



## REGULATORY AND OTHER COMMITTEE REPORT

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| <b>NAME OF COMMITTEE:</b>             | Lincolnshire Schools Forum                       |
| <b>DATE OF MEETING:</b>               | 22 April 2015                                    |
| <b>SUBJECT:</b>                       | Outreach Support Service – Challenging Behaviour |
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| <b>IS REPORT CONFIDENTIAL?</b>        | No   |

### SUMMARY

The purpose of this report is to further update the Lincolnshire Schools Forum as to the progress of the Behaviour Outreach Support Service and to explore a mechanism to achieve savings to the Dedicated School Grant through investments in early intervention and support.

### DISCUSSION

This report aims to conclude the review of the Outreach Services, which was initiated by a report from the Assistant Director of CfBT Education Services and was considered by the Schools Forum on 15<sup>th</sup> January 2014.

The outcome of the overarching service review, together with the recommended model of delivery for Outreach services for "Physical Disabilities" (PD) and "Autism and Learning Difficulties" (ALD) was agreed at the Schools Forum in January 2015.

The opportunity to express an interest for these two services was made available to all schools in Lincolnshire from 2<sup>nd</sup> February through to 30<sup>th</sup> March 2015. The outcome of the Expression of Interest process is that a submission has been received for each of the outreach elements (ALD & PD) which are currently in the process of being evaluated. The outcomes are expected to be known by 28<sup>th</sup> April 2015.

Throughout the review process, it was recognised that further research was needed for the "Challenging Behaviour" Outreach Service.

Behaviour Outreach support for those pupils with challenging behaviour is currently being delivered by the "Lincolnshire Teaching and Learning Centre" (LTLC) until 31<sup>st</sup> December 2015. In addition Behaviour Support is also being delivered by The Sincil Sports College and by The Phoenix Academy Trust.

The strains currently being faced by the Dedicated School Grant has been highlighted in March of 2015. Debbie Barnes, Director of the Children's Services, circulated a letter to the Chair of Governors and Headteacher of all maintained Schools and academies highlighting that the Dedicated School Grant is under severe pressure, in particular with regards to the growing figures that have to be set aside for Independent and Non Maintained "Out of County" placements. This has resulted in an additional £2m being allocated to meet the needs of pupils in the "Out of County" provisions.

The final review of the "Behaviour Outreach Services" undertaken by the Commissioning team, presents an approach that will assist in achieving longer term savings for the Dedicated Schools Grant (DSG) by containing the growth of the exclusions and the high specialist placements. This can be achieved through investment and development of an effective "Behaviour Outreach Support Service" focused in early intervention, prevention and support for Schools, families and to the pupils experiencing social, emotional and behavioural difficulties.

## **1. Background**

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1.1 The review was instigated in response to a number of ongoing issues highlighted previously to the Schools Forum, which 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.

1.2 Upon the finalisation of the review of the two first streams of Outreach (Autism and Learning Difficulties and Physical Disabilities), it was identified that the current model of delivery for the Behaviour Outreach Support needed further analysis in order to outline areas of strength, weakness and future development requirements.

1.3 Schools working in a more innovative and creative way to prevent and contain exclusions has been discussed in the past, not proving successful, which reinforced the needs for the development of the existing Behaviour Outreach Support Service model.

## **2. Methodologies**

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2.1 This report was compiled in line with the Commissioning Cycle phases and followed the Commissioning Review process, to fit into the aims and objectives of the Joint Commissioning Framework for Children and Young people with Special Educational Needs and Disabilities.

2.2 The current status of this review fits in the “Analyse” phase, as it enables the needs of the service, priorities and risks to be understood, and for actions to be determined.

2.3 Three main questions were asked:

- Overview of the current situation
- Service Delivery Requirements
- Schools and Pupils needs analysis

2.4 This analysis will ensure that the outcomes of this report will assist and support the Schools Forum to integrate its own objectives with the Outreach Service, invest in local provisions and deliver savings across the Dedicated School Grant whilst at the same time, ensuring that the Outreach service complements and contributes to Schools improvement strategies and objectives.

2.5 The findings of this report are supported by evidence collated through the following methods.

- Research - Extensive research was undertaken to ensure a wider knowledge of the subject matter.
- Desktop Analysis – Key Performance Indicators of each of the Behaviour Outreach service providers were analysed.
- Benchmarking Activities – Comparison of strategies used by other local authorities experiencing the same trends.

- Performance Measures – Local data was analysed and benchmarked against national trends including evidence collated through the ISOS Review. In addition, CIPFA Benchmarking and other Local Authorities contributed to the findings of the current report.
- Numerical data which reflects the number of Children and Young people supported by the current services.

### **3. Key Drivers for the Commissioning Activity**

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3.1 In February 2015, the Director of Children's Services (DCS) circulated the Outcomes of the ISOS Partnership Review to the Special Schools Head Teachers briefing.

The report's key highlights are:

- The profile of identified needs and the pattern of placements is different in Lincolnshire compared to the rest of the country and its statistical neighbours; data suggest that the identification of certain types of need is not consistent across the county, and that some underlying needs are not being identified early, e.g. speech, language and communication needs (SLCN).
- There are gaps within the continuum of current LCC SEN provision.
- There are questions about the consistency and effectiveness of identification and early support / outreach to mainstream settings to help them to meet the needs of the pupils with challenging behaviour.

3.2 The report recommended that LCC should build capacity into mainstream and specialist settings.

3.3 The report also points out that the current Outreach offer is inconsistent and lacks formal strategic, swift, flexible and effective planning.

