- For the 41 pupils with reliable records over more than one key stage, these indicated that 76% made expected progress or better, including 20% making good progress

Recommendation 11

It is recommended that the SEN monitoring visit should include collection and evaluation of educational attainment, progress and attendance data.

Future Trends

Consideration of the age profile would suggest that the number of placements in Out of Authority provision should reduce in order to meet the 50% reduction target by 2009. However, it is crucial that the rate of new placements is substantially reduced in order to ensure that local provision continues to be made where appropriate. However, there is also a recognition that for some children, it is clearly in their best interest to move away from the immediate Gateshead area. The circumstances for such placements should in future be exceptional and the arrangements purely in the best interest of the child.

Recommendation 12

It is recommended that the authority establish an Out of Authority Placement Group which would need to approve and review all Out of Authority placements. This groups should involve representatives from Education, Children and Families and the PCT.

The Out of Authority Placement Panel would need to develop criteria to help identify those exceptional cases where Out of Authority placements are in the

child's best interests and appropriate procedures for commissioning suitable provision and ensuring its quality.

Monitoring Arrangements

There is a clear need to have rigorous monitoring arrangements in place for all children placed outside the Gateshead area. The Commissioning Officer for Children and Families has specific responsibility to monitor the placements of children in independent foster care or residential placements. Within the Education Sector this responsibility mainly falls to the Educational Psychologist. However, attendance at the child's annual review is not sufficient to monitor the progress of the children.

Recommendation 13

It is recommended that a monitoring procedure be put in place for all children placed in Out of Authority schools. This should include a minimum of an annual visit by the SEN Inspector in conjunction with an Educational Psychologist. (This should be in addition to the EP's attendance at the child's annual review).

Summary of Recommendations

It is recommended that:-

1. The need to extend provision for youngsters with emotional and behavioural difficulties be further considered as part of the SEN Review. It should also give consideration to the need to make provision for girls within Gateshead area.
2. The potential for the establishment of local provision for hearing impaired youngsters for both Key Stages 1 and 2 and also Key Stages 3 and 4 be explored as a matter of urgency.
3. To note that the appointment of an additional liaison teacher has been made with effect from April 2006 and two additional non-teaching assistants are to be appointed in the near future using savings from the extra-district budget. The importance of providing good quality local provision was recognised. Particularly if children are to be returned to Gateshead from OOA schools.
4. Further discussion be arranged with the Primary Care Trust to ensure that appropriate speech therapy support is available for hearing impaired youngsters attending schools within the Gateshead area.
5. A meeting be held with parents of youngsters with a hearing impairment currently within Key Stages 1 and 2 who are placed at schools outside the Gateshead area so that they can be involved in the planning process for the future education of their youngsters.
6. That consideration be given to enhance therapy provision within the Gateshead area possibly through increased joint funding of posts on an "invest to save" basis.
7. That the potential to provide local specialist care placements for youngsters involved in some form of risk of sexual harm to others be investigated. Such provision may also need to have specific educational arrangements in order to ensure the safety of the youngster and others.
8. That the placement procedures for youngsters at independent fostering or residential placements within Children and Families be reviewed and information be disseminated to individual social work staff as a matter of urgency.
9. In order to avoid increased demand for residential provision at Thornhill Park School, it is recommended that the respite care arrangements for youngsters with a complex autistic spectrum disorder be reviewed and appropriately enhanced.

10. It is recommended that flexible packages of support are made available for those youngsters who return home from Out of Authority placements.
11. It is recommended that the SEN monitoring visit should include collection and evaluation of educational attainment, progress and attendance data.
12. That the authority establish an Out of Authority Placement Group which would need to approve and review all Out of Authority placements. This groups should involve representatives from Education, Children and Families and the PCT.
13. That a monitoring procedure be put in place for all children placed in Out of Authority schools. This should include a minimum of an annual visit by the SEN Inspector in conjunction with an Educational Psychologist. (This should be in addition to the EP's attendance at the child's annual review).

Appendices: therapies

- Th 1 Data from College of Occupational Therapists
- Th 2 Better Communication: shaping speech, language and communication services for children and young people
- Th 3 Guidance on quality standards for Local Authorities and schools as commissioners of speech and language therapy services in the UK
- Th 4 Speech Therapy - extract from 'Support and Inclusion'
- Th 5 Royal College of Speech and Language Therapists guidance on commissioning

Appendix Th 1: Data from College of Occupational Therapists

Occupational therapists enable children to participate in activities at home and in school

Occupational therapists are health and social care professionals who are specifically and uniquely trained to address the relationship between occupation, physical and mental wellbeing. They help children and young people aged from 0 to 18 years of age to access education and engage in activities at home and in school. Occupational therapists are one of the few professionals to work with children across all settings - in the home, at school, and in the community - enabling children to develop their skills and increase their independence. Working with children, occupational therapists set goals to enable them to participate in activities they need or want to do, to help children get the most from life.

