



REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools' Forum
DATE OF MEETING:	28 June 2017
SUBJECT:	Outreach Services Update
REPORT BY:	Mary Meredith – Children's Services Manager, Inclusion
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IS REPORT CONFIDENTIAL?	Yes

SUMMARY

The purpose of this report is to provide an update about the Outreach Services commissioned by Lincolnshire County Council (LCC) on behalf of the Schools Forum:

- Outreach for Physical Disabilities – provided by St. Francis Special School
- Outreach for Autism and Learning Difficulties – provided by the Working Together Team (Gosberton House, Spalding Schools Federation and Lincolnshire Wolds Federation)
- Challenging Behaviour Outreach Support Services – provided by Family Action

All services have been commissioned following a tender exercise which performed an evaluation of performance and price, utilising the MEAT (most economic advantageous tender) as the awarding criteria. The contract awards were followed by an implementation period where rules, responsibilities, expectations, contract and performance management are laid down.

DISCUSSION

1. Context and Background Information

Contract and Performance Management

An appointed Contract Manager monitors and records the service performance through regular contract management meetings. Relevant information is provided and analysed prior to the meeting, where areas for improvements are discussed and praise is given where appropriate. Any actions are recorded and followed up accordingly. The provider and the Council's Commissioning and Service Area maintain constant and ongoing communication to address any issues, concerns or just to 'touch base' in between contract management meetings, to ensure any underperformance can be dealt with immediately.

The meetings are attended by the Contract Manager, Service Area representatives and the provider. The Joint Evaluation Toolkit (JET) is the method used to RAG rate the service outcomes and provider performance. The JET is completed and issued to all relevant parties and is the formal record of the performance, issues and actions for that period.

Issues that compromise the effectiveness of the delivery are highlighted and depending on the severity, are discussed not only with the Service Manager, but also with Directors and Senior Members of Children Services. In addition to this, contract performance and risks are "RAG" rated on a monthly basis, as part of the ongoing monitoring of the Key Performance Indicators (KPI's). A summary of the performance is given to the "Contract Programme Review" board, every 6 weeks, where the senior members of the Commissioning team receive a verbal and written update about what is going well, what is not going well and what needs to happen. Poor performing contracts are also highlighted to the Council's C&YP Scrutiny Committee once every quarter.

Quality Assurance

LCC, as the commissioning authority, annually quality assures providers. This includes requesting, analysing and recording:

- Business Continuity Plan and Risk Register
- Insurances
- Evidence of compliance with Section 11 of Children's Act
- Domestic Abuse Policy
- Safer Recruitment Policy
- Latest Ofsted (if applicable)
- Any other relevant documentation

2. Individual Services update

Service: Lincolnshire Physical Disability Outreach Service

Provider: St Francis School

Contract Value: £140,436

The contract has been operating since September 2015. The service offers support for pupils with a profound physical/ cognitive disability or life limiting condition. There are currently 177 pupils on the caseload (April 2017), over 170 schools.

The service is commissioned to provide support in the following areas;

- Inclusion in the curriculum (classroom practice, teaching and learning)
- Assistive technology (AT) for practical inclusion in classroom activities and access to IT.
- Using augmentative and alternative communication (AAC) to access the curriculum
- Assessment of progress
- Moving and handling training and support
- Disability awareness training
- Parental support

This Outreach provides 3 qualified teachers with expertise in different areas, but they all have experience in working with SEN providing educational, practical and specific advice on physical disabilities. Their experiences include the use of a wide range of Assistive Technologies and Software/teaching approaches to encourage independence and inclusion for pupils. All of the team liaise with other professionals (Occupational Therapists, Physiotherapists, Speech and Language Therapists, Educational Psychologists, Behaviour Outreach Support Service and the Working Together Team) involved with the pupil and also signpost to other services.

The team assess referrals together and decide who the most appropriate professional to support the pupil is. Overall, when pupils are accepted, they tend to stay on records and receive support continuously throughout their school life as their needs change. The largest proportion of children accessing the service is of primary age.

At least one moving and handling course is held every month throughout the academic year at St Francis. A follow up visit to the mainstream environment is then arranged to go through the pupils individual moving and handling plan. The team also supports schools with training on any software or strategies recommended.