3.4 In March 2015 the DCS, wrote to the Chair of Governors and Head teachers of all maintained Schools and academies highlighting the following points:

- The DSG has been protected cash-flat for the last four years and will be protected again in 2015/16 despite the inflationary pressures and demographic growth.
- An additional £2m has been invested in the Out of County budget for 2015/16 due to the increase in the number of pupils being placed. Pupils with more challenging and complex needs are being presented and our in-county provision is increasingly reporting that they are unable to meet needs.

- This £2m increase in the Out of County budget for 2015/16 has not result in a reduction in funding to school budgets next year, since the Local Authority (LA) has secured savings from within other central DSG budgets to offset that. However, a continuation of these and other pressures could lead to the LA having to reduce schools budgets in future years to manage these pressures.
- Lincolnshire County Council will have no capacity whatsoever to finance any of these emerging budget pressures from outside of the DSG.
- The LA has had a 25% reduction in government funding over the last four year period and is anticipating a similar trend of deductions over the medium to long-term.
- Additional savings will be required in a period when the number of looked after children is rising.
- It is important that the number of permanent exclusions is reduced and that pupils within Lincolnshire Teaching & Learning Centre (TLC) are re-integrated back in to mainstream schools much more quickly than of late.
- Lincolnshire provision that supports children that are excluded, at risk of exclusion or where schools including special schools are unable to meet need is under unprecedented pressure due to the increasing number and complexity of need. This pressure cannot be sustained.

3.5 A requirement for the current review was to ensure that a Strategic Needs Assessment for the future Commissioning Strategy is based on sound evidence and reliable data, to corroborate set priorities and decisions.

#### **4. Analysis of the Local Picture – Where our pupils are being educated?**

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4.1 During autumn 2014, the ISOS Partnership was commissioned by Lincolnshire County Council to review specific aspects of the SEN&D provisions in Lincolnshire.

4.2 The findings provided data which supports this report and validates the hypothesis that the number of exclusions and the number of pupils being placed in alternative provisions, like the Pupils Referrals Units and Independent and Non Maintained Schools is escalating.

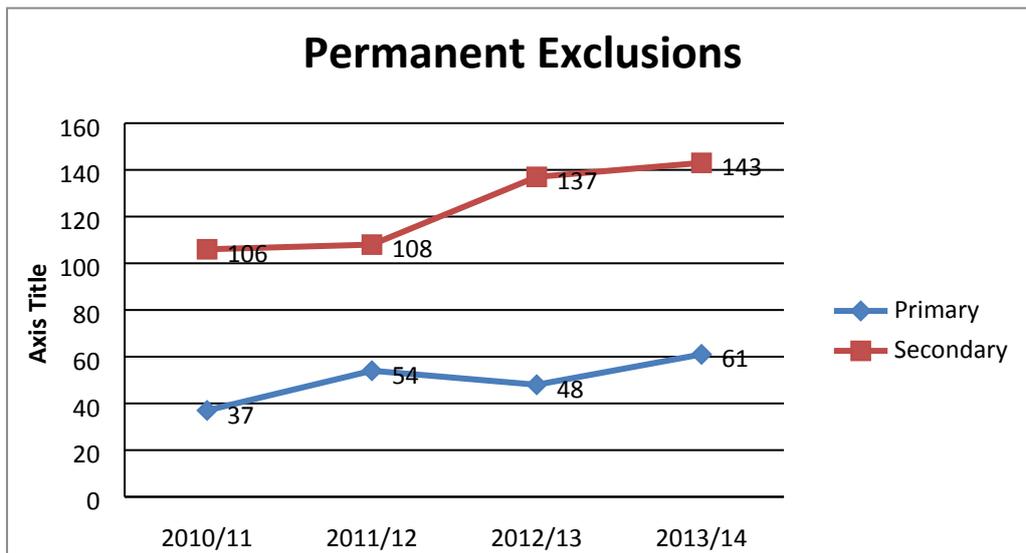
4.3 Data collated by the ISOS Report shows that in January of 2014:

- 106,833 pupils were educated in Lincolnshire schools.
- 16,651 of those were identified as having SEN but did not have a statement.
- 3,266 pupils with statements of SEN were educated in Lincolnshire.

- Lincolnshire was a net importer of pupils with statements, with 90 LCC funded pupil's being placed in Independent & Non-Maintained Special Schools (INMSS).
- Lincolnshire had 18 Special Schools and 2 hospital schools.
- 361 state-funded schools in Lincolnshire (including special/hospital schools) and 5 Further Education Colleges where the provisions – please note that since January of 2014 the number of education provisions has changed to 353 Schools and 5 Nurseries.

4.4 Both the ISOS Report and local statistics have identified that the numbers of pupils placed in Pupils Referral Units and in INMS are increasing due to the increasing number of exclusions.

4.5 Permanent exclusions (PEX) are rising both in Primary and Secondary settings (Mainstream and Special Schools), as the trend line below shows:



4.6 During the first data analysis of the academic year of 2014/2015 (September – January 2015) there are already 77 Exclusions in Secondary and 18 Exclusions in primary settings; based on this information it is projected that, the numbers of exclusions at the end of academic year will reach 210 (Secondary) and 54 (Primary)