Occupational therapists will work with children who have additional or special education needs, co-ordination disorders, physical disabilities and autistic spectrum disorder. They are experts in understanding a child's underlying skills, the nature of the task, and the effect the environment has on a child's ability to carry out the activities they need to do. Occupational therapists are also specialists in altering and modifying tasks - and the environment if needed - to help children to be as independent as possible.

Participation plays a key role in the development of children and youth; through participation, children acquire skills and competencies, achieve physical and mental health, and develop a sense of meaning and purpose in life. There is evidence that participation in activities that one enjoys and that promote skill development, protect at-risk children and youth from developing mental health, academic and social problems (Law 2011).

Occupational therapists help children to achieve the early years' curriculum

Occupational therapists can work with all children, not just those with identified needs, in response to teachers' concerns that children are not developing the basic skills needed to manage everyday tasks. Head teachers have expressed their disquiet that children start school unable to do the basics, for example, not being able to dress themselves, not able to use the toilet, or use a pencil. Using their knowledge of children's activities, occupational therapists can help children to resolve these issues to enable them to develop the skills needed to be able to carry out everyday tasks.

The benefits of occupational therapy intervention

A multi disciplinary team called 'Sparkle, which included occupational therapists, worked in early years' settings in Kent to enable all children to access the Early Years' Foundation Stage Curriculum. The occupational therapists worked in partnership with Early Years' practitioners providing school staff with formal training and situational learning opportunities. A

recent evaluation of 'Sparkle' has highlighted how creating opportunities for early years' practitioners to work closely with occupational therapists and specialist teachers resulted in many positive changes for children in the early years' settings.

Case study evidence from the Sparkle evaluation supports the view that, following the occupational therapy intervention, teachers were able to make changes to the physical environment, including increasing the availability of activities related to early writing skills.

Occupational therapists help children with co-ordination disorders to solve problems they face every day

For many children with 'hidden disabilities' such as Developmental Co-ordination Disorder (often known in schools as 'dyspraxia') or Attention Deficit Hyperactivity Disorder, an occupational therapy assessment and intervention is key to helping children to develop their skills and allowing those around them such as parents and teachers, to understand the children's needs.

There is evidence to show that children with co-ordination disorders, known as Developmental Co-ordination Disorder, achieve less in school and in subsequent employment, and this condition can persist into adulthood (Losse et al 1991, Geuze et al 1993). This condition is estimated to affect c. 5 – 8% of the school age population (Henderson et al 1982). There is also evidence that with the right help, children can develop the skills that are important to them (Polatajko et al 2001).

Occupational therapists use evidence based intervention to help children with Co-ordination Disorders to develop independent problem-solving skills. Occupational therapists use evidence based approaches to support children with co-ordination disorders to develop new skills, helping children to access education, and reach their full potential by developing independent problem solving skills. This relies on the occupational therapist's unique understanding of how individuals learn to carry out every day activities, including the complex relationship between children's skills, the environment, and the actual task.

The benefits of occupational therapy intervention

Evidence shows that task-orientated approaches such as the Cognitive Orientation Approach to Daily Occupational Performance (CO-OP), created and used by occupational therapists, helps children with Developmental Co-ordination Disorder to develop, improve and maintain everyday skills. This is a cost effective occupational therapy intervention as evidence shows that the problem-solving techniques learnt can be applied to most daily activities, with progress being sustained over time (Polatajko et al 2001, Wilson P.H. 2005). Occupational therapists also work with children to help develop their abilities such as motor and organisational skills to enable children to manage everyday tasks successfully.

Occupational therapists help children with physical

disabilities to participate in daily activities to increase their independence

Children with physical disabilities often need specialist equipment to enable them to sit in an appropriate and safe position for toileting, bathing, and sometimes to be positioned for sleeping. This equipment helps children to participate more fully in everyday life and can protect them from contracture and deformities. It also helps children who need assistance to manage their personal care, providing greater safety for children and for their carers.

Occupational therapists are trained to carry out specialist assessments of posture, correct positioning and movement to ensure that specialist equipment meets children's postural needs, leading to increased independence for children.

The benefits of occupational therapy intervention

There is evidence that children are more able and more likely to participate in everyday activities when using specialist seating and other specialist equipment. Studies demonstrate that when equipment is withdrawn, the level of participation among children was reduced (Ryan et al 2009, Rigby et al 2009).

