

# Outreach Support Service Review 2014

## Final Report & Recommended Model

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Version Control	
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# 1. Executive Summary

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**1.1** On 15<sup>th</sup> January 2014, Schools Forum gave consideration to a report from the Assistant Director of CfBT Education Services, outlining the current position of Outreach services and alternate models of future delivery.

**1.2** Within the report, an indication of the effectiveness of the service and value for money to date was outlined. Throughout the report, emphasis was placed on the need to consider the role of Outreach within the wider context of holistic support packages.

**1.3** Schools Forum confirmed funding for an interim period, whilst a further review was carried out by the Children's Commissioning team with a view to receiving regular progress reports in order that a final delivery model could be proposed to Schools Forum on 8<sup>th</sup> October 2014.

**1.4** The proposed model should ensure a sustainable and consistent Outreach service across the county and should be informed by historical evidence; stakeholder feedback and aligning the model to fit with best practice and providing best value.

**1.5** The proposed model is a single Provider able to deliver the service countywide, but who may wish to subcontract with other Schools to ensure the full offer can be maintained.

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# Acronyms

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SEN –Special Educational Needs

ASD – Autism Spectrum Disorder

BESD – Behavioural, Emotional and Social Difficulties

CAMHS – Children and Adolescent Mental Health Services

STAPS – Specialist Teachers & Applied Psychology Service

SENDSAP - Special Educational Needs and Disability Statutory Assessment and Provision

MLD – Moderate Learning Difficulty

P& MLD - Profound and Multiple Learning Difficulties for pupils across Lincolnshire

MoU - Memorandum of Understanding

JET – Joint Evaluation Toolkit

CPD – Continuous Professional Development

TAC – Team Around Child

CCGs – Clinical Commissioning Group

## 2. Background and Scope

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*"In terms of the advice given by the Outreach Team, verbal and written feedback from SENCO's provides clear evidence that they not only feel able to act upon the advice they receive but that it works and makes a difference for their pupils..."*

**National Autism Accreditation Report 2014**

**2.1** At the start of the review in April 2014, Outreach Support was delivered by a number of different Schools including:

- Spalding Special School Federation: The Garth and The Priory
- Gosberton House School
- Lincolnshire Wold's Federation: St Bernard's School
- St Christopher's School
- John Fielding School
- Gainsborough Federation: Warren Wood Community School
- Willoughby School
- Ambergate Sports College part of Grantham Additional Feeds Federation
- The Eresby School
- The Phoenix School
- Sincil Sports College
- St Francis School

**2.2** Outreach offers access to high quality specialist teaching advice, professional development training and direct engagement work with pupils from qualified practitioners to School staff in all phases of education. Outreach is delivered by a number of locality based providers located across the county and primarily seeks to improve outcomes for pupils as well as increasing the resilience and robustness of teaching staff in the face of increasingly complex needs.

**2.3** The Outreach support service provides services to a broad cohort of pupils, including those with Autism, Profound and Multiple Physical Disabilities, Cognitive Difficulties and Life Limiting Conditions, Moderate to Severe and Profound Learning Difficulties, Behavioural, Emotional and Socially Challenging Behaviours, Sensory Impairment and Social Communication Challenges which impact on cognitive development and learning potential.

**2.4** Outreach is one component of the holistic package of support for Schools and works in conjunction with other elements such as Child and Adolescent Mental Health Services, Youth Offending Services, Locality Targeted Teams, Online Counselling Support, local support services and Families Working Together.

**2.5** Support has previously been delivered by these Schools as a result of various funding streams including Specialist School Status Funding, Outreach Funding and Pathfinder Funding and as part of the early stages of the review an understanding of the history of each School's funding was undertaken.

**2.6** The overall authority for Outreach Support Services lies with Lincolnshire Schools Forum.

**2.7** Outside of scope were Portage, residential Special Educational Needs units and The Pilgrim Hospital School. These remits would be considered under other reviews.

**2.8** Lincolnshire County Council has recently commissioned an independent review of arrangements for various Special Educational Needs areas within Lincolnshire. This includes SEN units for sensory impairments and speech and language difficulties, residential provision in Lincolnshire Special Schools and Portage arrangements. The review shall consider the current provision and make recommendations for future delivery. ISOS will also be undertaking a broader review of Lincolnshire SEN Strategies. Timescales for this review are 6-12 months.

**2.9** The existing Children and Adolescent Mental Health Service in Lincolnshire is also currently under review by Children's Commissioning team. Timescales for this review are 12-18 months.

## 3. Context

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**3.1** A Project Sponsor Board was established, with Assistant Director Stuart Carlton as the Lead Project Sponsor. A Project Plan, Risk Log and Issues Log were created and regularly maintained throughout the review. The Sponsor Board met on a monthly basis and any key decisions or milestones were authorised through the Sponsor Board.

**3.2** In conjunction, updates and recommendations were provided to Schools Forum at sessions on 11<sup>th</sup> April 2014 and 27<sup>th</sup> June 2014.

**3.3** The review took place during April 2014 - August 2014.

## 4. Methodology

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**4.1** The review was undertaken in line with the Commissioning Cycle process: Analyse, Plan, Do and Review.

**4.2** The current status of the review falls within the Analyse Phase. As part of this, the review will understand needs; schools input on priorities and risks and understand the market to propose the most effective Commissioning strategy.

**4.3** The approach taken during the review was to engage and consult with the current market, to undertake evidence base analysis, primary research and analysis, to understand the data and risk factors and to consider various commissioning models as a result of the findings. The review will then make a reflective decision on the recommended model.

## 5. Key Drivers of the Commissioning Activity

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**5.1** There are various triggers which may cause a Commissioning review, including market change, a new or changed service requirement, changing council priorities, contract renewal and time lapse since last review.

**5.2** The review was instigated in response to a number of ongoing issues. These included a lack of consistent key performance indicators, performance monitoring and recording across all Schools, a lack of consistent expectations for service delivery, an inconsistent use of funding and conflicting apportionment of funding to contract elements and inconsistency of contract renewal. Additionally, it was clear from anecdotal evidence that a longer and more consistent timeframe of delivery would result in increased confidence in the Service by those Schools providing Outreach.

**5.3** A further key driver for the Outreach review was to carry out a Strategic Needs Assessment to ensure that the future Commissioning strategy is developed on sound evidenced based needs. The review must be able to justify any conclusions with reliable, analysed data to help make informed decisions on where the priorities should be.

## 6. Desktop Review of Existing Service

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**6.1** Desktop analysis profiling the current financial, performance and service delivery expectations of the various existing agreements under Outreach Support was undertaken by the Commissioning Team.

**6.2** A Memorandum of Understanding (MoU) between Lincolnshire County Council and each individual Outreach School was prepared which stipulated responsibilities of the parties, key objectives for the Project, the principles of collaboration and the Project governance. The Memorandum also included a robust and detailed service specification, outlining the expectations, volume, outcomes and quality of expected service delivery. The service specification defined the contract length, value, eligibility for the service and expected user outcomes and service deliverables. The Memorandum was sent to all Schools in receipt of the funding.

**6.3** Key functions of the Memorandum were to ensure aligned expectations for service delivery across the county and to outline the intentions for robust contract management for the remaining period of delivery. Through contract management, evidence of service outcomes can be tracked and measured to feed into the broader picture of Outreach support.

**6.4** An introductory meeting was undertaken with Headteachers and frontline delivery staff at all Outreach schools. These meetings provided assurance, clarity around next steps and the drivers of the Outreach review and sought the input of the existing Schools' Head

Teachers into the review. The opportunity to review sustainability of the Service was welcomed.

**6.5** The Memorandum of Understanding was written in conjunction with Additional Needs, Finance and STAPS Services.

**6.6** The service Outcomes within the Memorandum of Understanding included:

- Build robust capacity, confidence and competence of School Staff to provide for increasingly complex presenting needs by developing the skills base of mainstream School Staff
- Maintain pupils in mainstream education wherever possible and appropriate
- Create a wider range of provision that is able to respond to changing need and to create more inclusive opportunities
- Provide services with clear referral access and ensure response times are kept to a minimum with low waiting lists
- Reduce the reliance on Out of County, independent sector provision for pupils with complex needs through the use of locally available provision
- Outreach shall improve outcomes for the School, as an inherent part of continuous professional development to ensure a robust, resilient and responsive Staff force as well as improving the outcomes for the identified pupils accessing the Outreach support and their families
- Pupils will be able to access more personalised support with a clearly defined offer and outcomes in relation to their individual needs
- Pupils will be supported by their School to remain in mainstream and local education wherever possible and appropriate
- Pupils will be able to access high quality support
- Pupils will remain in their communities

**6.7** The Service Specification outlined the expected service delivery to be achieved by the Outreach Schools including:

- Assign the minimum equivalent of 1.00 FTE appropriately qualified and trained staff to the project
- Provide specialist training, advice and guidance to enquiring Nurseries, Secondary, Specialist and Primary Schools
- Create and maintain an engagement plan to promote the service to locality Schools
- Provide continuous professional development to staff at Primary/Secondary schools within the locality, to increase robustness and responsiveness of existing staff teams
- Signpost Schools to relevant agencies and partners
- Maintain records identifying a breadth of information including waiting lists, volume of service, duration of support, case studies, stakeholder feedback, the predominant need of identified children and young people
- A requirement to work flexibly to meet the varying need and demand of the locality
- To be integral to Lincolnshire's local SEND offer to families, children, young people and Schools

**6.8** As part of the early stages of the Review, all Schools were asked to sign up to the Memorandum of Understanding. At this juncture two Schools, Willoughby Primary School

and Ambergate Sports College part of Grantham Additional Feeds Federation no longer wished to deliver these services. The funding originally assigned to these Schools was clawed back. Alternate nearby provision was sought from existing Outreach providers. Spalding Special Schools Federation provided alternate cover for Ambergate Sports College and Gosberton House School provided cover for Willoughby School. After this was formally agreed, pro rata'd funding to cover the period of additional delivery was then allocated to both Schools.

**6.9** The comments and feedback that were scoped as part of the introductory meetings were fed back into the stakeholder engagement log. This began to paint a picture of the existing issues of the Service, such as long term planning and how the Service could be improved going forward.

**6.10** Following the early queries raised as part of this engagement with Schools, a Question and Response Statement was released to all Schools, providing clarity around those matters.