#### Permanent Exclusions

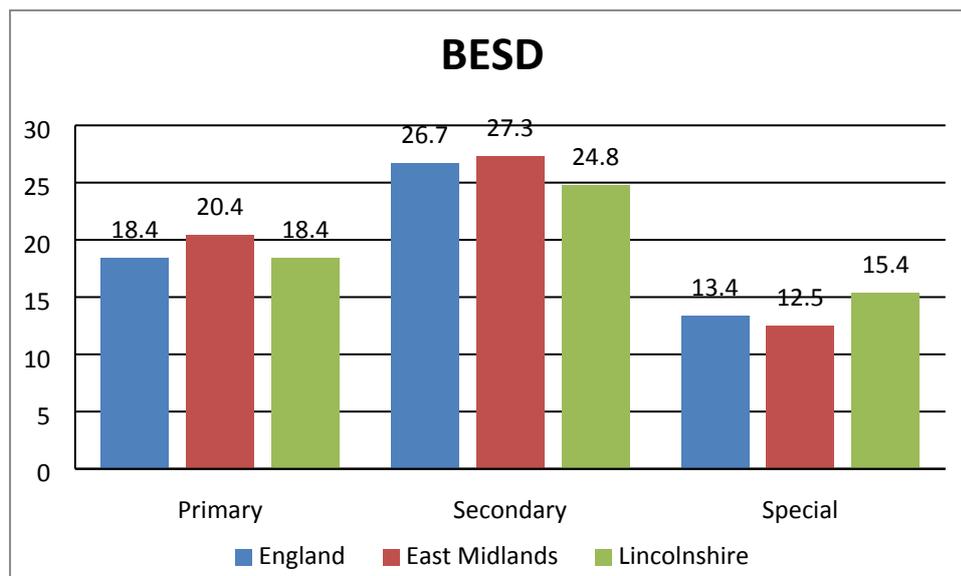
| Academic Year | 2010/11 | 2011/12 | 2012/13 | 2013/14 | Sep- 2014 to Jan 2015 |
|---------------|---------|---------|---------|---------|-----------------------|
| Primary       | 37      | 54      | 48      | 61      | 18                    |
| Secondary     | 106     | 108     | 137     | 143     | 77                    |
| Totals        | 143     | 162     | 185     | 204     | 95                    |

4.7 By adding the exclusion numbers, Lincolnshire has had to find alternative education for 694 pupils excluded in the past 4 years.

4.8 Further data analysis shows that this is a growing trend between pupils with and without an identified SEN; this analysis proves that exclusions and behaviour issues is not confined only to pupils with BESD (Behaviour, Emotional and Social Difficulties) as a recognised need.

| Pupil Exclusion Reason                              | Exclusion Incident Total - SEN Pupils |            | Exclusion Incident Total - Non SEN Pupils |            |
|---|---------------------------------------|------------|---|------------|
|   | Count                                 | Percentage | Count                                     | Percentage |
| Bullying  | 6                                     | 0.9%       | 10  | 2.0%       |
| Damage  | 13                                    | 1.9%       | 14  | 2.8%       |
| Drug and alcohol related                            | 31                                    | 4.6%       | 53  | 10.8%      |
| Other – can further detail be provided??            | 75                                    | 11.1%      | 111                                       | 22.5%      |
| Persistent disruptive behaviour                     | 179                                   | 26.5%      | 89  | 18.1%      |
| Physical assault against a pupil                    | 134                                   | 19.8%      | 79  | 16.0%      |
| Physical assault against an adult                   | 73                                    | 10.8%      | 12  | 2.4%       |
| Racist abuse  | 8                                     | 1.2%       | 9   | 1.8%       |
| Sexual misconduct                                   | 5                                     | 0.7%       | 10  | 2.0%       |
| Theft   | 13                                    | 1.9%       | 12  | 2.4%       |
| Verbal abuse/threatening behaviour against a pupil  | 21                                    | 3.1%       | 12  | 2.4%       |
| Verbal abuse/threatening behaviour against an adult | 118                                   | 17.5%      | 82  | 16.6%      |
| <b>Number of Exclusion Incidents</b>                | <b>676</b>                            |            | <b>493</b>                                |            |

4.9. In relation to BESD, Lincolnshire has fewer children with this primary need in secondary schools, but more in special schools, compared to the national average.



4.10 The ISOS Reports suggests that two factors may be behind this pattern of placements;

1. Different identification practices and/or misidentification – the data on – Speech, language, communication (SLCN) needs and, in secondary, on Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SPLD) and BESD, suggest that pupils' needs are being identified differently compared to other areas, or underlying needs are not being picked up.
2. Specialist provision is "blocked up" and not able to respond to changing need – the data show a high proportion of pupils in special schools have Moderate Learning Difficulties (MLD) as their primary need. This suggests that special schools may not have the capacity to meet the reported increasing need for places for pupils with challenging BESD and/or complex ASD.

4.11 The report also points that there are questions about the consistency and effectiveness of identification and early support / outreach to mainstream settings to help them meet the needs of the pupils who have challenging behaviour needs.

