

Open Report on behalf of Debbie Barnes OBE, Executive Director Children's Services

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| Report to: | Lincolnshire Schools Forum |
| Date: | 26 June 2018 |
| Subject: | Schools Outreach Services Update |

Summary:

The purpose of this report is to provide an update on the three strands of Lincolnshire's School Outreach Offer;

- The Behaviour Outreach Support Service (BOSS);
- The Autism and Learning Difficulties (ALD) Outreach Service
- The Physical Disabilities (PD) Outreach Service.

Recommendation(s):

To note the progress and contributions the services are making, and to consider if further information and updates are required in relation to these services in the future.

Background

Overarching Aim of the Services:

The overarching aim of these Outreach Services is to feed into a robust and integrated support offer for Children and Young People within the county and work towards enabling Lincolnshire schools to better support pupils within their own settings.

They are available county wide to all schools and academies in Lincolnshire and may be accessed by Early Years Settings for pupils transitioning up to Year 1.

The services also contribute to the creation of EHC Plans and the SEND assessment and tribunal processes, including contribution to the provision of professional reports on individual pupils when requested and appropriate and form part of Lincolnshire's local SEND offer to families, children, young people and Schools.

Behaviour Outreach Support Service

Provider: Family Action

Contract Dates: 01/09/2016 - 31/08/2019

Annual Contract Value: £1,282,047

Total Contract Value: £3,846,141

The BOSS was commissioned to provide targeted outreach to Lincolnshire Schools working to support pupils who display persistent, challenging behaviours.

Outreach support is delivered primarily through targeted intervention packages for pupils. Interventions are designed to develop and implement long-term, sustainable, behaviour strategies for both individual pupils and their key staff members with a view to, wherever possible, reducing or removing the pupil's risk of permanent exclusion and enhancing the ability of the setting to consistently meet a wider range of behavioural needs going forward.

The service supports school engagement with the Lincolnshire Ladder of Behavioural Intervention (LLBI) by operating within the behaviour pathway. Schools may access the Service only when they can demonstrate that they have completed step 1 of the LLBI (Schools- led interventions) within a Pastoral Support Plan.

The service underpins the final step of the Ladder, intervention placement within a pupil referral unit or, for older pupils, referral onto a work related learning pathway, in that BOSS must support all applications for them to be accepted by panel. This has promoted across the county a shared understanding of what schools must reasonably be expected to do before considering alternative provision. The service also supports pupils through transition in and out of alternative provision.

Alongside these targeted and intensive pupil interventions are a range of other provisions available to service users, including;

- School training packages, designed to upskill and empower settings, to raise awareness of and develop strategies to provide on-going and long term behavioural support for pupils in the classroom;
- Review of School Behaviour Policies;
- Access to a Restorative Practitioner, commissioned by Family Action to work within the core service, delivering individual and group pupil interventions, school staff training, and also training Family Action staff to become restorative champions and to use the techniques of restorative practice in their own intervention work;
- Transition and reintegration support for managed moves.

Progress/data:

Since it was set up in September 2016, BOSS has worked with 727 pupils, providing targeted support to manage the behaviour of individual pupils/students that may result in exclusion. These numbers continue to steadily rise, as referrals to the service increase.

Table 1: Showing the Number of Interventions Carried out by BOSS

| | | Primary School Setting | Secondary School Setting |
|--------|------|------------------------|--------------------------|
| YEAR 1 | Term | | |
| | 1 | 20 | 19 |
| | 2 | 40 | 67 |
| | 3 | 45 | 29 |
| | 4 | 35 | 45 |
| | 5 | 46 | 58 |
| | 6 | 35 | 40 |
| YEAR 2 | 1 | 52 | 53 |
| | 2 | 64 | 79 |
| TOTALS | | 337 | 390 |