At present the team are working on improving the target setting and reviewing process (See Table 1 below). The need for more rigorous strategies for measuring the impact of the service was highlighted in a contract management meeting. Since then, one team member has been undertaking a post graduate qualification to support learning about

The need for pupil participation in this process is paramount, and as part of the quality evaluation of the service, the provider needs to demonstrate its commitment to the United Nations Children's participation charter. Pupils views are obtained through a questionnaire (see Table 3 below). It can be difficult to obtain opinions from pupils with learning disabilities. However, the questionnaire is "user friendly" and uses symbols so that pupils with significant cognitive disabilities can also express their views about the service. Any feedback given will inform the service strategy and continuous improvement.

Table 3

Please tick, circle or mark the scale													
How was your Outreach Team member at ...													
 <p>1... making you feel happy and relaxed? (being friendly and caring and making you feel calm)</p>	<table border="1"> <tr> <td>not very good</td> <td>ok</td> <td>good</td> <td>very good</td> <td>excellent</td> <td>does not apply</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	not very good	ok	good	very good	excellent	does not apply						
not very good	ok	good	very good	excellent	does not apply								
													
 <p>2... asking questions and letting you talk? (being interested in you and giving you time to speak)</p>	<table border="1"> <tr> <td>not very good</td> <td>ok</td> <td>good</td> <td>very good</td> <td>excellent</td> <td>does not apply</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	not very good	ok	good	very good	excellent	does not apply						
not very good	ok	good	very good	excellent	does not apply								
													
 <p>3... listening and understanding (paying attention and knowing the things you find difficult)</p>	<table border="1"> <tr> <td>not very good</td> <td>ok</td> <td>good</td> <td>very good</td> <td>excellent</td> <td>does not apply</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	not very good	ok	good	very good	excellent	does not apply						
not very good	ok	good	very good	excellent	does not apply								
													
 <p>4... explaining things? (answering questions, giving you clear information and instructions)</p>	<table border="1"> <tr> <td>not very good</td> <td>ok</td> <td>good</td> <td>very good</td> <td>excellent</td> <td>does not apply</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	not very good	ok	good	very good	excellent	does not apply						
not very good	ok	good	very good	excellent	does not apply								
													
 <p>5... making a plan? (encouraging you, talking about what to do next, involving you as much as you want)</p>	<table border="1"> <tr> <td>not very good</td> <td>ok</td> <td>good</td> <td>very good</td> <td>excellent</td> <td>does not apply</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	not very good	ok	good	very good	excellent	does not apply						
not very good	ok	good	very good	excellent	does not apply								
													
For non verbal pupils please use picture/sign or gesture as appropriate													
<small>© Stewart W Mercer 2004 Adapted in 2012 by Dr Joan Murphy & Moring Place, Talking Mats Centre, www.talkingmats.com & Jane Reid, 1915 Scotland Images © Adam Murphy</small>													

The team have access to excellent CPD and attend lots of relevant training which impacts positively on the delivery of the service. This current year the team have attended: Communication Matters Conference, Physical Disability conference (PD Net), Assistive technology training (ACE centre north), moving and handling training, PODD training (communication), using literacy with AAC course, Crick literacy training and also assessment for SEN courses.

Since the start of the contract, the service has been able to purchase equipment to loan to schools which has proved to be very successful; allowing schools to trial different apparatus before they commit to buying them.

The service was recently promoted through Head Teacher briefings. This was an opportunity for Outreach staff to explain how the service operates, how it can be accessed and the criteria for referrals, etc.

No complaints have been received and the service is well regarded and valued by Schools and pupils. Training on assistive technology will support greater feedback from users and the collation of the positive impact this will have. The service has constantly been rated 'Good' and the risk rating has been assessed as low, (Green) with areas of outstanding practice.

Service: Autism and Learning Difficulties Outreach Service

Provider: Working Together Team (Gosberton House, The Spalding Special Schools Federation, The Wolds Federation)

Value: £617,500

The Working Together Team (WTT) provide educational support for school aged pupils whose special educational needs relate to difficulties in autism and learning difficulties, with or without a diagnosis of autism. Formerly known as the Lincolnshire Social Communication Team, the service has been nominated for the Accreditation Excellence Award in recognition of a service operating at the very highest of levels.