Occupational therapists help children with Autistic Spectrum Disorder to manage every day tasks and cope with busy environments

Children with Autistic Spectrum Disorder (ASD) often have difficulty managing everyday tasks at school, in the home and in the community. Occupational therapists use a number of approaches to address these difficulties, to enable these children to reach their full potential and for families to better manage their children's needs.

There is evidence that children with Autism process sensory information from the world around them differently from other developing children; the findings from one study reported that 95% of children diagnosed with ASD, experience sensory processing problems (Tomcheck 2007). Occupational therapists are trained to incorporate their knowledge of sensory processing into their work for children with ASD.

Occupational therapists play a vital role in the diagnostic pathway for ASD, helping parents and teachers to understand and manage the challenges faced by children with this condition. It is the holistic assessment of the child which is unique to occupational therapists. An occupational therapist will assess a child's skills, their sensory processing, the nature of the task to be done, and the environment where the task is to be carried out. Occupational therapists will also analyse how children with ASD approach daily tasks to enable them to understand the barriers children face with, for example, teeth cleaning, toileting, eating, going to the shops, being on public transport and doing school activities such as writing and listening.

The benefits of occupational therapy intervention

Evidence shows that by working collaboratively with the child and the family, occupational therapists enable children with ASD to participate more fully in everyday life and reduce parental stress and increase feelings of confident parenting. (Dunn 2011). Use of sensory processing strategies may also be able to reduce autistic mannerisms (Pfeiffer 2011).

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Key Facts:

Occupational therapists are the only profession where activity (task, performance and/or process focused) is the main method of intervention. Occupational therapists work holistically and are outcome focused. They have multi-dimensional training that addresses the physical, psychosocial, sensory processing, developmental levels and needs of Children & Young People. Occupational therapists have specific skills in activity analysis, problem-solving, orthotics, group dynamics, sensory integration, visual perception, and the impact of disability and mental illness upon occupational functioning. (COT 2007)

Occupational therapists provide a range of interventions for different conditions to help improve childrens:

- Functional ability which may be cognitive, physical or emotional (or a combination).
- Co-ordination
- Physical, sensory, intellectual and or psychosocial difficulties.

Interventions are focused on occupational performance areas of age appropriate personal activities of daily living (washing, dressing, feeding, toileting, personal grooming, and mobility, seating), school access and engagement (e.g. handwriting, attention, copying from the blackboard, participation in PE); and developmental play,

- Social relationships and community living skills (e.g. road awareness, shopping, meal preparation, use of public transport).
- Environment through the provision of equipment and /or adaptations

Assessments take into account: gross motor, fine motor, visual perceptual, cognitive, psychosocial skills, and the environment. The needs of the carer are also considered with respect to manual moving & handling, transportation, and safe management of the child in all their environments, including their carers emotional well being.

In the area of mental health, occupational interventions are focused on the emotional and mental health needs of the child or young person using activity based interventions as the main mode of intervention. Interventions are individual and/or group based in nature using a range of treatment approaches, including, developmental, educational, neurodevelopment (Bobath & sensory integration) and compensatory. Intervention will also include the use of home programmes and advice to all those within the child's network. (COT 2007)

Cost Benefit

Similar as for long term conditions

- One study has shown that through occupational therapy intervention for adolescents with emotional and behavioural disorders a positive financial cost benefit realised per teenager was £100 (Ikiugu MN, 2007)

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College of
 Occupational
 Therapists



Occupational therapists help children and young people with autistic spectrum disorder to participate in everyday tasks and cope with busy environments

Key facts:

Children and young people with Autistic Spectrum Disorder (ASD) demonstrate a variety of behaviors which affect their ability to participate in their daily occupations (Law, 2006). Occupational therapists use a number of approaches to enable children and young people with ASD to participate in everyday life and for families to better manage their children's needs.

Occupational therapists play a vital role in the diagnostic pathway, helping parents and teachers to understand and manage the challenges faced by children with ASD. A holistic assessment of the child or young person and their family in the everyday environments in which they live their lives is used to inform occupational therapy intervention. An occupational therapist will assess a child or young person's skills, the nature of the task and the environment where the task is to be carried out. This includes activities such as toileting, eating, going to the shops, being on public transport and participating in school activities such as writing and listening.