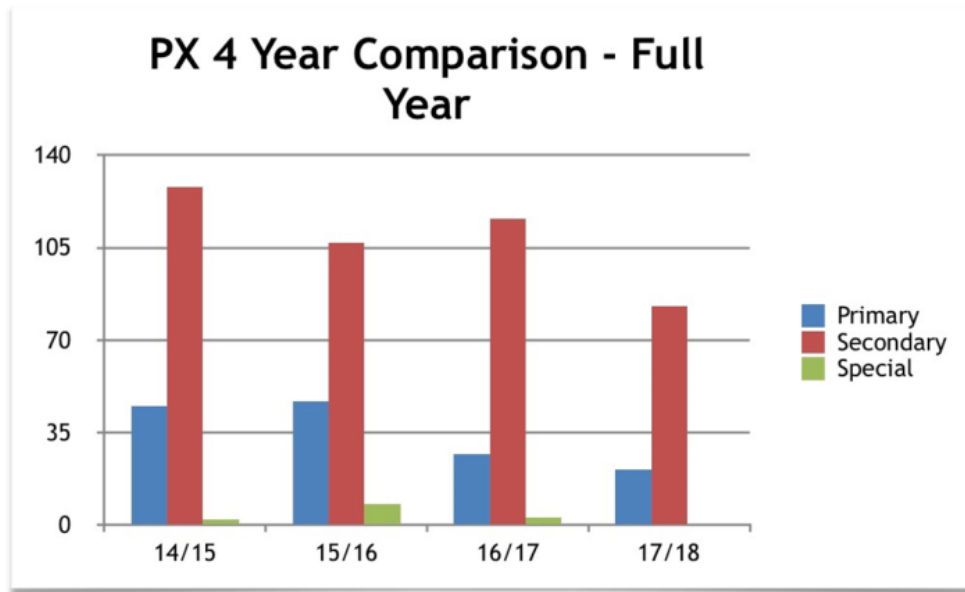
Training:

During the period September 2016 to December 2017, 182 training sessions have been delivered in schools. These include whole school awareness training and specific sessions delivered for classes or staff members. Topics covered include; Building emotional resilience in School, Strengthening Wellbeing and Professional Resilience, Attachment in the Classroom, Adolescent Mental Health and Restorative Practice in Schools

Exclusion Data:

Permanent exclusion data (received from the Pupil Reintegration Team) in Chart 1 shows a general reduction in permanent exclusions since 2013/14.

Chart 1: Showing the Numbers of Permanent Exclusions since 2013/14



**BOSS Restorative Schools Pilot
Year 1 Update (2016-17):**

Restorative Solutions, sub contracted by Family Action to work with 20 schools to develop restorative approaches within school, to support schools to improve their capacity to manage challenging behaviour and contribute to a reduction in permanent and fixed term exclusions.

All Lincolnshire schools were invited to participate in the pilot. 23 schools requested places; some of these were unable to participate due to changes in leadership and capacity issues. Restorative Solutions reported that, buy-in from senior leadership has been key to the success of the intervention and as such, those school most willing to participate and engage have reported the best and most positive results.

Training Stage:

44 individuals received 1 day Introduction to Restorative Approaches training. A further 44 Individuals received 3 day Restorative Practitioner training. Additionally, 3 parent workshops and 14 awareness and informal training sessions were delivered involving teaching staff, governors, teaching assistants, lunchtime supervisors.

School Development Stage:

Each school was given an assessment and action plan for the remainder of the academic in order to continue their progress towards becoming a restorative school. Action plans included consultancy days from Restorative practitioners,

increasing knowledge and understanding of restorative approaches of the wider school community, reviews of existing behaviour policies and procedures and implementing restorative approaches to deal with incidents within school.

Evaluation:

Surveys were sent to all participating schools to measure the impact of their participation in the pilot. Schools were given Signs of Safety scaling to rate the current impact of each element, 10 responses were received. In summary:

- All schools have implemented restorative approaches to some extent following participation in the training;
- All schools have found the use of restorative approaches to be effective although some have identified areas where further support is required;
- 50% of schools have updated their school behaviour policy to include restorative approaches, there is ongoing work in relation to policy development in a further 30%;
- 60% of schools felt that restorative approaches would contribute to reductions in exclusions in the future;
- 60% of schools agreed that they have observed a positive impact of restorative approaches on challenging behaviour and have developed the expertise to respond to incidents restoratively rather than through exclusion.