The service follows a tiered model of support, the first tier being a one-off consultation session for a school which has concerns about a pupil. If further intervention is required, the school can complete a referral form. On acceptance of this referral, a specialist teacher from the WTT will consult with school staff and parents, as well as observe and if possible obtain the views of the young person.

A personal centred programme of support will be devised around what is identified as '*working well*'; '*not working well*' and '*what needs to happen next*'. This will draw from a wide range of established and researched approaches and interventions. The school is expected to deliver this programme with on-going consultation, assessment, training and review from the WTT specialist teacher.

The service ethos is that interventions will only be effective within settings in which all the staff has an understanding and appreciation of the challenges experienced by autistic children and young people. For this purpose, it insists that the referral of an individual must be accompanied by a commitment to whole staff AET (Autism Education Trust) training. In addition, the service supports mainstream schools to achieve the county's Autism Inclusion Mark (AIM4Lincs).

The service has been praised by the National Autism Society (NAS) for its 'Enabling Model' - The model of enabling schools by providing whole School AET training and support in achieving the AIMS mark.

Since September 2015, 349 Schools/Academies and 1,414 Pupils have accessed support from the WTT. There have been 7,738 delegates who have completed the Tier 1 Training – AET (Autism Education Trust), 598 at Tier 2, with Tier 3 beginning to be rolled

out with 11 delegates attending so far. The service also offers themed packages of training outside of AET such as sensory differences and supporting transitions. Schools have reported the following outcomes following receiving support from WTT:

- increased time in the classroom as the result of intervention;
- Reduction in challenging behaviour;
- Increased attendance.

Feedback provided by mainstream schools, identifies the service is valued as an accessible source of practical and sensible advice. Reports are described as clear, straightforward and detailed, and schools appreciate being able to obtain resources on loan. The service is perceived as highly flexible seeking to resolve issues rather than put up obstacles. A comment made by a number of SENCOs was that the WTT is the best external service available to them and that they wished other services operated in the same way. In the words of one SENCO:

'The Working Together Team have been an invaluable service to our school particularly during a period of time when other services are diminishing and support for schools is more difficult to access...We have had many occasions when we have faced barriers to accessing support from other Outside Agencies due to a pupil's complex needs, whereas the Working Together Team is extremely accommodating and will always go above and beyond to provide advice and support in order that the child and school's needs can be met.'

Since it commenced, the service has constantly been rated 'Good', being rated 'Outstanding' more recently and the risk to the council has been low (Green).

Service: Challenging Behaviour Outreach Support Service

Provider: Family Action

Contract Value: £1,282,047

The investment and development of a Behaviour Outreach Support Service (BOSS) for pupils with behaviours that challenges, focused in early intervention, prevention and support for schools and pupils experiencing behavioural difficulties aims to support containing the growth of exclusions and high specialist placements.

The BOSS provides a bespoke service for all schools in Lincolnshire, strengthening the inclusive approach of schools and building capacity within school settings to manage the social and emotional needs of pupils at risk of exclusion. BOSS provides a unique, targeted service to meet the expressed needs of individual schools. BOSS commenced in September 2016 and has enhanced service provision in response to demand.

Currently the service provides:

- Awareness training for whole schools, individual staff teams, and/or individual staff, including lunch time supervisors about attachment and restorative approaches.
- Advice and guidance about behaviour management
- Specialist training events delivered by qualified trainers
- Bespoke training packages at request. These training packages are tailor made for individual schools, clusters, federations and academies.
- Mentoring, coaching, advice and practical intervention to develop a whole school approach to managing behaviour.
- Targeted support to assess the individual needs of challenging pupils/students at risk of exclusion, working collaboratively with schools and staff to develop bespoke behaviour management plans. Behaviour management plans incorporate strategies and practical methods to manage behaviours effectively.
- Targeted transition and re-integration support for managed moves.
- Re-integration support and plans for schools when pupils return to mainstream education from alternative provision.
- Targeted Restorative support, provided by a qualified restorative practitioner
- In addition BOSS in partnership with Restorative Solutions has a pilot project developing whole school restorative practice in 16 schools.
- A training offer which includes: Attachment Awareness; Restorative Approaches; Whole school approaches to behaviour management.