## 7. Evidence Base and Analysis Findings

**7.1** The Lincolnshire Research Observatory has the School Population Characteristics Data by type, in each of the four Clinical Commissioning Group areas from the 2013 and 2014 School Census.

**7.2** The table below shows the trends from 2013 to 2014 for Autistic Spectrum Disorder, Behavioural Emotional and Social Difficulties, Moderate Learning Difficulties and Profound and Multiple Learning Difficulties for pupils across Lincolnshire.

Clinical Commissioning Group Area					
Need	Lincolnshire East CCG	Lincolnshire West CCG	South West Lincolnshire CCG	South Lincolnshire CCG	Total
<b>2013</b>					
ASD	311	555	118	141	1125
BESD	572	665	260	225	1722
MLD	795	732	273	317	2117
P&M LD	45	51	25	25	146
<b>Total</b>	1723	2003	676	708	<b>5110</b>
<b>2014</b>					
ASD	336	664	115	156	1271
BESD	634	471	266	191	1562
MLD	840	727	289	298	2154
P&M LD	40	64	27	28	159
<b>Total</b>	1850	1926	697	673	<b>5146</b>

**7.3** The Lincolnshire Research Observatory data provides confirmation of the anecdotal perception that complex need in pupils is increasing and that the future model of Outreach will have to be able to flex to respond to the fluctuating demand of both volume and type of

need. The table shows that Autism Spectrum Disorders and Profound and Multiple Learning Difficulties increased for pupils in 2014 and conversely, the number of children and young people with Behavioural, Emotional and Socially Challenging Behaviours and Moderate Learning Difficulties reduced during 2014.

**7.4** Ensuring the educational attainment and support of pupils is an integral part of the Joint Strategic Needs Assessment. Lincolnshire County Council has committed to providing children with special educational needs & difficulties with the support and provision they need to make the best start in life as well as access to other services tailored to meet their needs. By providing children with the support they need at the appropriate time the local authority is preparing children and young people with special needs for the future.

## 8. Engagement, Consultation and Co-Production Findings

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**8.1** A series of Contract Management Meetings were undertaken with Outreach Schools asked to provide data on a number of Key Performance Indicators including:

- What is the volume of service you have delivered to how many Schools (type of School and name of School) and to how many pupils?
- Have you been able to meet the need of pupils without accessing an Out of County placement, when previously an Out of County placement had been considered? If so, for how many pupils?
- Have you been able to initially respond to a query from a School within the proposed timescale of 2 working days?
- Please provide a budget breakdown as to how funding is spent

**8.2** The Contract Management Meetings offered the opportunity to scrutinise submitted Performance Information, provide assurance, update on next steps and to begin to gauge the appetite of the market place to engage in long term delivery plans.

**8.3** The Performance Information sought from Schools was then captured utilizing the JET; Joint Evaluation Toolkit.

**8.4** The data from the Contract Management Meetings was reviewed by the Sponsor Board and used to provide an evidence base from which to form the final model.

**8.5** The Contract Management Meetings showed the volume, quality and impact that the existing Outreach Support Model was achieving.

### **During April – May 2014**

- 100% of Schools felt they had responded to queries with an initial acknowledgement of the request within two days
- Support was delivered during face to face meetings with Teachers, Headteachers, pupils and parents, over the phone through various helplines, through emails and via reports, assessments and observations
- Support included advice, guidance, training, problem solving, signposting, working with joint cases and private cases, manning telephone helplines, supporting transitions from Primary School to Secondary School, organising shadowing of Specialist Teachers for mainstream Teaching Assistants, mediating Parents and Teachers and contributions to statutory processes
- Support has been delivered for pupils at Nursery School through to College
- Duration of support has varied from 20 minutes to six weeks
- Numerous compliments evidenced and no complaints reported

A minimum of:

- 514 live cases
  - 10 planning meetings
  - 8 face to face meetings with Parents
  - 4 Training sessions
  - Attendance at 3 TAC meetings
  - 23 pupil observations
- 
- Schools demonstrated commitment to the Participation Charter by seeking the views of pupils during planning meetings. Their views are sought at the start of the process and are listened to and actively involved in the planning of their support
  - 4 pupils have not received a Statement were previously a Statement has been considered
  - There have been no out of county placements considered during this time frame for pupils accessing Outreach support. However, one School has noted that an out of county placement has been considered for a Pupil and following a package of support for that Pupil including Outreach, no further action has been taken
  - Predominant need included from Learning Behaviour, Emotional Behaviour, Social Behaviour, Physical or Medical difficulties, Sensory Issues, Autism, Anxiety, Transition work, Aggression, Hyperactivity, Communication difficulties
  - Not all Performance Information was submitted within the requested timescales or to the expected standards
  - Only some Schools were able to evidence stakeholder feedback
  - 8 case studies were submitted which showed evidence of good practice and positive outcomes

### **During June – July 2014**

A significant number of Schools noted a dip in demand during June – July 2014. This is a common pattern, as the Summer Term typically receives lower demand than the Autumn or Spring Terms. This anecdotal evidence is backed up by the review of the previously collected information under Section 11.4

A minimum of:

- 26 face to face meetings with Parents

- Attendance at 6 TAC meetings
  - 3 training sessions with over 50 attendees
  - 80 observations
- 3 pupils have not received a Statement where previously a Statement has been considered
  - Not all Performance Information was submitted within the requested timescales or to the expected standards
  - Only some Schools were able to evidence stakeholder feedback
  - 8 case studies were submitted which showed evidence of good practice and positive outcomes
  - Predominant need included from Learning Behaviour, Emotional Behaviour, Social Behaviour, Physical or Medical difficulties, Sensory Issues, Autism, Anxiety, Transition work, Aggression, Hyperactivity, Communication difficulties
  - There has been 1 out of county placement for a young person receiving Outreach support during this time. This move was to support the religion that the pupil's family follow

**8.6** The Schools were asked to note any other activity which they delivered as a Value Added Extra.

Responses included:

- School INSET Training – half day and twilight, Understanding Social Communication Differences, Management of Difficult Behaviours, Strategies to Support in the Classroom and at Playtime, Enhanced Transition Programs
- Annual Training Days
- Parent Drop-In sessions to review informal and specific topics of discussion
- Mainstream staff shadowing Specialist Teaching staff
- Signposting to other agencies and working with families to ensure other agencies provide the requested support
- Providing a resource bank for Schools and Parents to "test drive" resources before purchasing
- Delivering training on behaviour management at home for Parents
- Support for Parent Groups

**8.7** The Schools were asked to consider any other thoughts that they wished to be included within the review.

Responses included:

- *"We continually receive positive feedback"*
- *"We need a closer working relationship with CAMHS"*
- *"Every Primary Headteacher I speak with tells me that this Service is invaluable – timely and productive in supporting the pupils, staff and families. As a School it also supports our links with other services and settings and we can develop working practices"*
- *"Occasionally Schools using the Service for advice and support do not implement the suggested strategies which could ultimately fail the child. It remains the responsibility of the School to deliver the work"*
- Historically, Behavioural support and requests for Outreach reduce during the Summer Term
- The focus of this review is still on Schools who already deliver Outreach, not Schools transferring from Specialism to Outreach
- The Service should have a strategic lead
- The Service needs to have practicing practitioners for credibility
- The Service should be integral to the Schools ethos and not an "add on"

- There needs to be equitability of access
- Contracts should have clauses to stipulate notice periods

These examples evidence that there is a significant amount of activity currently undertaken that is not within the service specification but evidences good practice. However, the lack of consistency across the county means that there is no parity for service users accessing these "value added extras."

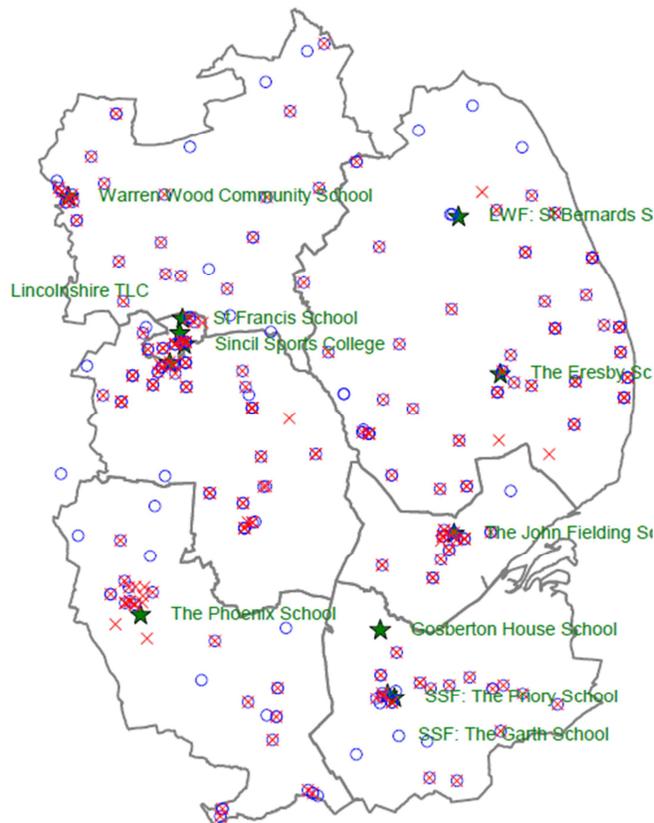
**8.8** Through the Joint Evaluation Toolkit, Schools were also asked to provide a budget breakdown of what the funding received was spent on. Typical budget breakdown included:

- Staffing
- Resources
- Travel
- Overheads

Some of the issues highlighted by the requested budget breakdown included Schools being unaware as to how their budget was spent, Schools not returning a budget breakdown or funds not being spent. To ensure fair distribution of finances some funding has been clawed back and reallocated. This intelligence will be used to ensure that the future Outreach model will have a clear and planned budget breakdown.

**8.9** Utilising the data submitted by Schools as part of their performance reporting, we have utilised Map Info to produce maps showing a series of trends. By mapping existing need and delivery the review can identify fully the gaps in provision as well as unnecessary overlap.

The map below shows the location of Outreach Schools across the county and those Schools which received support from Outreach during April – May 2014 (highlighted with blue circle) and June - July 2014 (highlighted with a red cross).