There is evidence that children and young people with ASD process sensory information from the world around them differently from other developing children; the findings from one study reported that 95% of children diagnosed with ASD experience sensory processing problems (Tomcheck 2007). This can make simple everyday tasks overwhelming – such as coping with classroom noise, the feel of certain fabrics, cleaning teeth or standing in a queue for lunch. Occupational therapists are trained to incorporate their knowledge of sensory processing disorder into their holistic assessment of children and young people with ASD and to use this understanding to work collaboratively with children, parents, health colleagues and schools.

Children and young people with ASD may exhibit challenging behaviours which can compromise their safety and the safety of their family and those around them. Occupational therapists work to change environments and put strategies in place to increase the safety of the child's environment and to enable their family to manage their needs.

Children and young people with Aspergers often present with motor coordination problems. Small studies indicate that a cognitive approach can be utilised to help guide children in the discovery of appropriate strategies in order to manage everyday tasks successfully and to achieve the goals set by themselves and their family. The benefits of occupational therapy intervention

Key Benefits:

- Evidence shows that by working collaboratively with the child and the family, to identify and achieve their goals, occupational therapists enable children with ASD to participate more fully in everyday life and reduce parental stress and increase feelings of confident parenting (Dunn et al., 2011).
- Use of sensory processing strategies and sensory integration intervention may reduce autistic mannerisms (Pfeiffer 2011).
- Occupational therapists analyse the activities of daily life in which children and young people struggle and assist them in building skills with these activities (Law 2006).
- Cognitive approaches can help children and young people with Aspergers learn skills to manage the everyday activities that are important to them (Rodger et al 2009).

The National Institute of Health and Clinical (NICE) excellence are calling the establishment of Autism teams, which should lead on the referral and diagnosis of individuals with possible ASD, and should include a paediatrician, a child and adolescent psychiatrist, a speech and language therapist, a clinical or educational psychologist and an occupational therapist (NICE 2011).

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Appendix Th 2: Better Communication: shaping speech, language and communication services for children and young people

http://www.thecommunicationtrust.org.uk/media/17889/better_communication_report_-_rcslt_and_jean_gross.pdf

Appendix Th 3: Guidance on quality standards for Local Authorities and schools as commissioners of speech and language therapy services in the UK

http://www.rcslt.org/docs/quality_standards_schools_2011

Appendix Th 4: Speech Therapy - extract from 'Support and Inclusion'

Supporting the development of a high quality speech and language therapy workforce

5.40 We know that speech and language therapists can play a key role in supporting children and young people to develop their speech, language and communication skills working across a range of services and settings. In the context of growing numbers of speech and language therapists and numbers of children and young people who need their support, the Department of Health is considering currently the future training and development system for healthcare professionals, which includes speech and language therapists, through the consultation entitled *Liberating the NHS: Developing the Healthcare Workforce*.¹³⁴ The consultation sets out proposals for a new framework for planning and developing the healthcare workforce to ensure that there is the sufficient number of professionals providing a high quality service.

5.41 The proposals are for transferring workforce functions from the Strategic Health Authorities to local healthcare providers, and the consultation proposes that local workforce planning and development is coordinated through skills networks that will bring together all providers of NHS services to plan for the future. A new national body, Health Education England (HEE), will be established to provide national oversight and leadership for workforce planning and education and training. HEE will take on the role currently carried out by the Allied Health Professions Professional Advisory Board, and may also have a role in commissioning education and training for smaller professions.

5.42 This new framework will need to deliver:

- security of supply, having people with the right skills in the right place at the right time;
- responsiveness to patient needs and changing service models;
- high quality education and training that supports safe, high quality care and greater flexibility;
- value for money; and
- wider participation, greater diversity and equitable access to services and education, training and development opportunities.

5.43 The consultation closes on 31 March 2011 and the Department of Health welcomes views from a wide range of stakeholders across health, social care and the education sector.

¹³⁴ NHS Information Centre for health and social care (2009) and (2010) – the number of speech and language therapists has increased. In 2008 the number of therapists was 7,118, and a year later this had increased to 7,486. This represents a 5.2 per cent rise in the number of therapists.

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Case study: The West Kent Community Health Children's

Speech and Language Therapy Service

The West Kent Community Health Children's Speech and Language Therapy Service is one of 30 services that participated in a national allied health professions service improvement project.

Following consultation with service users and partner agencies, this service now provides a school-based service, when previously there was none, and offers intervention at the time of assessment with no wait inbetween. Clear pathways for early years and school-aged children actively involve staff as well as parents through:

- a rolling programme of parent workshops;
- training on the new referral protocol for early years staff;
- specialist support for SENCOs;
- a prioritisation tool that involves others in determining the child's needs; and
- a referral process that prompts the professional who made the referral to consider the strategies already trialled and outcomes achieved. Specialist care packages, devised following research of relevant evidence-based practice where such evidence is available, are integrated into the pathways, for example for children with autistic spectrum disorder. Service improvement was achieved through collaboration. Sustainability of these improvements will rely on continued collaboration, the next step of which will be to pilot the multi-agency Common Assessment Framework as the point of access to speech and language therapy services for school-age referrals. This will further improve multi-agency discussion about the child's needs to determine who is most appropriate to see the child and will help to avoid duplication of work between agencies.