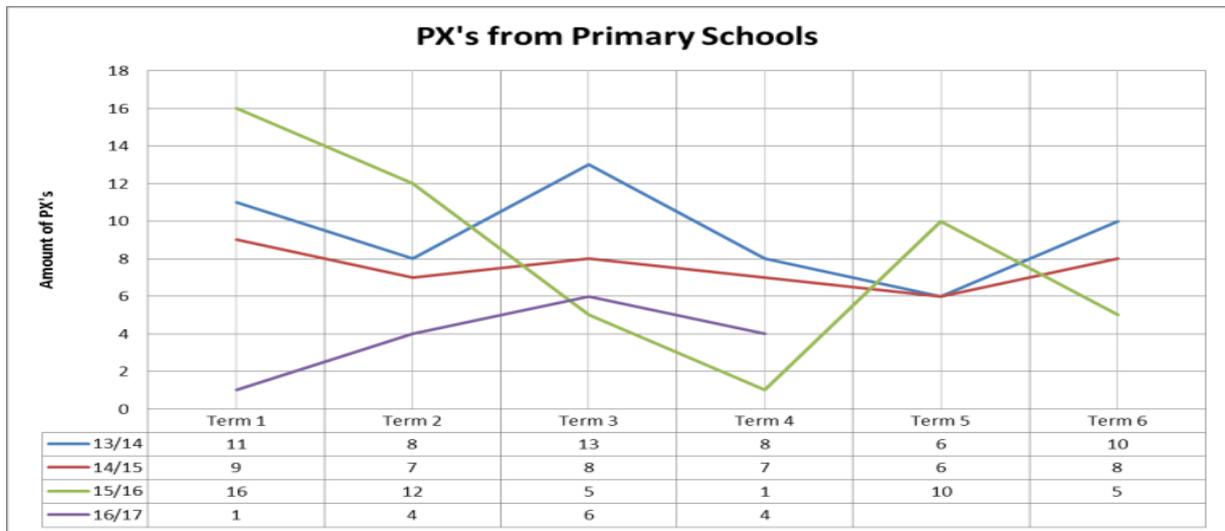
Progress/data

BOSS has worked with 332 cases since September 2016 providing targeted support to manage the behaviour of individual pupils/students that may result in exclusion.

Term	Primary School Setting	Secondary School Setting
1	20	19
2	40	67
3	48	32
4	51	55
Totals	159	173

Current data regarding exclusions indicates a dramatic reduction in permanent exclusions from primary settings as seen in previous years, in Table 4 below.

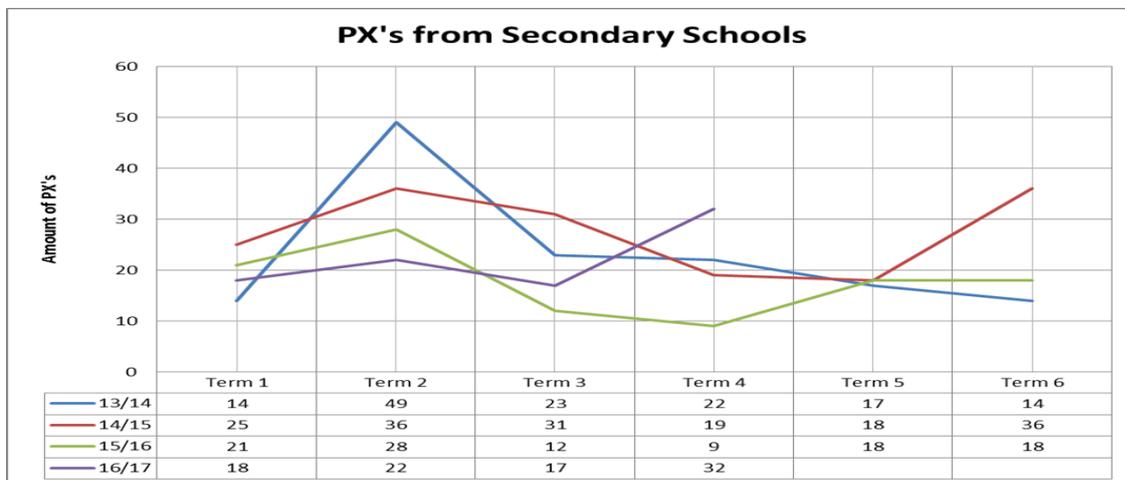
Table 4



(Graph from Pupil Reintegration Team (PRT) data)