Further maps are available in Appendix B, which include:

- April – May and June – July 2014 countywide delivery for Nursery, Infant and Pre-Schools
- April – May and June – July 2014 countywide delivery for Primary Schools
- April – May and June – July 2014 countywide delivery for Secondary Schools
- April – May and June – July 2014 countywide delivery for Autism centric Providers
- April – May and June – July 2014 countywide delivery for Challenging Behaviour centric Providers
- April – May and June – July 2014 countywide delivery for Physical Disabilities

**8.10** In conjunction with Contract Management Meetings, the Review was dedicated to offering the opportunity to all key stakeholders to engage and have their views heard. A variety of internal and external stakeholders were contacted.

**8.11** A questionnaire was sent electronically to all Headteachers (approximately 300) asking them to respond as well as share the questionnaire with their own Teaching Staff, SENCOs and other Senior Management in order to seek a broad selection of views on the existing service and ideas for improved future service delivery.

**8.12** A questionnaire was sent to the Educational Psychologists Team and the views of SENDSAP, STAPS and the Youth Offending Services Team have also been considered.

**8.13** The review also engaged with the third sector, through the Voluntary Sector Forum, seeking the input of Providers to the review in relation to any additional delivery they may have provided to this identified cohort of pupils, outside of their contractual obligations. It was intended that this feedback would help to identify any gaps in existing service provision.

**8.14** Alongside scoping stakeholder feedback, the review approached ten other Local Authorities; these ten Authorities are Lincolnshire's statistical neighbours, including Nottinghamshire, Cumbria and Northamptonshire. The review asked a series of questions relating to Outreach, including what type of behavioral support model is adopted by Schools in their Authority to meet the needs of similar pupils? What are the nature of services provided? What the overall budget is that is assigned to deliver this model?

**8.15** The review used the information from other Local Authorities to try to provide a contextual benchmark to measure our existing and proposed service delivery model against. Working with other Local Authorities also provided an opportunity to seek out any innovative or best practice ideas to inform the Lincolnshire model.

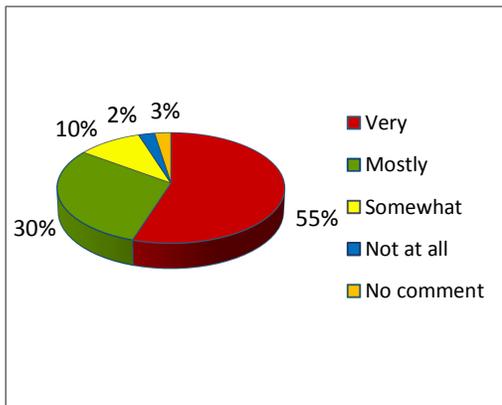
# 9. Key Findings

9.1 As a result of engagement, the returned questionnaires were analysed and the findings are shown in the graphs in section 9.2 below.

- A total of 40 responses were received from Schools receiving Outreach
- 12 responses were received by Education Psychologists
- 12 responses were received by SENDSAP and STAPS Team

9.2 The graphs below show the response from those Schools receiving existing Outreach support.

**Fig. 8**



**Fig. 9**

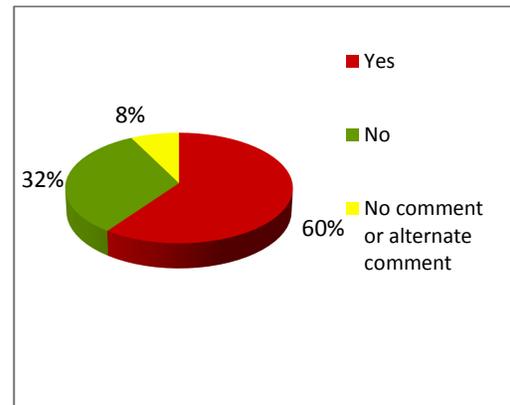
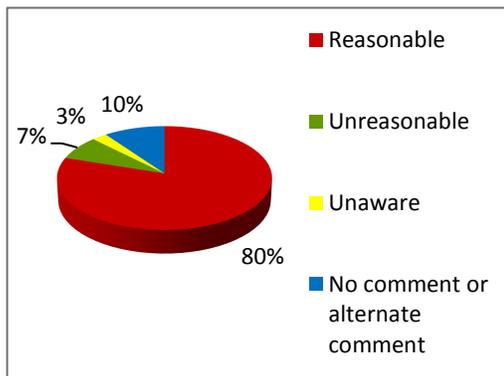


Fig. 8 shows the response "How effective do you think the existing Outreach service is?"

Fig. 9 shows the response to "Do you think the impact of Outreach reduces dependency on other Services?"

**Fig.10**



**Fig. 11**

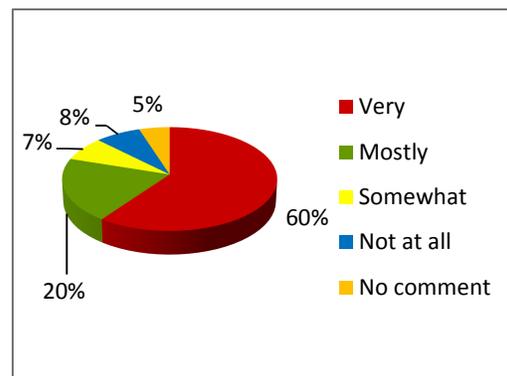


Fig. 10 shows the response to "On average, how long do people have to wait for a response to a request for Outreach support?"

Fig. 11 shows the response to "How easy is it to access the service?"

**Fig.12**

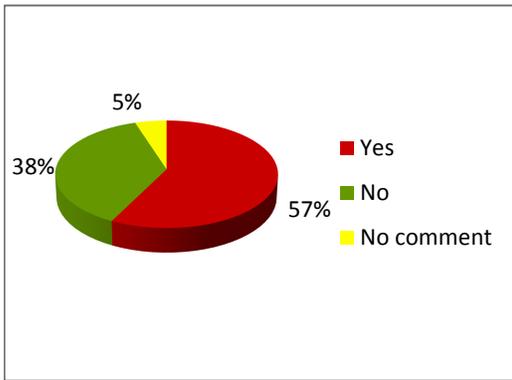


Fig. 12 shows the response to "Do we need to increase the publicity of the Service?"

**Fig.13**

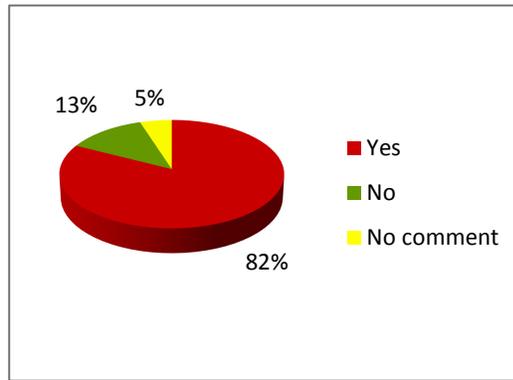


Fig. 13 shows the response to "In your experience has Outreach directly improved outcomes for a pupil in receipt of one to one support?"

**Fig. 14**

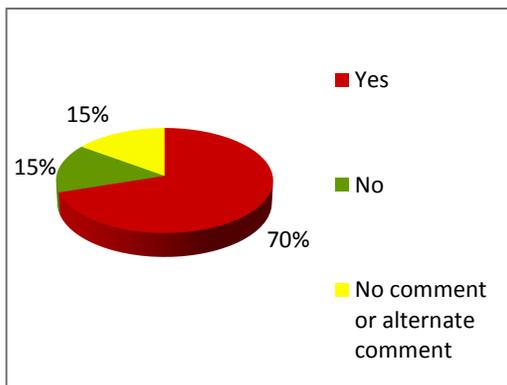


Fig. 14 shows response to "In your experience has Outreach indirectly improved outcomes for other pupils e.g. through reduction of disruptive behaviour?"

**Fig. 15**

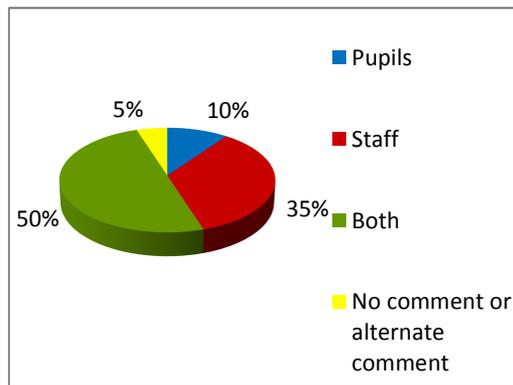
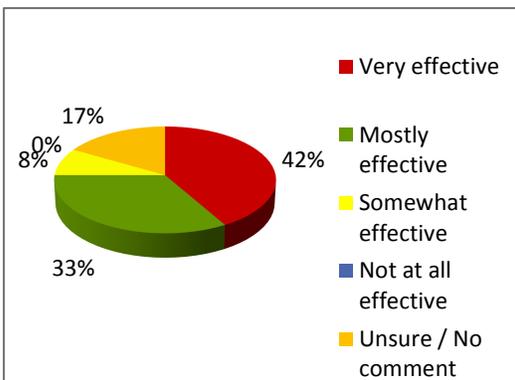


Fig. 15 shows response to "In your experience, which is a more effective use of available Outreach support, direct work with pupils or direct work with teaching staff?"

**9.3** The Education Psychologists completed a separate questionnaire and their responses showed similar trends to the returns from Schools receiving Outreach Support.

**Fig. 16**



**Fig 17**

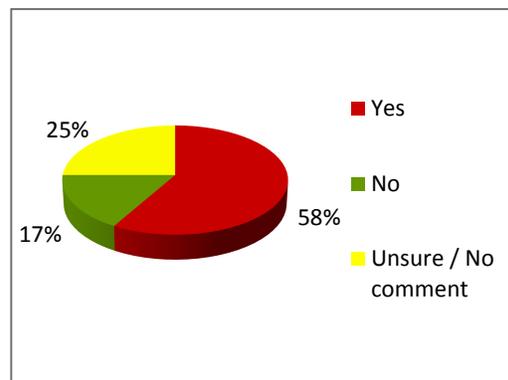
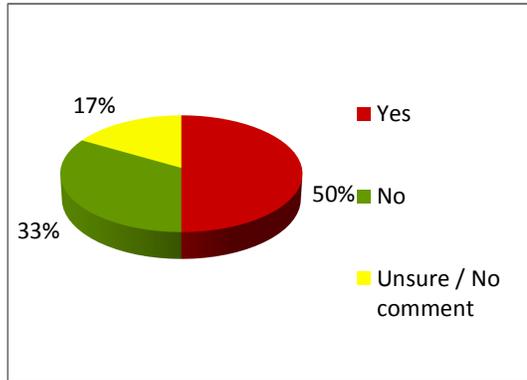


Fig. 16 shows the Education Psychologists response to "How effective do you think the existing Outreach service is?"