## 5. What happens next? The Cost of Exclusions

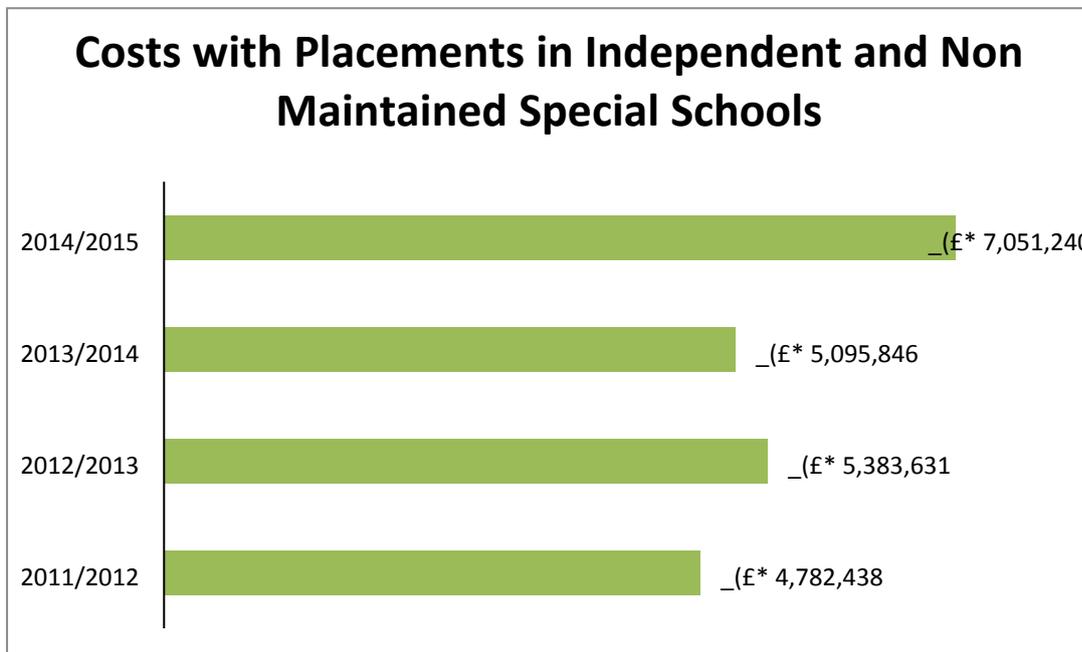
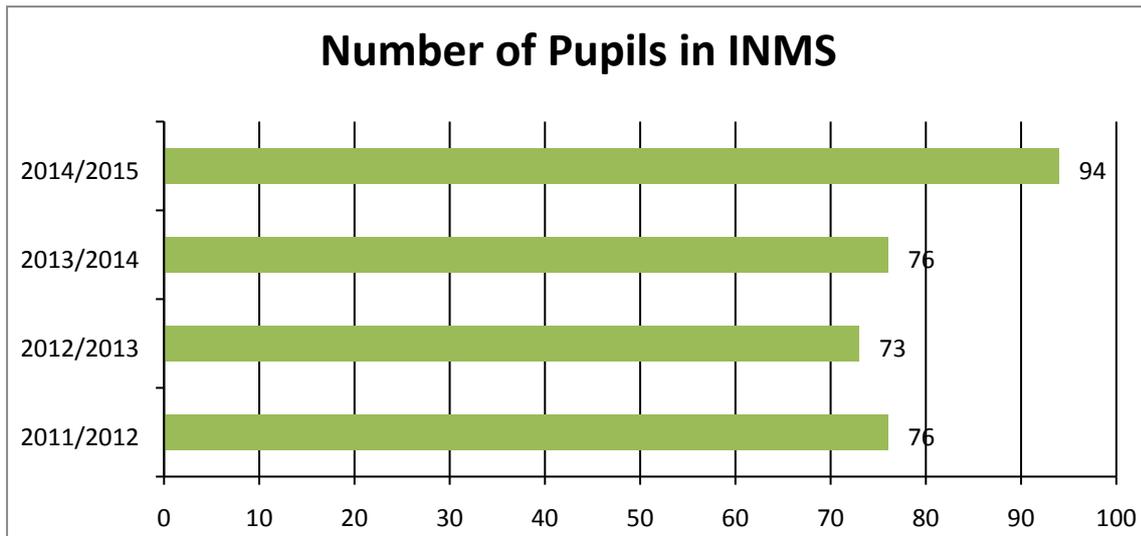
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5.1 Analysing current funding levels within the DSG shows that:

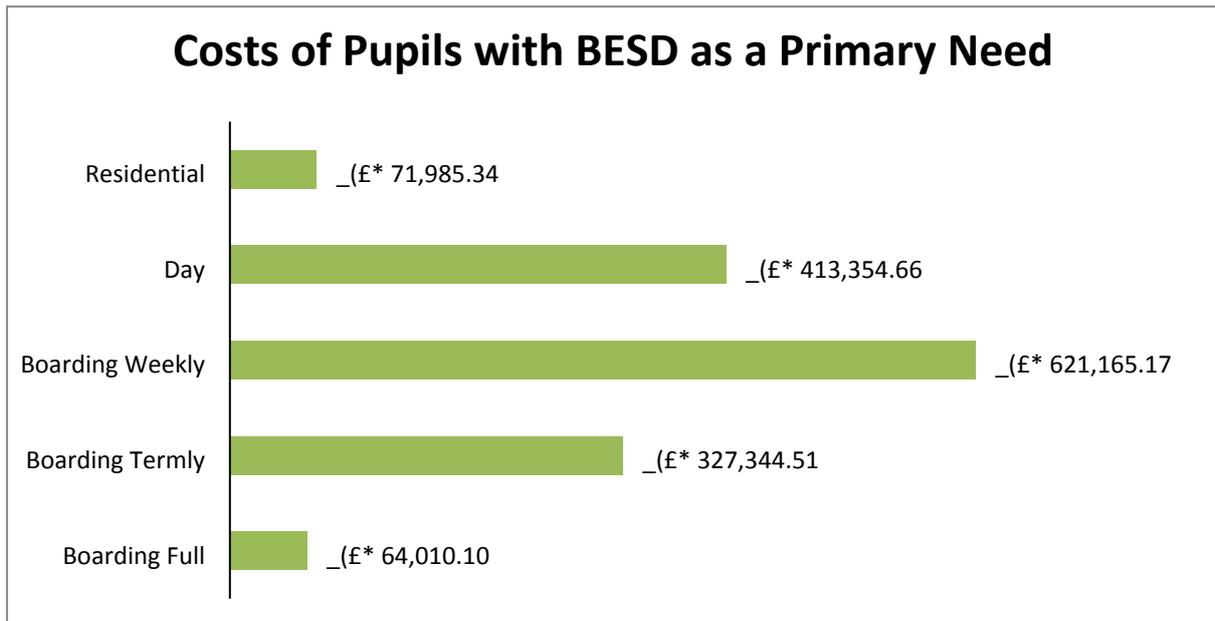
- It costs an average of £4,016 a year to fund a pupil in Lincolnshire mainstream education, as per Section 251 – 2014/15 Budget Statement).
- A typical place for a pupil at a Pupil Referral Units costs £8,000, increasing to £10,000 from September of 2015. In addition to the place funding, top up funding is likely to be needed to meet any additionally of pupil's needs.
- This value escalated to an average of £42,515 to fund a placement at an Independent Non maintained special school for a pupil where the primary need is BESD.