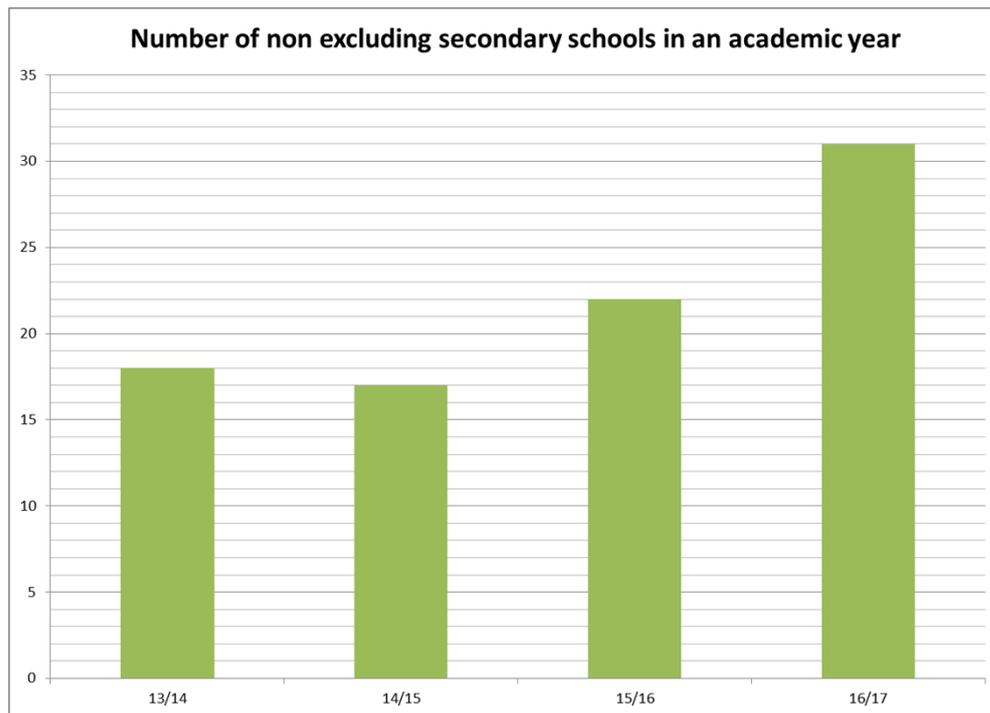
Whilst the number of exclusions in secondary setting has risen slightly (see Table 5 below), the number of non-excluding secondary schools secondary schools has increased significantly during the 2016/17 academic year to-date (see Table 6 below).

Table 5



(Graph from PRT data)

Table 6



(Graph from PRT data)

In addition, the BOSS is currently providing targeted support for 9 pupils/students re-integrating into mainstream provision from the Lincolnshire Teaching and Learning Centres.

BOSS Restorative Schools Pilot

Restorative Solutions CIC, in conjunction with Family-Action, were commissioned to undertake a 'Restorative Practice in Schools' pilot across Lincolnshire. The chance to participate in the Restorative Approach pilot was offered to all Lincolnshire Schools and Academies. Schools were asked to complete an Expression of Interest into the programme that has the following benefits:

- A reduction in classroom exclusions;
- Fixed term and permanent exclusions reduced;
- A fall in anti-social behaviour in the local community;
- Increased staff confidence when dealing with discipline issues;
- Effective at preventing bullying;
- Increased attendance.

The restorative schools pilot offers a dedicated Restorative Practice Manager for the 12 month period to scope, manage and be responsible for delivering the pilot across 16 schools in Lincolnshire in which to develop a restorative culture within schools. 88 Restorative Champions have undertaken training, including two 6th form pupils. The pilot

has delivered restorative training, undertaken whole school assessments, developed action plans and made recommendations for inclusive schools. Family Action has recently sent a survey out to the schools taking part in the pilot to evaluate its effectiveness. Following the analyse of the feedback received by LCC a decision will then be made if the pilot should be offered for another year.