Appendices: educational psychology

EP 1 Educational Psychologist, extract from 'Support and Inclusion'

Appendix EP 1: Educational Psychologist, extract from 'Support and Inclusion'

Supporting the development of a high quality educational psychology profession

5.44 We know that educational psychologists can make a significant contribution to supporting families and enabling children and young people to make progress with learning, behaviour and social relationships. At present, however, the ways in which the expertise and skills of educational psychologists are utilised, in addition to the important role they play in the statutory assessment process, vary between local authorities. We want to encourage educational psychologists, as well as local authorities and schools that commission their services, to work in a more flexible manner that is responsive to the needs of the local community.

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5.45 For example, educational psychologists working with early years settings and schools can help to improve early identification of children's SEN and therefore ensure that the appropriate support is put in place quickly. In schools and other education settings, educational psychologists can help to develop the skills of teachers and other professionals working with pupils with SEN. Where educational psychologists are deployed to work directly with families, this can help parents to understand their child's needs and the support that will enable the child to fulfil his or her potential.¹³⁵ Increasingly, local services are responding to this by providing direct access to educational psychologists for parents, for example through helplines.

Case study: The Leicester City Targeted Mental Health in

Schools (TaMHS) project

The Leicester City TaMHS project has helped to move the focus of educational psychologists' work towards practical intervention following assessment, helping children and families where there is a risk of the child not achieving learning outcomes, and identifying and intervening where there are mental health concerns.

This approach has involved direct work with targeted groups of children, working alongside a school partner, which has increased the ability of schools to work with children and families experiencing behavioural and mental health difficulties. This has allowed educational psychologists to work in collaboration with other professionals in multi-agency teams to maximise their contributions by combining their skills. It has also allowed educational psychologists to engage in activities in addition to statutory assessments, thereby making more effective contributions to pupils' progress and achievement.

This has also enabled the educational psychology service and its partners to move towards a more practical, intervention-focused way of working in order

to help children and families deal with psychological wellbeing and mental health issues, as well as shifting the emphasis to school-based early assessment and therapeutic interventions.

5.46 The current scheme for funding the initial training of educational psychologists relies on voluntary subscriptions from local authorities, as well as on local authorities providing a sufficient number of placements for trainees. At present, however, the contributions towards funding and the availability of trainee placements are unevenly spread across the country. To address this, the Department for Education will work with the profession and local commissioners to review the future training arrangements for educational psychologists. While the review is being carried out, we are making provision for the current training arrangements to continue in order to secure a continuing flow of new entrants to the profession. The final year of the current arrangements will be for those whose courses commence in September 2012.

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5.47 To inform this review, the Department for Education is consulting on the ways in which educational psychologists can be deployed most effectively, the current and future roles of educational psychologists in supporting children, young people and their families and the implications of this for local commissioning and service delivery. Full details of the scope of the review and how to respond to the consultation can be found on the Department for Education's website. Responses to the review and this Green Paper will be considered together to inform the future training arrangements for educational psychologists.

Question 49: In addition to their role in the assessment process, what are the innovative ways in which educational psychologists are deployed locally to support children and young people with SEN or who are disabled and their families?

Question 50: How do you envisage the role and service structures of educational psychologists evolving to meet local demands?

Question 51: What are the implications of changes to the role and deployment of educational psychologists for how their training is designed and managed?

Case study: The Somerset Educational Psychology Service and

Ups and Downs Southwest

The Somerset Educational Psychology Service and Ups and Downs Southwest, a local Down syndrome voluntary and community sector organisation, are working in partnership to improve parental access to

psychological advice, develop and implement new practices, and create new ways of working effectively with parents.

As a result of this approach parents are able to consult directly with educational psychologists, and educational psychologists now take part in the Ups and Downs Bridgwater youth group and pre-school group. In addition, parents, young people, schools and professionals are working together to develop transition packs, focused on the transition from primary to secondary school, in order to increase the number of successful secondary placements by improving parental confidence and reducing the anxiety that can be associated with the transition process.

**Appendix Th 5: Royal College of Speech and Language Therapists
guidance on commissioning**

<http://www.commissioningsupport.org.uk/idoc1446.pdf>