5.2 The trends below demonstrate a sharp increase both in the numbers and funding allocated for the INMS placements. It is safe to predict that with no prevention and early intervention measures in place, this trend is likely to continue, meaning that we will have another increase for 2015/2016. An additional allocation of £2m has already been built into the OoC budget to meet the current demands of placements. The 2015/2016 budget is £7.290m and currently 101 pupils are placed in such provision.



5.3 The most recent assessment of the costs with pupils with BESD placed in Independent and Non Maintain Special Schools show us that the spent is £1,497,858, as below.



5.4 Funding for alternative provision through the DSG currently allocates £2.242m for the Lincolnshire Teaching and Learning Centre and £2.268m, to Solutions 4, adding up to £4,510m per academic year..

## 6. Desktop Review of the 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 has been undertaken. A Memorandum of Understanding (MoU) between Lincolnshire County Council and each individual Outreach School was prepared which stipulated responsibilities of the parties, key objectives and outcomes, the principles of collaboration and governance.

6.2 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.

6.3 The current Outreach Support for Schools and pupils with Challenging Behaviour is delivered by the Lincolnshire Teaching and Learning Centre, The Sincil Sports College and by The Phoenix Academy Trust.

6.4 The overall service provides a holistic package of support to a broad cohort of pupils, including those with challenging behavioural issues.

6.5 Outreach has been historically delivered as a result of various funding streams, like the Specialist Schools funding, Outreach Funding and Pathfinder Funding.

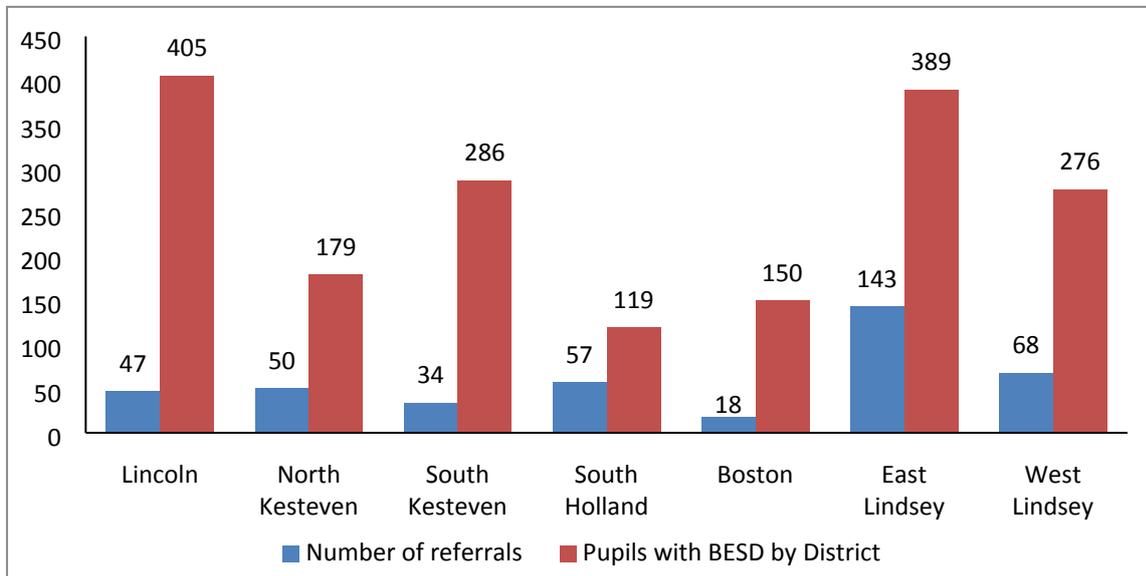
6.6 The amount above is used to fund Staff, traveling costs, education material and administrative costs.

6.7 The collation and analysis of key performance Indicators have been captured during the contract managements meetings with the existing Schools utilising the Joint Evaluation Toolkit. This demonstrates the volume, quality and impact of the existing service provision.