Exclusion data shows a reduction in the overall numbers of exclusions made by participating schools during the pilot year. Evaluative feedback from these schools also suggests that there is evidence that the use of restorative practice in managing challenging behaviour has developed within the schools and the majority are hopeful that this will contribute to a longer term cultural shift.

Year 2 Update (2017-18):

The Restorative Pilot has been expanded into a second year and is currently in progress. The focus for Year 2 is Targeted Secondary Intervention;

Restorative Solutions practitioners are now working intensively with 4 Lincolnshire Secondary Schools focusing on developing senior leadership commitment to restorative approaches in the areas of: behaviour management, the continuing professional development of staff, and, reintegration of pupils at all levels but with a particular emphasis on return from fixed term exclusion and managed moves/ mid-term admissions.

Each school has a bespoke package of support to ensure appropriate expertise can be assigned and are committed to exploring alternatives to exclusion for all pupils throughout the year. Restorative Solutions draw on a pool of associates with skills and experience in a range of areas and work alongside BOSS Workers to

ensure all aspects of the Lincolnshire Ladder of Behavioural Intervention form part of the offer.

Total delivery so far consists of:

- Formal three day training 24 delegates (+2 one day introductory training);
- 18 pupils undertaking 4 weeks of 1 hour sessions in Restorative Approaches;
- 65 school staff undertaking 1 hour training sessions in Restorative Approaches;
- 18 staff members receiving one to one coaching/support/training.

The BOSS team are providing the equivalent of 1 full day of additional support directly in school to each of the Academies on the programme. This time is being used according to the local project plans and priorities for each school, some of which are still evolving as staff awareness increases, training proceeds and opportunities develop.

Continuous Improvement

During its early initiation phase, Schools raised concerns regarding the delivery of the Behavioural Outreach Support Service and the ability to adequately respond to School and pupil needs. Family Action and the service has worked closely with LCC to address the issues raised. The BOSS conducted their Year 1 Stakeholder Survey in July 2017. All Lincolnshire Schools were invited to participate and 75 responses were received.

In Summary:

- Schools identified significant improvements in the service since it began in September 2016. 64% of respondents scaled improvements 7 or above out of 10 (1 being minimal improvement and 10 being excellent improvement), 8% rated the improvements in the service as 10 out of 10;
- 76.7% of schools rated their overall satisfaction with the service 7 or above out of 10 (with 1 being poor and 10 being excellent) , 15% rated their satisfaction with the service as 10 out of 10;
- 76.4% of Schools agreed that BOSS's initial assessments helped to identify a pupil's strengths and weaknesses, and to identify clear targets for improvement;
- 77.92% of Schools agreed that BOSS support was timely, reliable and professional;
- 69.12% of Schools agreed that they would recommend BOSS to other schools.

This feedback from schools has been very positive and serves to illustrate how the service has worked closely with stakeholders to build relationships and gain trust over the first year of the contract.

Service User Feedback

Examples of feedback received by Family Action during the period April - July 2017:

School Feedback:

- *Thank you for being constant and doing intense work. Thank you for your patience, persistence and input. (Young person completed exams).*
- *N made it through exams without any more exclusion. School are confident N will do well in exams, thank you.*
- *The plan has been very useful in supporting JW and the staff working with him. JW has made good progress in his behaviour management and in turn his learning is now beginning to improve. JW is no longer at risk of exclusion and we feel more confident in the support we have in place to ensure JW is able to access the curriculum in a safe way. The support from BOSS, both direct contact with JW and in support role for staff (Observations, attending TAC meetings and consultation) have been integral in getting support and strategies in place.*
- *W is a superstar. He is accessing his learning and he has been a lovely little boy. Staff are more conscious of the language they use and careful to make sure they are direct with him. No concerns about transition to Year 2 as his teacher will be fully briefed about the strategies.*

Parent/Carer Feedback:

- *Thank you, you have been a great support. I can't thank you enough, it's been a long journey. I didn't think we would get out of it but with support we have got to the other side. Things could have been a lot worse. BOSS has been there for C.*
- *D's time with BOSS has been beneficial. D was often placed in isolation or excluded as he was unable to manage his anger. He has strategies and can deal with his anger successfully. My son and BOSS have a good relationship. If this intervention had not been put in place when it had the outcome could have been very different as he was heading for permanent exclusion. Thank you.*

Pupil Feedback:

- *I have done well to remain in school without a permanent exclusion. I am confident I will get my exams if I study hard and get the college course I want*
- *I am feeling happy and confident. I intend to join the army when I leave school. I am studying hard to get my grades.*
- *I have learned the following about myself: How well I can do if I try: I can stand on my own 2 feet and do things for myself: I am a good electrician and got 86% overall: I am more confident and more mature:*

Contract Management

The contract has been running well and continues to grow and develop, with a strong future outlook. The recent "Inclusive Lincolnshire" Conference, wholly arranged and staffed by the BOSS team in partnership with Restorative Solutions, was well attended and received highly positive feedback on the day.

Service managers from Family Action attend regular, termly, contract management meetings with representatives from LCC's Strategic Children's Commissioning Team and the Service Manager for Inclusion. Performance reporting is clear and timely and all agreed performance measures are now on or above target.

Year 1 service spend came in over the agreed budget as a result of changes made to increase service delivery and performance as part of the 2016 Remediation Plan, with Family Action bearing the cost of the overspend. A spending plan has been implemented for Year 2 of the contract in order to bring in on budget.

Autism and Learning Difficulties Schools Outreach

Provider: Working Together Team (WTT) (Led by Gosberton House Academy)

Contract Dates: 01/09/2015 - 31/08/2020

Annual Contract Value: £617,500

Total Contract Value: £3,087,500

The ALD Outreach Service was commissioned to provide outreach support in schools for pupils with Autism, mild, moderate and severe learning difficulties and social communication challenges which impact on cognitive development and learning potential.

The service provides support in schools for pupils through both direct pupil interventions, designed to put in place on-going individual support packages in the classroom for pupils and a comprehensive training offer for school staff. To compliment these, the service also provides schools with access to a lending library of sensory equipment and teaching and learning resources for use in their settings.

The service is very much focused on up-skilling schools in order to empower settings with the knowledge and confidence to create inclusive environments in which autistic pupils can thrive. To this end, the WTT offer the option of supporting schools to work towards a Lincolnshire Autism Inclusion Mark (AIM4Lincs) as a means of encouraging schools to celebrate and develop good autism practice.

The service also works with stakeholders, including families and the wider community, to support pupils through key transitions in their school lives by running open access training and information events in local community hubs. Gosberton House Academy have also begun to offer open mornings to allow observation of best practice in an Autism- friendly educational setting. In this way the service

offers a holistic package of support for autistic pupils in Lincolnshire, and, contributes significantly to the county wide All Age Autism Strategy.

Schools Training Offer:

The ALD training offer to schools comprises of both Autism Education Trust (AET) modules and bespoke sessions, delivered in school settings.

The AET modules are tiered to encourage maximum participation (tiers increase in time and depth with Tier 1 giving an overview accessible to all setting staff and parents). The programme is funded by the DFE and aims to raise the level of autism knowledge and improve practice among all education professionals and school staff working with pupils aged 5 – 16 years. The WTT have the exclusive license to deliver the AET training packages into all Lincolnshire Schools.

The bespoke sessions are run at the request of individual schools, in response to a need arising within a particular setting and cover a range of ALD related topics including, but not limited to; ADHD, Pathological Demand Avoidance and Attachment Disorders Training, Communication Techniques, Social Stories and Comic Strip Conversations Training.

All training options are delivered free of charge with the exception of AET Tiers 2 & 3 modules which have an administrative cost of £40 per delegate

National Recognition:

The WTT have become a nationally recognised example of best practice in Autism support, having been re-accredited by the National Autistic Society (NAS) through their Autism Accreditation Peer Review, in Autumn 2016 and subsequently receiving a Autism Accreditation Commendation from the NAS on 1st November 2017. This was for 'exceptional work within the criteria of Education, Social Care and Health', based on their work for the ALD Outreach Service.