Fig. 17 shows the Education Psychologists response to "Do you think the impact of Outreach reduces dependency on other Services?"

**Fig.18**



**Fig. 19**

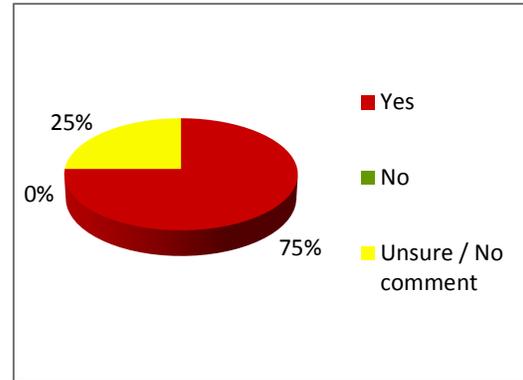
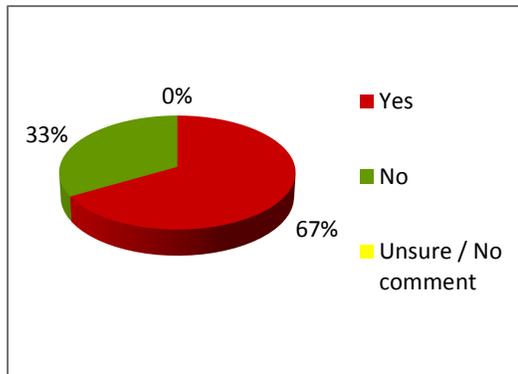


Fig. 18 shows the Education Psychologists response to "Do we need to increase the publicity of the Service?"

Fig. 19 shows the Education Psychologists response to "In your experience has Outreach directly improved outcomes for a pupil in receipt of one to one support?"

**Fig.20**



**Fig.21**

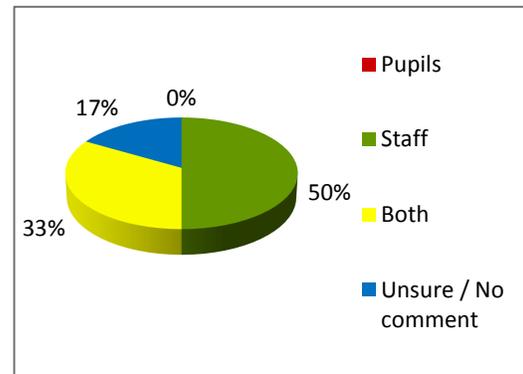


Fig. 20 shows the Education Psychologists response to "In your experience has Outreach indirectly improved outcomes for other pupils e.g. through reduction of disruptive behaviour?"

Fig. 21 shows the Education Psychologists response to "In your experience, which is a more effective use of available Outreach support, direct work with pupils or direct work with teaching staff?"

**9.4** SENDSAP and STAPS Teams had a separate questionnaire. 12 responses were provided. Of these responses, headline data has been highlighted below:

- **100% felt Outreach provided value for money**
- **92% felt that the impact of Outreach reduced dependency on other services**
- **62% felt Outreach support was very effective with 38% noting it was mostly effective**
- **Strengths of the service included providing support and training to staff, listening to the views of parents, tailoring support to meet Schools needs, a strong network of specialist contacts, up to date and practical advice and information.**
- **Weaknesses of the service included more detail needed on reports, difficulty in arranging face to face meetings with parents and not enough staff to meet demand**
- **Improvements which could be made for the future include having more Outreach staff, regular updates on what services can offer, more detailed reports, consistency if service has to stop due to staff shortages or illness and home visits.**

**9.5** The Youth Offending Services Team shared their questionnaire at a Team Meeting with senior staff, spoke with Learning Liaison Officers, Prevention Staff, Team Managers and Skills for Life Staff and none were aware of the existing Outreach Support Service. It is clear that internal promotion of the Service is required to ensure that staff are aware of and are able to promote the Outreach service.

**9.6** As a key stakeholder, the Outreach Schools were asked to consider the strengths and weaknesses of the existing service delivery model. Key themes for strengths included sharing good practice, providing a quick response, empowering staff, experienced and qualified staff and strong working relationships. Key themes for weaknesses included rolling extension of delivery on an annual basis making it hard to plan effectively, limited information about the children before visits and excessive paperwork.

**9.7** Within the June – July JET, Schools were asked to note their recommendations for a sustainable and effective Outreach model. The responses are noted below:

- *"Behaviour could have one overarching body and responsible person (with expertise and credibility). There are too many separate entities working in isolation..."*
- A larger team to maximize time in schools and reduce travelling time
- An Outreach website
- *"Occasionally schools using the service for advice do not implement the suggested strategies; schools have an expectation that we should work with pupils on a regular basis instead of implementing strategies themselves..."*
- Keeping direct contact with Head Teachers and SENCOs
- *"More expertise on physical disabilities across the County..."*
- *"We would like to keep the capacity for some individuality in approach."*
- A secretarial assistant and a good quality resource centre

- Time to deliver CPD to schools that is appropriate and relevant
- Empowering of schools, staff and parents through advice, training and working within AIM4Lincs award
- *"A School to School support model being developed in localities may be another way forward, but there would need to be enough people to support. If spread to thinly it won't have the desired impact"*
- Empowering of schools, staff and parents through advice, training and working within AIM4Lincs award
- Closer working relationship with other services such as CAMHS moving forward
- Structure around transition

## 10. Benchmarking Activity

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**10.1** Ten other Local Authorities were contacted under the Freedom of Information Act and asked:

- Please describe the behavioural support model adopted in Schools (both Local Authority Maintained and Academies) by your Authority to meet the needs of pupils with Autism, Physical Disabilities, Severe to Moderate Learning Difficulties, Social Communication Challenges and Autistic Spectrum Behaviours
- What is/are the nature of the services provided?
- Are services provided directly to the pupil or by upskilling Teaching staff?
- What is the overall budget assigned to deliver this?
- How many Schools currently deliver this model?
- How many Schools are currently in receipt of this model?
- Do you have any plans to re-design this model and if so, what alternate models are you considering?

**10.2** The ten Authorities included; Northamptonshire, Cumbria, Dorset, Shropshire, Nottinghamshire, Suffolk, Norfolk, Staffordshire, Worcestershire and Derbyshire.

**10.3** The requests showed that a number of the Authorities had no engagement with an Outreach model of any kind and that services to help support the needs of pupils were sourced, organised and paid by the Schools independently. Of those Authorities who work in this way, Suffolk, Staffordshire and Cumbria, the responses noted that it is up to the individual Schools to decide which approach to adopt for behavioural support.

**10.4** Norfolk's provision includes a Short Stay School, specialist Autism Team and a Child Support Team. In order to access the benefits and support of the Short Stay School and the Child Support Team, Norfolk's maintained and independent Schools pay a fee. The School provides support for pupils from 5 to 16, providing education and support for young people who have been permanently excluded from School, preparing them for returning to a new School or transitioning them to a specialist environment. The School also provides education and support to Norfolk pupils who are unable to attend school owing to their medical needs. Autism Specialist Support is available through Children's Services.

**10.5** Worcestershire retains centrally funded services that support all maintained and independent Schools to meet the needs of pupils with Autistic Spectrum conditions and Complex Communication Difficulties. A full cost recovery service, the Learning Support Team, can be purchased by all Schools and settings to meet Language and Communication, Dyslexia, Movement, Literacy, Maths and EAL needs in learners. Support for pupils with physical difficulties is outsourced and managed via a Service Level Agreement with two local Special Schools and reviewed annually. Worcestershire commission places at Pupil Referral Units but the Units also deliver behaviour support through their own Outreach Service, which Schools have to pay to access.

**10.6** Cumbria makes specialist advice and support available to Schools through the Education Psychology Service and specialist Teachers with an appropriate qualification in each of the areas including Behavioural Needs. Individual support programs are then provided for pupils based on their need. All Schools have access to this and services are provided by upskilling teaching staff.

**10.7** Staffordshire has different roles depending on presenting needs. Schools are solely responsible for responding to pupils with challenging social and emotional behaviours. Conversely support for Autism Spectrum behaviours is freely available as this is funded via the Dedicated Schools Grant. Physical Disabilities Support Service is commissioned from County Special Schools.

**10.8** Nottinghamshire provide services to support the inclusion of pupils with a range of Special Educational Needs and Disabilities; an Educational Psychology Service, a Managing Actual and Potential Aggression team, a devolved Primary Social and Emotional Development Team and a Schools and Families Specialist Service. The Schools and Families Specialist Service provide support around communication and interaction needs, Autism Spectrum, Cognition and Learning needs, Sensory Needs, Early Years School support needs and Portage. Nottinghamshire commission a service from one of its Special Schools to provide advice and guidance to Schools in relation to supporting Physical Disability Needs. In current practice, in Nottinghamshire, behaviour is increasingly being seen as a consequence of unmet need rather than a casual need in itself.

**10.9** There was a varied mix of those services which worked directly with teaching staff and those who engaged with Pupils.

**10.10** Of those Authorities who did disclose a budget, there were varied levels of funding and there were no identical services to make a comparison against.

**10.11** These findings suggest that there is a variety of options for Outreach delivery and there is evidence of both a county wide commissioned model and conversely schemes where the Local Authorities allow the individual Schools to decide how best to commission to meet need independently. There is no evidence of particularly innovative practice.

# 11. Pertinent References

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*"As an area of development, the Outreach service needs to consider how the undoubted success and value of the service can be captured and employed to raise awareness of how important it is..."*

## **National Autism Accreditation Report 2014**

**11.1** As part of the review, the Commissioning Team took into consideration the reports on Lincolnshire Outreach already in existence. References included:

- NAS Autism Accreditation Report 2014
- Review of Services for Children and Young People with Autism in Lincolnshire
- CfBT Report for Schools Forum January 2014
- Performance Indicators for 2013 – 2014 "Pathfinder Schools"

The pertinent recommendations from these references are highlighted below.