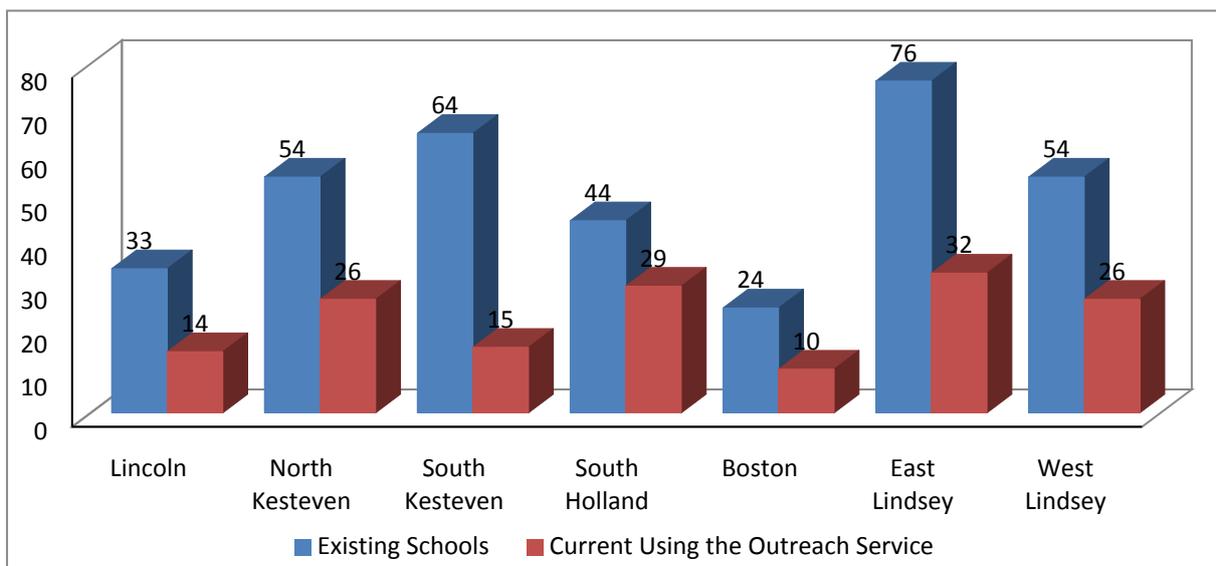
6.8 The tables below demonstrate the usage of the service by District:

| School district | Number of referrals | Pupils with BESD by District | % of Pupils with BESD being Supported by the Outreach |
|-----------------|---------------------|------------------------------|---|
| Lincoln         | 47                  | 405                          | 11.60%  |
| North Kesteven  | 50                  | 179                          | 27.93%  |
| South Kesteven  | 34                  | 286                          | 11.89%  |
| South Holland   | 57                  | 119                          | 47.90%  |
| Boston          | 18                  | 150                          | 12.00%  |
| East Lindsey    | 143                 | 389                          | 36.76%  |
| West Lindsey    | 68                  | 276                          | 24.64%  |
| <b>Total</b>    | 417                 | 1,804                        |   |

6.9 The table below provides a comparative visualisation of the number of referrals per area and the number of pupils diagnosed with BESD.



6.10 The comparative table of the Schools Using the Service clearly demonstrated that the current design of the service and the resources available are not sufficient to meet the needs of Lincolnshire schools, as below (Schools classified as "Countywide" were not included)



## **7. Service Review Key Findings**

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7.1 The Service review was finalised after a comprehensive data analysis of the KPI's for the past year, provider joint evaluation assessment and one to one sessions with staff and the Acting Headteacher of the Lincolnshire Teaching and Learning Centre.

7.2 The Key strengths of the current model are:

- A referral led system with the referral form being comprehensive and straightforward to complete.
- The team have expertise in the field and are held with high regard.
- Staff can contact the schools personally to arrange meetings.

7.3 The main deficiencies of the current model are:

- The main weakness is that the team is too small and they are currently at capacity and cannot fulfil the demand for the service.
- There is a need for medium and long term plans to be established for the pupils using the service to build up their academic resilience.
- There has to be clear eligibility criteria for entering and exiting the service.
- There is also a need of a more integrated approach with other agencies, families and carers.
- There is a lack of a “legacy building” culture for the Schools using the service.

## **8. Benchmarking Activity**

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8.1 Information was sought from other Local Authorities to explore if they share intelligence and good practise in developing an effective Outreach Service.

8.2 The following questions were asked:

- Do you have a current outreach service in place to offer the Support for Schools and Teaching staff to support Children with challenging behaviours?
- How many providers deliver the service and who they are (e.g. Schools, In house, other providers)?
- How is the total value allocated for the service and the value of individual contracts?

8.3 The responses showed that a number of Authorities have no provision of an Outreach Model of any kind and that services to support pupils and schools, neither a Budget Allocated for this service.

8.4 A number of Authorities delegate the decision to purchase the Outreach Support for the Schools.

8.5 Nottingham City and Warwickshire have a model which is similar to the Lincolnshire model.

8.6 Northamptonshire is starting to implement an Outreach Service Project similar to the one undertaken by Lincolnshire, to assess if there is a need for the service in their area.

8.7 Responses received include the following:

*Nottingham City- "The City has a team comprising of teachers and behaviour learning mentors. Every school (maintained / academy, secondary / primary) in the City has a named teacher who they contact if they need support around a specific CYP, teacher coaching, staff training etc. I understand that some schools (particularly secondary) have 'in house' support and other schools that are in Academy chains do similar support. The team is funded through DSG which is reducing year on year as more schools 'academise'. Schools can either purchase a package for the year or pay ad-hoc. Some services are delivered as 'core' and the rest charged."*

*Warwickshire – "We have a traded support service (Early Intervention Service EIS) teachers, specialist TAs and learning mentors. Also trades with consortiums and an Area Behaviour Partnership. We have a DSG commissioned support service for primary again (EIS). One special school trades behaviour support. Unaware of external providers. EIS has been traded since 2000, so well established delivery model based on full cost recovery. EIS commission approx. 700k. Special school works with 18 schools."*

*Worcestershire – "In Worcestershire we no longer have an internal behaviour service. Schools may choose to purchase this service within a wider market place of services. In house services include those that support pupils with a sensory impairment, autism and complex communication difficulties, and a core educational psychology service that delivers statutory work. An in house learning support service offers a traded service for schools and settings."*