Training Uptake:

The WTT require that schools undertake a minimum of AET Tier 1 training before referring any pupil to their service. As a result of this, uptake of AET training has been excellent. At the close of Year 2 of the contract, only 6 schools across the county have not accessed some level of training or support through the service.

The NAS 2016 NAS Autism Accreditation Peer Review praised the service for its ability to deliver high quality training to such a high number of delegates, stating;

'Delivering training which can have such an influence on whole school practice is an achievement in itself but one which is especially worth of note given the amount that is delivered.'

As demonstrated in Table 2 (below) a number of schools have expanded their training uptake and progressed through the higher tiers of AET training available to them. As this training is not mandatory, takes more staff time and has an attached cost of £40 per delegate, this suggests a strong commitment and investment in the programme from the schools involved.

Table 2: Showing Uptake of AET School Training

| | Autumn 2015 | Spring 2016 | Summer 2016 | Autumn 2016 | Spring 2017 | Summer 2017 | Autumn 2017 |
|--|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Numbers of Delegates Attending | | | | | | |
| AET Tier 1: Making Sense of Autism | 603 | 1221 | 2455 | 2595 | 1131 | 619 | 434 |
| AET Tier 2: Good Autism Practice | - | - | 169 | 196 | 166 | 118 | 333 |
| AET Tier 2: AET Progression Framework | - | - | - | - | - | 32 | 0 |
| AET Tier 3 : Leading Good Autism Practice | - | - | - | - | 11 | 15 | 0 |

School Feedback:

- *I just wanted to write a quick note regarding the invaluable support and provision I have accessed through the WTT; it has been invaluable as a support for myself and the variety of pupils you have worked with over the past year. Specifically, intervention with CD and MP has been a key factor in re engaging both of these students back into school. CD specifically has now had a 10% increase in her attendance and has even managed to arrive at school before 9am on a number of occasions!*
- *Without Fran and the team’s support we have had at least two cases that I can think of that would have certainly ended up with either a permanent exclusion or non-attendance on behalf of the student. It often feels that Fran shines a light when you feel you have reached the end of the tunnel – both for parents and for staff. We are given ideas to try, solutions to consider and an honest approach which is totally invaluable. I often find that when dealing with autistic students many of the issues come to a head in the home and this can be hard for school staff to advise upon but Fran always has ways through and seems to be able to reach the unreachable.*

I also have to tell you that the Tier 1 training that Fran and Adele delivered to the whole staff is often quoted and still remarked upon as being some of the best, and most useful training, we have ever had as a staff. The WTT is a much valued resource in these parts!

Contract Management:

WTT continues to perform extremely well in their delivery of this contract and have a focus on the future growth and development of the service, specifically expanding their training offer to include more bespoke and targeted sessions.

All KPIs are on target. Financial reporting is clear and timely and the contract is operating within budget. There are no concerns with running of the contract and stakeholder feedback is extremely positive.

Physical Disabilities Schools Outreach

Provider: Lincoln St Francis School (delivered by the onsite Outreach Team)

Contract Dates: 01/09/2015 – 31/08/2020

Annual Contract Value: £140,436

Total Contract Value: £702,180

The PD Outreach Service was commissioned to provide outreach support in schools for pupils with profound and multiple physical disabilities, cognitive disabilities, life limiting conditions and sensory impact. The predominant disabilities supported by the service are; Cerebral Palsy, Downs Syndrome, Muscular Dystrophy and Spina Bifida.

The service is primarily focused on delivering bespoke packages of intervention in the classroom, with an aim to offering an inclusive way forward for pupils to allow them to continue to access as much of the school curriculum and overall learning experience as possible and reduce or eliminate the duration of time physically disabled pupils spend out of the classroom. This is achieved through the provision of adaptive equipment, and, support strategies and techniques for staff. The main areas of focus for intervention are; Moving and Handling, Assistive Technology (AT) and Augmentative Alternative Communication (AAC).