## **11.2 Independent NAS Autism Accreditation Review Report 2012**

**11.2.1** As an area of development, the Outreach service needs to consider how the success and value of the service can be captured to raise awareness of how important it is that funding is sustained. This could include a review of how the service gathers value added data in reference to inclusion markers, such as attendance, numbers of exclusions, transition to another mainstream placement during key stages, levels of academic attainment etc.

**11.2.2** As an area of development, Outreach could consider the quality and content of promotional materials made accessible to Schools, parents etc. Schools who are helped with immediate access to starter packs and with resources to help are more likely to act on the advice they receive.

**11.2.3** Outreach may wish to consider how suggestions that a pupil is withdrawn from a mainstream activity, as a resolution to behaviour, is addressed over the longer term.

**11.2.4** Poor planning by the mainstream School can mean that best use is not made of the Outreach Staffs' time. If inadequate planning is a regular occurrence, then it is important to appreciate the detrimental impact this has. The Service should keep a record of such incidences and where Schools are identified as persistent offenders decide on how this can be addressed.

**11.2.5** Asking SENCOs to provide ongoing evaluation feedback, for example on receipt of a discussion record, may help to further assess and demonstrate impact.

**11.2.6** The value of the data collected in demonstrating how the Outreach Service produces positive outcomes is limited because the main focus is on the quantity of interventions offered by the team rather than quality assessment, for example the number of times advice given was reported on but not the extent to which the advice was acted upon.

**11.2.7** Review which data could prove the most useful information to analyse the effectiveness and impact of the service and how this data could be collected.

### **11.3 Independent Review of Services for Children and Young People with Autism in Lincolnshire by the National Autistic Society 2014**

**11.3.1** It was felt that Pathfinder Outreach had been very positive in terms of reducing the amount of school exclusions and associated crisis situations. There was a point made about the lack of specific behaviour outreach being provided in Schools.

**11.3.2** The difficulties raised were regarding a limited amount of support going into Secondary provision. It is recommended that the Pathfinder Outreach provision is continued and has an increased capacity to support Secondary Settings.

**11.4** As Schools Forum is aware some performance indicator information has been sought from a collective group of Outreach providers previously. This data has been collected from John Fielding School, Gosberton House School, Warren Wood Community School, St Christopher's School, Lincolnshire Wold's Federation: St Bernard's School, Spalding Special School Federation: The Garth and The Priory Schools.

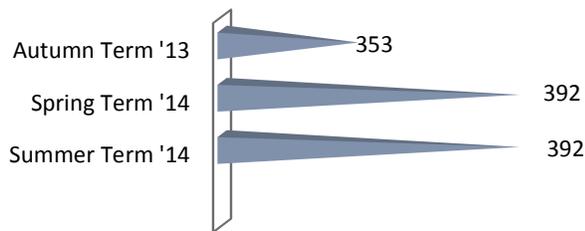
**11.5** 42% of existing Outreach providers, including Sincil School, The Phoenix, The Eresby School, St Francis and Lincolnshire Teaching and Learning Centre are not included, as data has not previously been collected from these Schools.

**11.6** As the data represents 58% of Outreach Providers, it is reasonable to use the data to indicate some broader trends in conjunction with the stakeholder engagement feedback and performance indicators sought from 100% of Outreach providers during April – July including the views of existing Providers.

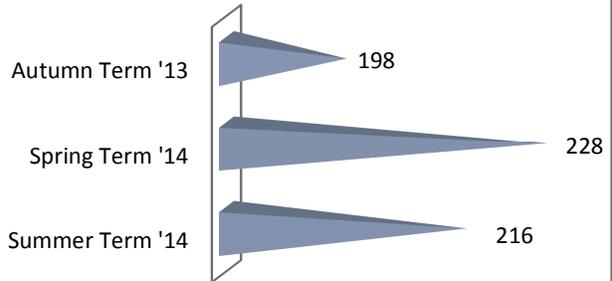
**11.7** The data below shows that;

- As Schools become aware of Outreach support there is increasing demand on the service indicating that there is a county wide need for Outreach
- There is evidence of increased demand during the Spring Term for both Primary and Secondary Schools requesting assistance from the Service. For Primary Schools, there is an increase of 15% in the Spring Term and for Secondary Schools there is an increase of 40%
- The total number of interventions is 21% higher in the Autumn Term than in the Spring Term
- The total number of pupils receiving support in the Spring Term has increased by 17% compared to the Autumn Term
- Work with individual pupils decreased by 10% during the Summer Term compared with the Spring Term

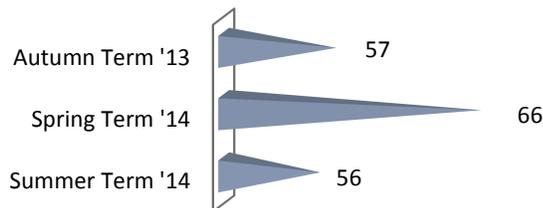
### Primary Schools on the pathway & aware of the service



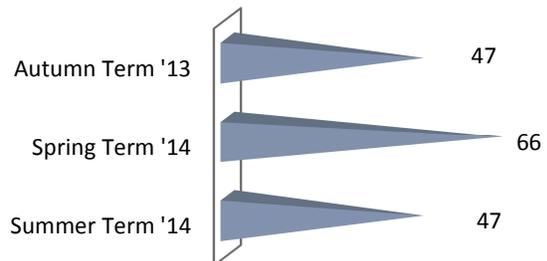
### Primary Schools requesting assistance



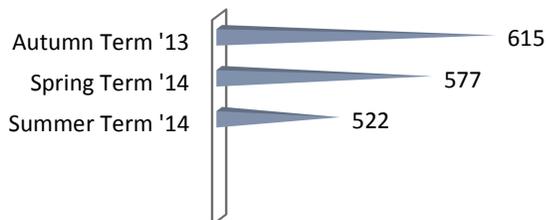
### Secondary Schools on the pathway & aware of the service



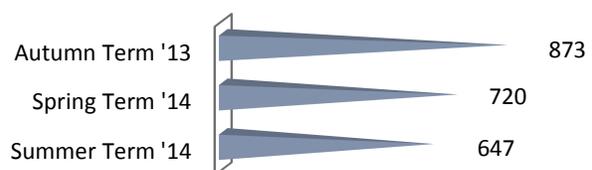
### Secondary Schools requesting assistance



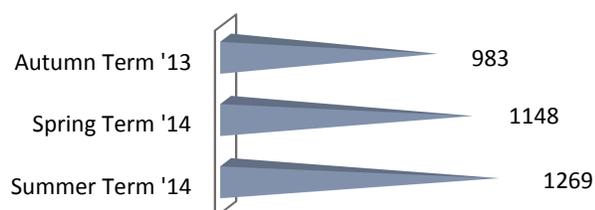
### Work with individual pupils



### Total number of interventions at end of Term



### Pupils at start of Term receiving Outreach support



# 12. High Level Findings

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**12.1** Priority findings from the review conclude that to improve the ability of the Outreach remit to deliver its strategic goals and evidence the impact of its work, the following are noted:

**One:** The Service should be formally commissioned and contract managed with clear, robust, evidence based Service Specification. By moving to a wholly commissioned model, increased monitoring of performance against specification can be assured and provision can be flexed to meet emergent need.

**Two:** Performance Indicators need to consider a breadth of evidence that potentially demonstrate effectiveness, outcomes and value for money; such as inclusion markers, the take up of the advice and guidance from the service and measuring the impact of the Service through aggregated service user improvement

**Three:** There should be an increased focus on legacy building and succession planning so that skills can be used with new Pupils of the future

**Four:** There should be consistent Contract Management Meetings to review performance in line with the Service Specification and on a monthly basis, the appropriate Commissioning Lead should assign risk and performance ratings. There should be an annual report that seeks the views of key stakeholders

**Five:** The future model should be a minimum of three years delivery with potential to further extend for two years

**Six:** Promotion of the Service should be increased and a collective website should be developed

**Seven:** The relationship and expectancies of the Schools in receipt of the Service should be reviewed, in order to manage realistic expectations of provision and reinforce legacy outlook. Additionally, the Service must be given a realistic timeframe to improve outcomes and should not be accessed as a "tick box" mentality

**Eight:** Information sharing and communication between Schools delivering Outreach should be improved

**Nine:** There should be a transparent criteria to access the Service

**Ten:** There shall be a reduced waiting time to access the Service

## 13. Data Anomalies

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**13.1** There are data anomalies as one of the current Schools chose not to contribute requested data to the report and for one other School, the review had to infer some data from the key performance indicator data submitted as part of the previous "Pathfinder" remit.

**13.2** Some of the Local Authorities contacted under the Benchmarking exercise were reluctant to provide data as a Local Authority to Local Authority request and as such, when pressed to provide data, the responses ranged vastly in terms of data quality.

**13.3** Some of the Behavioural Schools felt that data which they submitted would not provide an accurate reflection of the demand placed on their services during the Autumn and Spring Terms and that, potentially, this would disadvantage them in comparison to those Providers delivering a "static" service which does not fluctuate with the seasonal terms.

## 14. Risks

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**14.1** Risks have been identified and a Risk Log for the review has been created in order that these risks can be monitored and contained with appropriate steps taken to mitigate against risks wherever possible.