*Norfolk – "We have a team of one full-time member of staff, one part-time member of staff and one trainee (full time), who are responsible for working with all ages, including children. Although, we don't specifically have a remit for working with children with challenging behaviour, we have worked on a number of projects over the past few years, which have included working with a Pupil Referral Unit, on a creative writing project, and working with the youth inclusion support panels, in a project working with children at risk of offending. . There is no specific budget (just the staff wages) however, the 2 previous projects have taken place due to HLF funded money."*

*Staffordshire – "Within the autism team, which comprises approximately 16 teachers and up to 30 Communication Support Workers, we have a central team supporting pupils with autism in mainstream settings from 3 to 19, an enhanced team supporting CYP in KS1/2 with additional needs, usually behaviour, and 4 resource bases in high schools for pupils able to access a mainstream curriculum with a high level of*

*support. In addition, we have advisory teaching services to support pupils with learning and / or behaviour difficulties, which are managed and delivered by Entrust, which is a company owned in partnership by Staffordshire County Council and Capita."*

## **9. High Level Findings**

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1. The number of Permanent Exclusions has been rising over the past 5 years, as demonstrated in item 4.5 above. Alternatives discussed in the past have not delivered results, like the expectation that schools should work in a more innovative and creative way.
2. This is creating an unprecedented strain on provisions for children excluded, at risk of exclusion or where schools, including special schools, are unable to meet their needs - this has increased the number of pupil with BESD being educated in PRU's and INMS provision.
3. DSG funding from central government continues to remain at the same level in cash terms per pupil for 2015/16. This has been the case since 2011/12; therefore cost pressures within the schools system have to be managed, which is a challenge. An addition of £2m has already been allocated to cover the costs of OoC placements. If no action is taken to develop the current early intervention and prevention services, we can predict that in the coming years, this will be a re-occurring situation.
4. There is insufficient funding available in the DSG to fund the total amount needed for the development of the Behaviour Outreach Support Services. An agreement needs to be made with schools on where this needs to be found from, and inevitably a share will need to come from schools delegated budgets, namely Age Weighted Pupil Unit.
5. Evidence collated through the ISOS Report suggests that these are pupils that are struggling to make the transition to secondary schools or are not keeping up with their peers as they approach GCSE's. Families may also find it difficult to support their child as they get older and more mature physically.
6. School exclusions data analysis suggests that the current Behaviour Outreach is not supporting pupils with Behavioural Issues. There are questions about the consistency and effectiveness of identification and early support / Outreach to mainstream settings to help them meet the needs of pupils with challenging behaviour needs.

7. Evidence suggests three things may be driving the increase in INMS placements for this group:
  - i. Inconsistent early identification in the primary phase.
  - ii. Lack of support during the primary/ secondary transition.
  - iii. Lack of capacity/ support in managing the pupils behaviour linked to their SEN as they become older.
8. Intervention and support has to be provided at the earliest opportunity at Primary School, via a targeted Behaviour Outreach offer; demand from schools is growing. There has to be a greater integration with other agencies (Appendix 1), with two defined Tiers to measure the level of support and intervention.
9. Schools would benefit from a clear and defined role for Schools, Outreach, Families and other agencies into supporting pupils in receipt of the service (Appendix 1). Furthermore, the service will need a clear pathway with clear timescales, entry and exit. (Appendix 2).
10. It is important that the resource allocation of any "Behaviour Outreach" is managed by Schools at a local level to ensure that "supply and demand" is managed within the resources available and will ensure sustainability in to the future.
11. Service Specifications will be devised by a task and finish group; it is anticipated that the developed model will accommodate a multi-agency team based at a locality level, which will include CAMHS (Child and adolescent mental health services) Practitioners, therapist as well as specialist teacher.
12. Schools would benefit from a culture of "legacy building" through staff training and shared expertise between Schools staff and the Outreach staff. The recommended Schools Outreach Support (S.O.S), which consists of termly meetings and training sessions between the designated "Behaviour Champions" and the Service Provider, will allow both the Outreach and School staff time to be optimised and skills to be enhanced.
13. The overall spent with alternative provisions (PRU's and INMS) will decrease and savings would be performed through investment in early intervention and support via the Behaviour Outreach Support Service delivery to pupils, families, staff and schools.

## **10. Financial Implications**

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10.1 The development of the Behaviour Outreach Support Service will be able to offer 169 days of service delivery per staff to:

- 353 Primary and Secondary Schools (132% more than currently – see Item 6.10).
- To cover an area of 2,687 square miles across 7 Districts.
- To increase the number of staff to be able to deliver the support.
- To increase the time spent supporting pupils, families and carers.
- To decrease the time spent with travelling per staff.
- To potentially support 1,804 Pupils with BESD recognised as a Special Educational Need per academic year (333% more than currently – see Item 6.9).
- To provide termly training sessions in four different locations to make it accessible to Schools staff.
- To reach an unspecified number of pupils that do not have BESD as a Special Need, but could at some point in their academic life experience situations that could trigger episodes of challenging behaviour.