Pupil Interventions:

Moving and handling interventions involve on-site risk assessments and assessments of care needs and the devising of specific safety plans for pupils based on their physical challenges. This may include aspects of personal care such as feeding or toileting, strategies for transferring between classrooms or vehicles. Outreach workers regularly consult with and work alongside other health professionals in order to undertake multi-disciplinary assessments to ensure full and robust support packages are put in place. Additionally, the service is able to offer a wide range of assistive equipment to loan out to schools to support moving and handling of pupils.

The immediacy of the interventions available serves to greatly minimise the time pupils spend out of school following a sudden change to their physical support needs. By comparison, schools previously required to order and purchase large or complex pieces of equipment for pupils often waited for a number of months for these to arrive and for training to be delivered, during which time pupils were unable to access the school setting. These interventions also allow pupil's to access elements of the extended curriculum such as after school clubs and schools trips.

AT and AAC interventions involve the use of specialised equipment, such as adapted keyboards and mice, switchboxes, switches or buttons which can be activated by different parts of the body to make use of any areas in which pupils have movement, to control computers or other electronic devices such as wheelchairs.

Alternative writing software and dictation programmes which allow pupils to use predictive text and word banks to create sentences without the need to type or hold a pencil and a range of communication software and hardware solutions for non-verbal pupils, such as symbol based programmes, are made available to schools through the service.

The service loans out pre-loaded computers, laptops and iPads to schools to allow pupils to access these resources and provides support, training and ongoing pupil assessment to facilitate their use in the classroom.

The service works closely with the NHS Electronic Assistive Technology Service (EATS) who provide assistive technologies for pupils in the home.

Staff Support and Training:

Training, support and advice is made available to school staff, who may have little or no experience of working with physically disabled pupils. For both AT and AAC interventions, the service works closely with classroom support staff in order to develop their confidence and skills in using the technology provided and learning how to best support pupils when accessing this and working with it on a daily basis.

This support is underpinned by a wider training offer for schools, designed to increase overall awareness and understanding of different types of physical disability and basic assistive strategies. All training options are delivered free of charge with the exception of the service's Moving and Handling Training which has an administrative cost of £50 per delegate:

The service also provides specific training for teaching staff for teaching staff around adapting the curriculum and alternative teaching and assessment strategies in order to increase accessibility for SLD pupils.

Service Uptake:

Uptake for the service has been high; at the close of Year 2, 108 (38%) of Primary Schools and 48 (85%) of Secondary Schools in the County had accessed the outreach support available.

Table 3: Showing the Uptake of PD Outreach Support

| | YEAR 2: 2016-2017 | | | YEAR 3 2017-2018 |
|--|------------------------------|--------|--------|-----------------------------|
| | Term 1 | Term 2 | Term 3 | Term 1 |
| Primary schools Requesting Assistance | 117 | 130 | 108 | 130 |
| Secondary Schools Requesting Assistance | 39 | 40 | 48 | 36 |
| Pre-schools/nurseries Requesting Assistance | 0 | 1 | 4 | 0 |
| Total number of Pupils Receiving Outreach Support During the Term | 164 | 177 | 156 | 166 |

School Feedback:

- *'Without your help and loan of resources; we would not have been able to offer a place in school for a year 6 child and they would have been out of education for a significant time'*
- *'It was very useful to have Carla attend an EHC meeting. She was able to suggest different strategies and support'*
- *'Having access to a specialist was incredibly useful and their help will form an important part of the 'next steps' decision making'*

Contract Management:

The contract continues to run well with no service delivery issues being raised by either stakeholders or the service area. Service user feedback is extremely positive, with schools being praised for their quick response times and specialist knowledge.

Uptake of referrals to the service continues to rise and staff are working hard to grow and develop the service to meet the needs of its users, specifically using some of their available budget for this year to employ a Downs Syndrome speciality worker to widen the support offer for schools.

The contract is running within budget and St Francis School is able to add value to the service by using their experience in the field to work with mainstream settings in order to bolster their confidence in supporting disabled pupils in an inclusive classroom environment.

Conclusion

All three services continue to perform well, with positive feedback being received across the three services.

Consultation

a) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

Risk and Impact Analysis will be undertaken during formal commissioning service review.

Background Papers

There are no background papers in relation to this report.

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