## 15. Summary of Findings

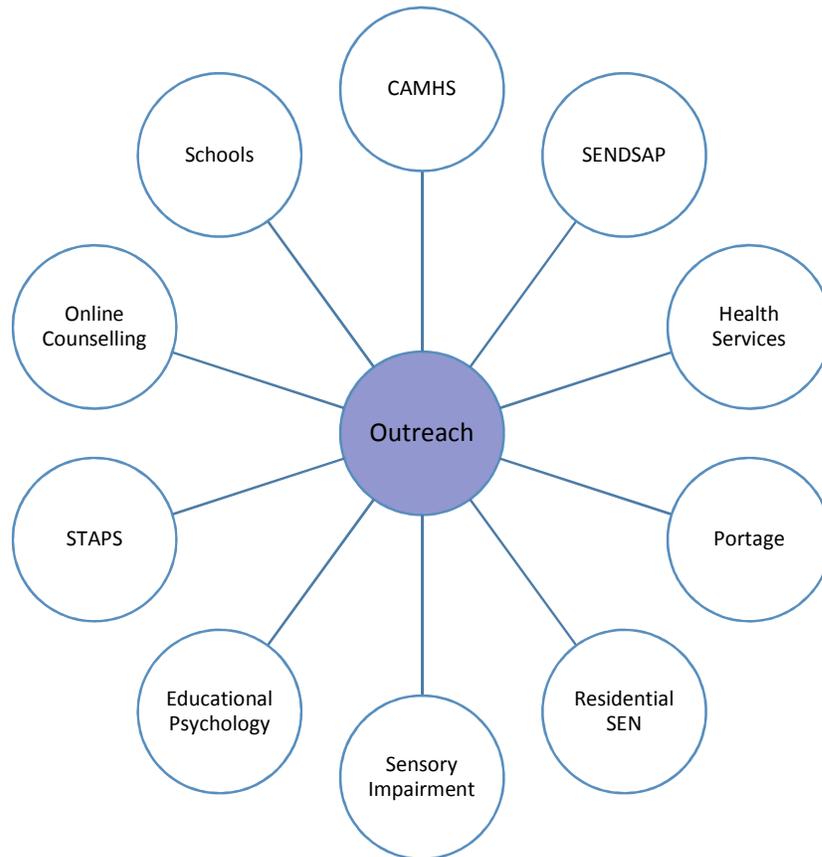
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**15.1** The review has shown that there is clear demand on the service and that stakeholders are, on the whole, very positive about accessing the service and the outcomes that it came bring.

**15.2.** The review has evidenced that the service needs to be promoted internally, so that key stakeholders are aware of the benefits of accessing the service.

**15.3** It is clear that the success of the service is dependent on accessing the service as part of a holistic package of support for complex pupils.

15.3 The finalised model and Outreach pathway will be developed to compliment other existing pathways which can be seen below.



## 16. Outreach Models

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**16.1** The following table shows the potential models that have been considered as part of the review. Each model has had the risks and disadvantages identified which have been scored according the matrix below. The preferred model is the one which has been identified with the lowest score.

Score	Probability (P)	Impact (I)
4	Almost Certain	Critical
3	Probable	Major
2	Possible	Minor
1	Hardly Ever	Negligible

Option	Benefits	Disadvantages/Risks	Disadvantages/Risk Evaluation		
			P	I	Total
<b>A. Multi-disciplinary approach (excl. Physical disabilities) with single providers covering each of the Clinical Commissioning Group boundaries</b>	<ul style="list-style-type: none"> <li>*Streamlined management costs with less money being attributed to cost of managing service and more to delivering service</li> <li>*Consistency of approach likely</li> <li>*Single point of access in each area making it clearer to service users as to how to access the service</li> <li>*Easy to track and monitor impact of service and able to utilise School census information for comparative benchmarking</li> <li>*Services are integrated as Providers will be required to evidence how they will work with other Lead Providers</li> <li>*Providers will need to respond to all Outreach queries within their allotted area thereby removing the option for suppliers to determine that users do not meet service thresholds and re-direct users onto alternative facilities</li> <li>*Accountability for providing support around local transitions and working with other named contacts when transitions occur across boundaries</li> <li>*Localised provision, maintaining pre-existing networks and working relationships</li> <li>*Retains county wide skills and experience</li> <li>*Ensures enough capacity to meet demand</li> </ul>	<ul style="list-style-type: none"> <li>* Potential loss of existing expertise, knowledge, relationships and contacts</li> <li>*Difficulty of responding to geographical spread of Lincolnshire which would result in increased travel costs and reduction of direct time on Outreach work as significant time would be allocated to travel</li> <li>*Should Provider decide to re-prioritise and cease Outreach delivery, significant potential risk of break in the service and reputational damage for Lincolnshire</li> <li>*May need to have other arrangements to provide specialist and targeted support</li> </ul>	2	2	4
			2	2	4
			1	4	5
			1	1	2

	<ul style="list-style-type: none"> <li>*Integrates breadth of Outreach Services</li> <li>*Consistency in tracking outcomes</li> <li>*Strong end-to-end process would need to be developed to make sure consistency of approach, fair and equitable access to service across various Providers</li> </ul>				<b>15</b>
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<b>B. Solo Provider</b> (who may wish to subcontract) One Provider to deliver county wide Outreach Service	*Streamlined management costs with less money being attributed to cost of managing service and more to delivering service	* Potential loss of existing expertise, knowledge, relationships and contacts	<b>2</b>	<b>2</b>	<b>4</b>
	*Consistency of approach likely	*Difficulty of responding to geographical spread of Lincolnshire which would result in increased travel costs and reduction of direct time on Outreach work as significant time would be allocated to travel	<b>2</b>	<b>2</b>	<b>4</b>
	*Single point of access making it clearer to service users as to how to access the service	*Should Provider decide to re-prioritise and cease Outreach delivery, significant potential risk of break in the service and reputational damage for Lincolnshire	<b>1</b>	<b>4</b>	<b>5</b>
	*Easy to track and monitor impact of service	*May need to have other arrangements to provide specialist and targeted support	<b>1</b>	<b>1</b>	<b>2</b>
	*Potential savings from reduced supplier base, collaborative cost reduction	*No existing Provider has the breadth of skill set to respond to all of Outreach support (Physical Disabilities, Autism, Severe and Moderate Learning Difficulties, Challenging Behaviour) however the lead Provider could subcontract specialism out to market	<b>4</b>	<b>4</b>	<b>8</b>
	*Services are integrated within a single supplier providing single service accountability, thereby removing the option for suppliers to determine that users do not meet service thresholds and re-direct users onto alternative facilities	*Initial disruption to services whilst a supplier embeds the revised approach to service delivery however a sufficient lead in period would minimise the likelihood of a gap in service	<b>2</b>	<b>4</b>	<b>6</b>
	*Accountability for providing support around transitions, in contrast, a collection of providers would only be responsible for transitions in isolation				<b>29</b>
<b>C. Hub and Spoke Framework</b>	*Localised provision, maintaining pre-existing networks and working relationships	*Potential increase of cost as varied Supplier base	<b>2</b>	<b>2</b>	<b>4</b>
		*Additional layers of "middle management"	<b>3</b>	<b>2</b>	<b>5</b>

<p>A framework of Providers with various specialisms, with one lead Provider</p>	<ul style="list-style-type: none"> <li>*Retains county wide skills and experience</li> <li>*Ensures enough capacity to meet demand</li> <li>*If contract manage with lead Provider there could be increased performance accountability</li> <li>*Consistency of approach more likely</li> <li>*Single point of access making it clearer to public who to go to to access the service</li> <li>*Easy to track and monitor impact of service</li> <li>*Services are integrated within a single supplier providing single service accountability and remove the option for suppliers to determine users do not meet service thresholds and re-direct users onto alternative facilities</li> <li>*Accountability for providing support around transitions</li> <li>*Integrates breadth of Outreach Services</li> <li>*Consistency in tracking outcomes</li> <li>*Strong end-to-end process would need to be developed to make sure consistency of approach, fair and equitable access to service across various Providers</li> </ul>	<ul style="list-style-type: none"> <li>*Conflicting demands from various Hubs</li> <li>*Initial disruption to services whilst multiple suppliers embed the revised approach to service delivery</li> <li>*Potential loss of existing expertise, knowledge, relationships and contacts should the existing suppliers be unwilling to enter into such a model</li> <li>*Difficulty of responding to geographical spread of Lincolnshire which would result in increased travel costs and reduction of direct time on Outreach work as significant time would be allocated to travel</li> </ul>	<p>2 2 2 2</p>	<p>2 2 3 2</p>	<p>4 4 5 4</p> <p style="text-align: right; color: red;"><b>26</b></p>
<p><b>D. Locality Hubs</b></p>	<ul style="list-style-type: none"> <li>*Localised provision, maintaining pre-existing networks and working relationships</li> <li>*Retain county wide skills and experience</li> <li>*Ensures enough capacity to meet demand</li> <li>*Reduced travel and thereby reduced costs and time allocated to travelling</li> <li>*Responds to need, rather than trying to fit needs to services</li> <li>*Strong end-to-end process would need to be</li> </ul>	<ul style="list-style-type: none"> <li>*Initial disruption to services whilst multiple suppliers embed the revised approach to service delivery</li> <li>*Lack of consistency for referral and end to end process</li> <li>*Conflicting demands from various Hubs</li> <li>*Potential increase of cost as varied Supplier base</li> <li>*Additional layers of "middle management"</li> <li>*Lack of consistency in tracking outcomes</li> <li>*Difficulty of responding to geographical spread of</li> </ul>	<p>2 2 2 2 2 2</p>	<p>2 2 2 2 2 2</p>	<p>4 4 4 4 4 4</p>

	developed to make sure consistency of approach, fair and equitable access to service across various Providers	Lincolnshire which would result in increased travel costs and reduction of direct time on Outreach work as significant time would be allocated to travel			<b>28</b>
<b>E. Current Provision Hybrid</b>	<ul style="list-style-type: none"> <li>*Responds to need, rather than trying to fit needs to services</li> <li>*No break in Service</li> <li>*Stakeholders shall not require change assurance</li> <li>*Evidence from stakeholder feedback that the Service is well liked</li> <li>*Opportunity to enhance and improve existing service delivery to incorporate recommendations</li> <li>*Existing Providers have evidenced willingness to work with Commissioning to refine service</li> <li>*Strong end-to-end process would need to be developed to make sure consistency of approach, fair and equitable access to service across various Providers</li> </ul>	<ul style="list-style-type: none"> <li>*Lack of innovation brought to service, resulting in a service specification that is not as robust and effective as it could be</li> <li>*Significantly reduced leverage to enforce the radical re-design of services required to improve Outreach, resulting in complacency from the existing suppliers</li> <li>*Additional layers of "middle management"</li> <li>*Potential increase of cost as varied Supplier base</li> <li>*Lack of consistency of Service delivery</li> <li>*Lack of consistency in tracking outcomes</li> </ul>	<p><b>3</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p>	<p><b>2</b></p> <p><b>3</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p>	<p><b>5</b></p> <p><b>5</b></p> <p><b>4</b></p> <p><b>4</b></p> <p><b>4</b></p> <p><b>4</b></p> <p><b>26</b></p>

# 17. Recommended Model

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**17.1** Considering the key findings, benchmarking, stakeholder engagement and references above the recommended model is Option A, Multi-disciplinary approach (excluding Physical Disabilities) with single providers covering each of the Clinical Commissioning Group boundaries.