Training

The BOSS has delivered 75 training sessions to schools about restorative approaches and attachment. Over 200 teaching staff and lunch time supervisors have accessed the training.

Behaviour Outreach Support Staff deliver a structured package of support including Boxall Profiling. Training has been undertaken in scaling, speech, language and communication difficulties, and nurturing approaches in schools. The team provide a comprehensive assessment, behaviour support plans, incorporating individual and whole school strategies to manage the emotional and social needs of children and young people, planned reviews and planned BOSS exit strategies. The approach will be reviewed with Head Teachers and schools as part of the BOSS Service commitment to continuous learning and development.

Feedback

*"Thank you so much for all of your help and support with ---- it has been great"
"I know that your work with ---- has had a huge impact on her improvement across the board! It would be great to work with you again in the future."*

"The service you provided was really great, working both with ---- and staff to share strategies and possible ideas to support ---- within the classroom. I know that the activities you carried out with ---- went down a storm!"

Primary Schools Targeted Work

"I would like to put on record our appreciation of the work BOSS has done with ---- (Year 9 student) to date. We have found BOSS to be highly professional, supportive of the school strategies employed and flexible in providing additional time for was required. BOSS has been sympathetic to the needs of the school and has used a variety of intervention strategies to support ---- as his behavioural needs have changed. BOSS has forged a good working relationship with ---- in a short period of time and has provided regular updates (verbal and written) on ---- progress. We hope that this work can continue."

Secondary School Targeted Work

I just wanted to drop you a quick email to update you and also thank you. ---- called in to school on Friday and she's coming back to school for an initial meeting this Friday. ---- is

coming to discuss restorative practice the following week. I never imagined we would get such good support and it really is appreciated”.

Primary School Whole School Approach

“A & B (Teaching staff) used their new skills with ---- the morning after and were very proud of themselves.”

Head Teacher providing feedback about attachment training.

“School are now maintaining ---- behaviour from the action plan and BOSS support during the PSP process. All targets being achieved”

Primary School Targeted Support

“---- was at risk of permanent exclusion. ---- continued to be part of the school environment full time and did not have any more fixed term exclusions”

Secondary School Targeted Support

“---- received an award in school assembly for the pupil who had turned themselves around the most”.

Primary School Targeted Support

“---- feels that he made a conscious decision to turn his behaviour around. He felt BOSS mediated between him and the school to rebuild relationships.”

Student Secondary School. He remains in school full time.

Continuous Improvement

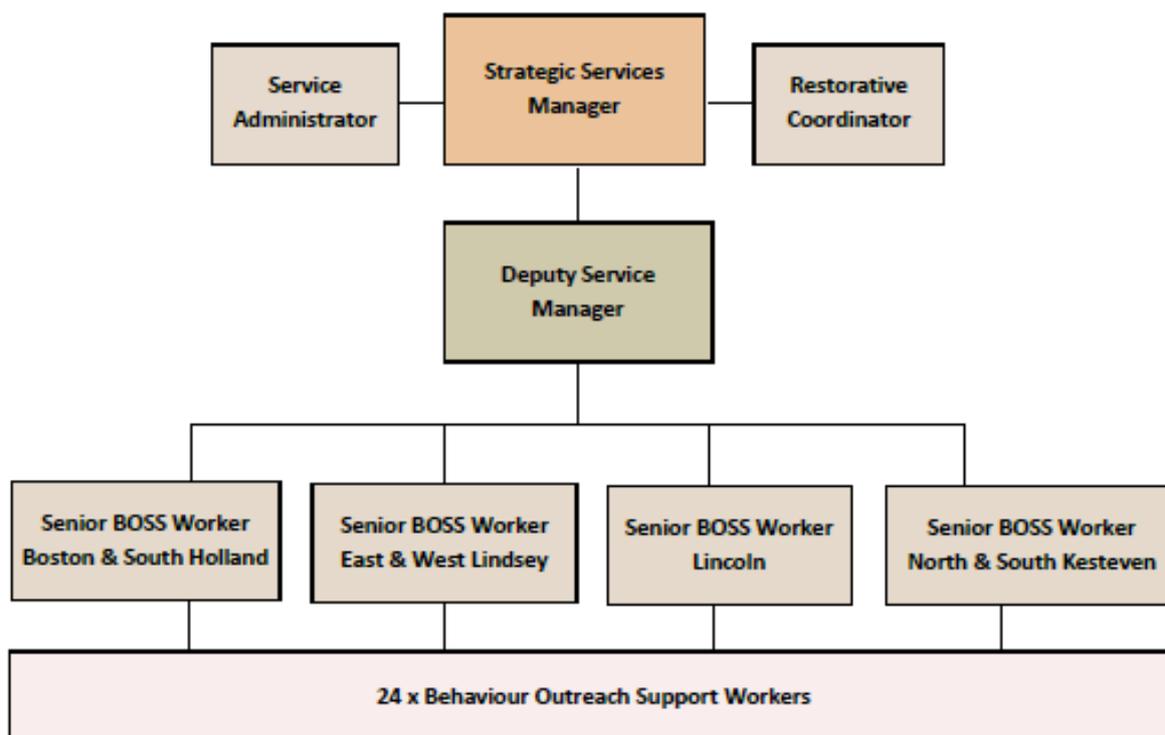
Following feedback from Head Teachers and schools during the initial phase of the BOSS service, it became evident that some areas of the service were not responding to the schools' needs in an adequate manner. This was promptly addressed and a Remediation Notice was served on Family Action 28th November 2016 specifying the default and the action needed to remedy it. This was followed up by the creation of a Remediation Plan that following clarification was agreed by LCC 9th January 2017. Both LCC and Family Action worked together to improve the following:

a) Staffing

Upon acting on feedback received from Head Teachers, LCC and Family Action enabled the service to respond quickly and the service was reconfigured to reflect the needs of schools and pupils. The Leadership team has been reviewed and a specialist educational consultant provided support to review practice and staffing.

As a result the staffing structure and service provision will reflect the expressed needs of Head Teachers. The changes have been implemented and the feedback has been positive.

The revised staffing structure is now:



The provider followed this up with the implementation of immediate retraining programmes and a re-recruitment exercise to ensure that that appropriately skilled staff are employed and/or are trained.

The new Strategic Services Manager has the drive to ensure the service is delivered in the way that is expected and commissioned. The newly appointed Deputy Service Manager has a wealth of experience of working in a school environment, including a special school and as part of cluster schools, and specialises in behaviour management, so will therefore be able to provide that background knowledge to better support the schools and the service. In addition the new Senior Boss Workers will also be able to fully support as they also have the experience of working with schools and other organisations.

b) Interventions

Family Acton has refined the protocols and processes described within the tender documentation that support school staff dealing with individual children, and covers preparatory discussion, focused time on site, observations, joint planning feedback and a written report.

The service performance is formally evaluated via contract management meetings, and through ongoing discussions between the provider and LCC. Contract management meetings are held termly, and identify what is working well, what is not working well and what needs to happen. The service is currently rated as 'Requires Improvement' and the risk is medium (Amber). The issues that compromise the effectiveness of the service are recorded within the JET, together with the actions required to negate this, with a view to improving service performance. Those actions and next steps included:

- Developing the working model in consultation with schools, to ensure the assessment planning, implementation and review covers the requirements of the school. This is now at a point where the evidence from a whole cycle can now be reviewed and this is providing positive feedback that the strategy and plans are working and are really good.
- Working in partnership with Well Spring Academy Trust and the PRT to develop the best models to support re-integration into schools.
- Two further pilots are currently being trialled and will be evaluated, these include:
 - A drop service that provides support to the whole school, which involves supporting a federation once a fortnight and provides either; managing a child or a class (including lunchtime supervision), classroom observations (following agreement from teaching staff) and feeding back to the Head Teacher.
 - A service working with safeguarding leads to deliver a set number of sessions to a group of students with behavioural difficulties.

If both of these pilots prove effective then consideration will be given about how this is rolled out further.

- The Service Manager meeting Head Teachers and Pastoral Leads to better understand their requirements, which has identified:
 - Holding workshops, and work is currently underway in exploring the workshop themes.
 - Providing a contact point so that advice and guidance can be given on issues that arise.

ACTIONS REQUIRED

Does the Schools Forum wish to receive any further information in relation to these services?