**17.2** In Lincolnshire there are four NHS Clinical Commissioning Groups (CCGs) of General Practices. The 4 Lincolnshire CCG's are Lincolnshire East, Lincolnshire West, South Lincolnshire, and South West Lincolnshire. The boundaries of the Groups are shown in the map below.



**17.3** Schools will bid to provide Outreach services for one of the four Group areas; East, West, South or South West. Providers may bid to support more than one area if they wish.

**17.4** The lead Provider in each area shall be the single point of contact for the Outreach Service and that School shall provide support for the full breadth of Outreach specialisms including Autism, Moderate to Severe and Profound Learning Difficulties, Behavioural, Emotional and Socially Challenging Behaviours, Sensory Impairment and Social Communication Challenges which impact on cognitive development and learning potential.

**17.5** Physical Disabilities shall be provided separately. The funding for providing the physical disabilities service should be excluded from this new provision. Schools will bid to provide Physical Disabilities Outreach support through an Expression of Interest process.

**17.6** By aligning the model to the Clinical Commissioning Group boundaries, the Service can utilise the annual evidence base of the countywide Schools Census, which provides data about School Population Characteristics, including the number on roll of Children and Young People diagnosed with Special Needs. This data can be used for effective benchmarking.

The data itself includes a breakdown, by NHS Clinical area of those Children diagnosed with Special Educational Needs description of Autistic Spectrum Disorder, Behaviour, Emotional

and Social Difficulties, Hearing Impairment, Moderate Learning Difficulty, Profound and Multiple Learning Difficulty and Speech, Language and Communication Needs etc.

The data could be utilised to identify population trends and could highlight differences in volume across the County, with a view to informing future delivery.

**17.7** Funding shall be based on the table in 7.2 and an approximate estimate would be:

Lincolnshire Clinical Commissioning Group Area				
Lincolnshire East CCG	Lincolnshire West CCG	South West Lincolnshire CCG	South Lincolnshire CCG	Total
36%	36%	14%	14%	100%

**17.8** If agreed by Schools Forum, it is anticipated that the Expression of Interest process would commence in mid-October 2014, with evaluations being undertaken by the Panel during mid-December 2014. Should the exercise not identify an appropriate Provider for each or all Clinical areas, there will be sufficient timescales to implement one of the alternate models considered under Section 17.

**17.9** There will be a comprehensive and challenging Evaluation Criteria for the Expression of Interest process. This shall include challenging and scoring Providers responses to:

- How the Provider intends to allocate and manage finances
- Provider Ofsted Rating and Performance (e.g. School causing concern)
- How the Provider intends to deliver the Outreach Service, including how they will meet the breadth of Outreach needs (e.g. responding to request for support ranging from Autism, Severe and Moderate Learning Difficulties to Challenging Behaviours)
- How the Provider will ensure parity of Service, including any "value added extras" across the area
- How the Provider will evidence the impact of the Service on its Users
- How the Provider would foster strong working relationships with other Lead Providers

**17.10** The Expressions of Interest will need to be assessed and scored by an Evaluation Panel utilising a scoring matrix. Recommended participants on the panel include:

- Children's Commissioning Representative
- Finance Representative
- Schools Improvement Representative
- Exclusions Representative
- Headteacher (Schools Forum)

**17.11** The expectations of this model shall be streamlined management costs, consistency of approach across the County, improved tracking and measuring of outcomes and greater accountability.

## 18. Next steps

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**18.1** The next steps for the review shall include:

- Seeking approval for the recommended model at Schools Forum on 8<sup>th</sup> October
- Developing a timetable for procurement process
- Invoking the extension agreed at Schools Forum until end of academic year to allow for implementation period
- Providing updates to key stakeholders
- Begin consulting with the marketplace

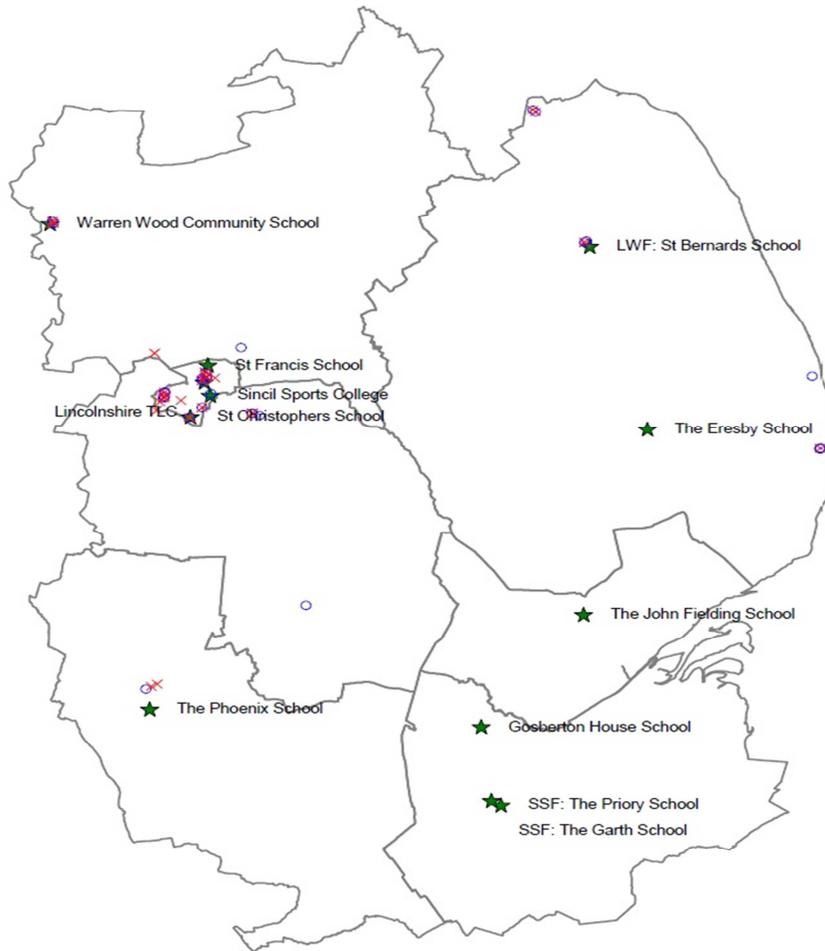
## 19. Appendices

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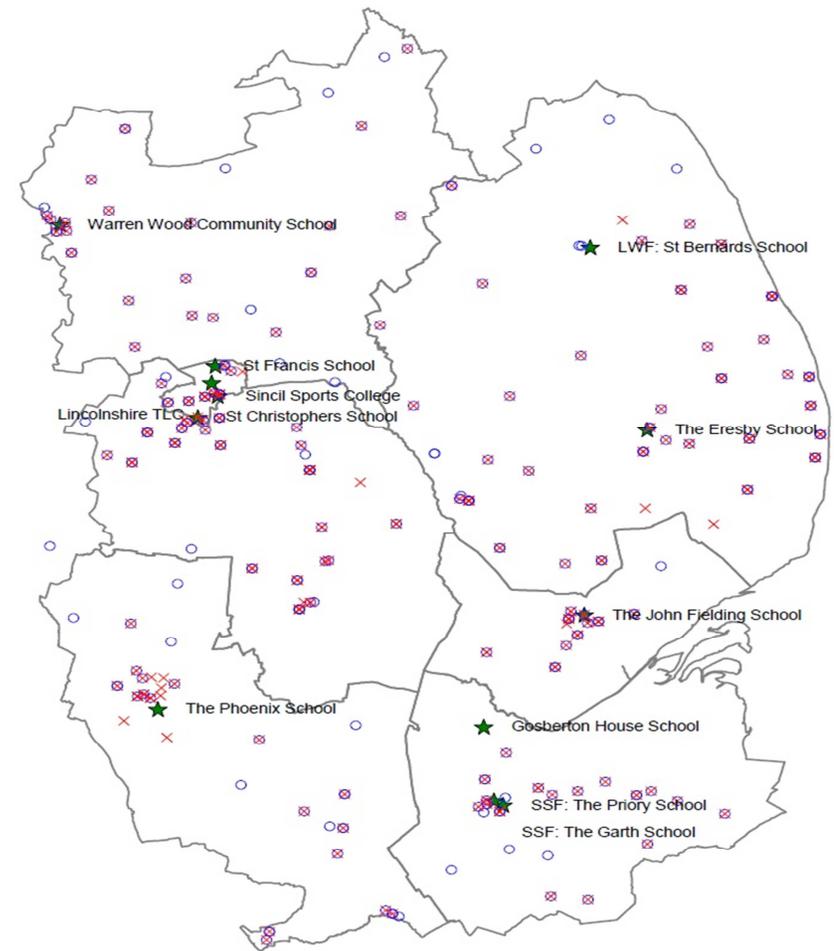
**19.1** Appendix B – Mapping Information

## Appendix B

The map below shows the location of Outreach schools across the county and Nursery, Infant and Pre-Schools which received support from Outreach during April – May 2014 (highlighted with blue circle) and June - July 2014 (highlighted with a red cross).

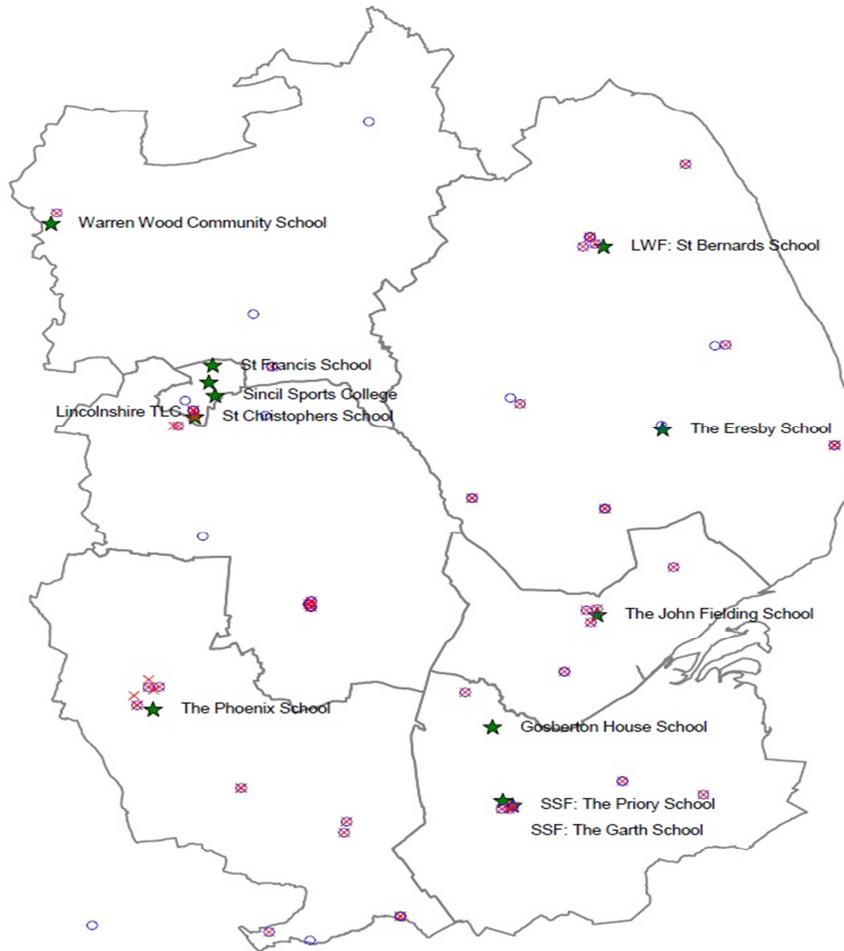


The map below shows the location of Outreach schools across the county and Primary schools which received support from Outreach during April – May 2014 (highlighted with blue circle) and June - July 2014 (highlighted with a red cross).

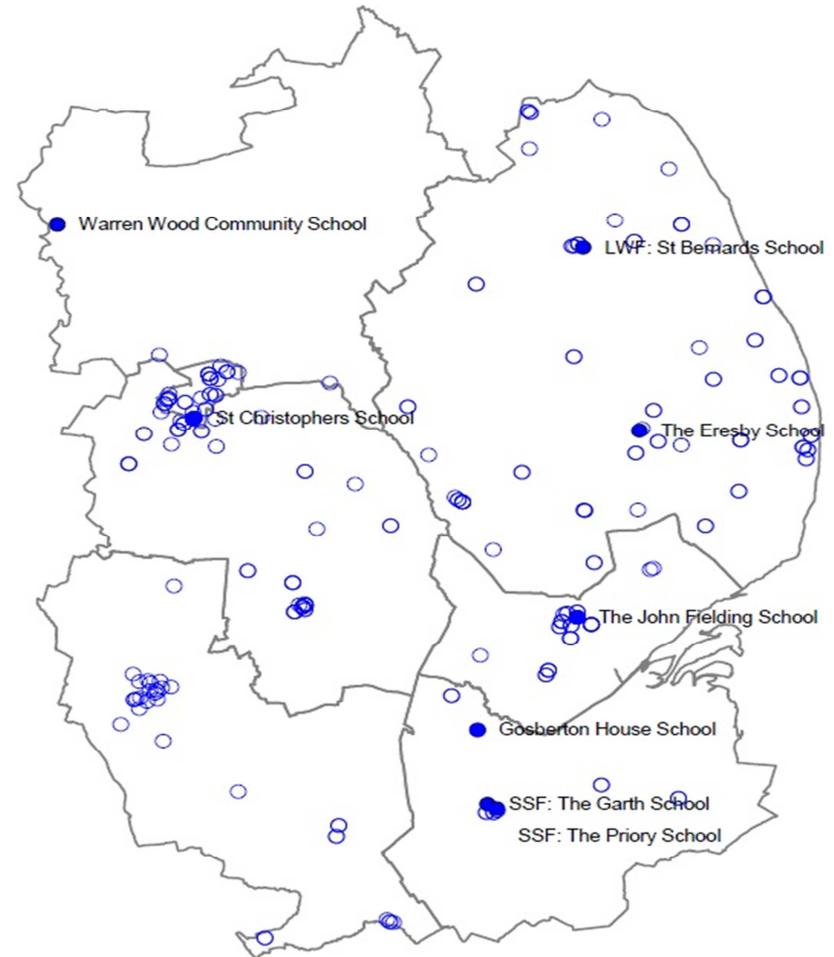


Appendix B

The map below shows the location of Outreach schools across the county and Secondary schools which received support from Outreach during April – May 2014 (highlighted with blue circle) and June - July 2014 (highlighted with a red cross).

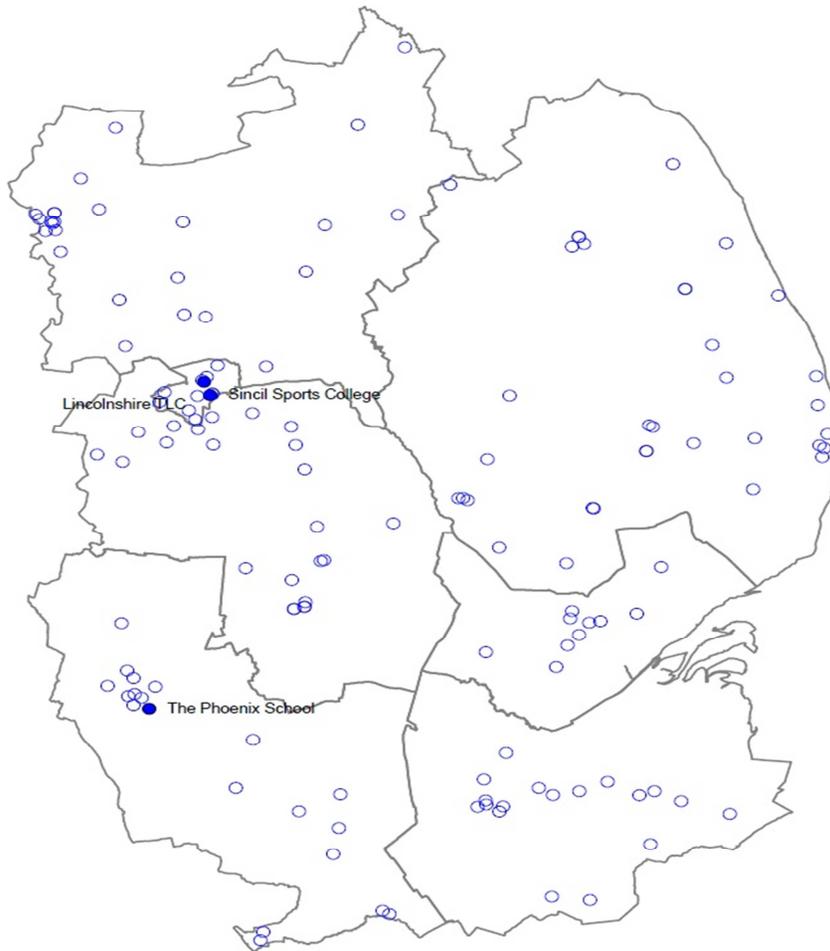


The map below shows the location of those schools who have requested Outreach support from Outreach providers in relation with Autism needs from April – May and June - July 2014 (highlighted with blue circle).

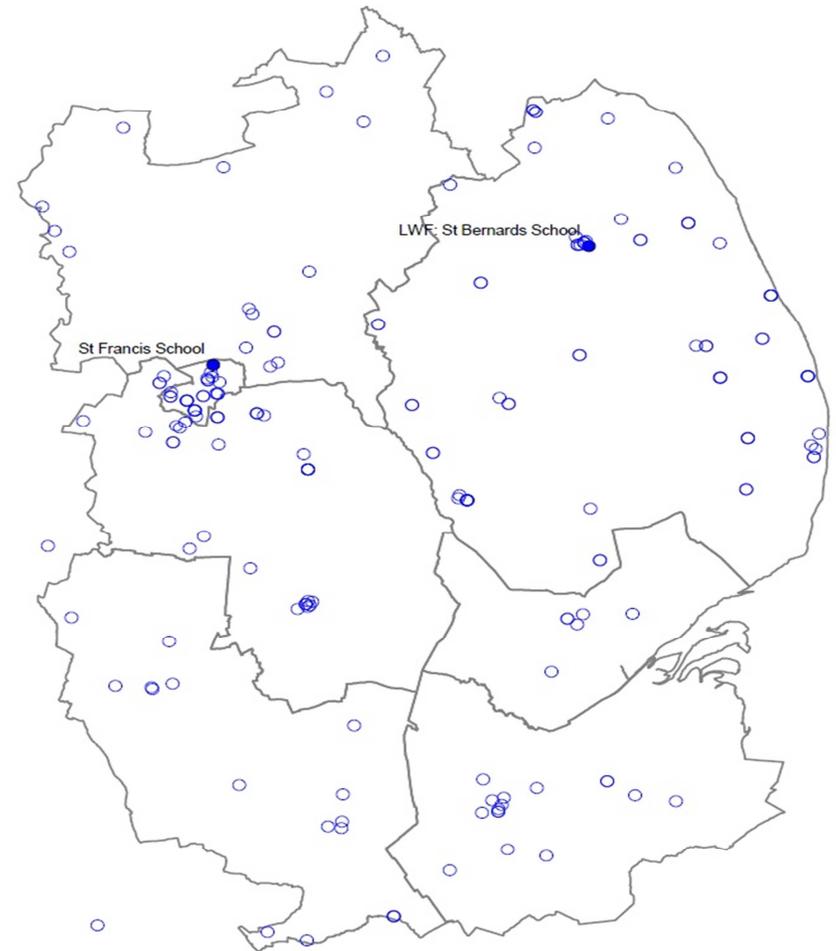


Appendix B

The map below shows the location of those schools who have received Outreach support from Outreach providers in relation with Challenging Behaviour from April – May and June - July 2014 (highlighted with blue circle).



The map below shows the location of those schools who have received Outreach support from Outreach providers in relation with Physical Disabilities from April – May and June - July 2014 (highlighted with blue circle).



END OF REPORT