10.2 The investment in the Behaviour Outreach Support Service will be able to achieve the following:

- I. Prevention of exclusions should not be the purpose of the Outreach service. The new model should focus on "early intervention" and "prevention of escalation" of pupils' behaviour difficulties and support aiming at "positive outcomes for pupils". The main objective of the new model should be to provide support for pupils so that they may remain in mainstream education without compromising the learning of their peers.
- II. The range of intervention should include consultation, observation, joint planning, training, support and advice, small group work, in class support, team teaching and multi-agency working as a part of a holistic approach to promote inclusion and academic resilience. CAMHS practitioners, therapist and specialist teachers would compose a multi-agency team to be based at a locality level.
- III. Effective Behaviour Outreach services need "expertise, experience, and training" and "High quality Outreach workers". It is vital that "up to date" advice is offered by staff who keep themselves updated.
- IV. Credibility is essential across all roles of the staff delivering the service. Effective Outreach will need expertise as behaviour specialists based upon experience.

- V. The reviewing of the existing models has shown that there is a need for clear objectives and outcomes and the assurance "that it works".
- VI. Levels of staff responsibility for behaviour in schools and what might 'trigger' referral to Outreach is a key issue that needs to be reflected in the model. Furthermore, the aim of the intervention or service level agreement between the Schools and the provider schools needs to be clear. This will be achieved by the nomination of "Behaviour Champions".
- VII. A successful contemporary Outreach work is dependent on the Outreach team being able to form many types of appropriate and professional relationships with a range of pupils, staff and adults in schools as well as with parents/carers and other agencies.
- VIII. The new Outreach model shall have a collaborative and legacy building culture. One of the key features of the service will be to provide advice, guidance and practical strategies on a whole school basis for dealing successfully with behavioural issues.
- IX. Support to be made available for School Staff via training and meetings sessions, by helping school staff to develop new and enhance existing skills, by learning good classroom management tools to minimise distractions that often precedes disruptions.
- X. The new model will have good knowledge and understanding of other agencies and services who can offer specific or specialist support and help was a requirement by schools for Outreach teams. (Appendix 1).

10.3 The investment in the Behaviour Outreach Support Service will be able to achieve the following service deliverables (Appendix 2)

- I. Initial Assessment
- II. Informed Decision about proceeding with Outreach or Referring to other agencies
- III. Joint Working with Schools to define clear entry and exist requirements
- IV. Creation of a Support Plan with SMART Objectives together with the pupil, Schools, Agencies and Families/ carers
- V. Recording and Monitoring evidence of development
- VI. Recording of KPI's via regular Contract Management meetings
- VII. Delivery of termly training sessions to schools staff

10.4 A "task and finish" group will work together to develop a service specification for a multi -agency team based locally to achieve the points above.

10.5 A costing model has been developed and depending on the agreed level of support required, the funding requirement is between £0.8m - £1.3m. The behavioural outreach programme will need to be managed at a local level with schools gatekeeping access – without this gatekeeping by the Schools, the demand will continue to outstrip funding levels.

10.6 It is not affordable to fund the entire outreach service from within the base DSG, and the DSG underspend is not a permanent solution, nor does it have the capacity to absorb such costs going forward following the release of one-off funding totalling £16m over the last 3 years supported by Schools Forum.

## 11. Recommendations

| Recommendation   | Benefits  | Disadvantages /Risks   |
|--|---|--|
| <p><b>Invest in the Behaviour Outreach Support Service to support schools to manage pupils that display behaviour that challenges the services</b></p> <p><b>Increase the funding available for the Behaviour Outreach Support Service</b></p> | <p>“Repatriate” the money used for alternative provisions</p> <p>"Invest to save" model that will pay for itself in the long term</p> <p>Savings to be delivered across the Dedicated School Grant</p> <p>Reduced costs deriving from exclusions</p> <p>Ensure an effective and fit for purpose service</p> <p>Money will be used to develop local provision and the development of local staff</p> | <p>Will require an initial high level of investment</p> <p>There is insufficient base DSG funding to support a permanent investment on Behavioural Outreach Support.</p> <p>Effectiveness of the service will take time to be measured</p> |

|   |   |  |
|---|---|--|
| <p><b>The chance to deliver the service to be made available to the market place via an open and transparent tender process</b></p> <p><b>The Service to be formally commissioned and contract managed with clear, robust, evidence based Service Specification.</b></p>  | <p>Competitive and fair process</p> <p>Ensure higher competition for added value and value for money</p> <p>Ensure a chance for innovative methodology to be assessed</p> <p>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</p>         | <p>High tender evaluation time</p> <p>Limited time scales for completion</p>   |
| <p><b>To develop a specific role for Outreach in helping to build constructive relationships between home and school, sometimes in a mediation role, as well as engaging more pro-actively with other services.</b></p>   | <p>Strengthen coordinated approached to prevention and early intervention for pupils with BESD in Schools, through a multi-agency approach that aligns the work of the Behaviour Outreach Support Service more closely with other integrated services for vulnerable young people</p>   | <p>Roles NEED to be specific to avoid confusion for all the ones involved and avoid repetition of work</p>                       |
| <p><b>To develop reporting mechanisms of measuring softer outcomes</b></p> <p><b>To implement a Service Level Agreement between the BOSS Provider and the School requesting the service to define clear roles and ensure that outcomes are monitored</b></p> <p><b>To develop a waiting list with clear time lines develop a comprehensive referral processes to the BOSS</b></p> | <p>Regular Contract Management Meetings which will need to capture the families, children and agencies satisfaction and incorporate mechanism to measure the voice of the child.</p> <p>Avoid misuse of the service</p> <p>Ensure the service is performing and that is reaching for the pupils in risk of being excluded and schools in need of support.</p> | <p>There may be an initial resistance for Providers</p> <p>There may be an initial resistance from Schools using the service</p> |

|  |  |  |
|--|--|--|
| <p><b>Greater access to Outreach for classroom teachers – e.g. 'surgeries', 'drop-ins'.</b></p> <p><b>Training sessions to be agreed between school and as a feature of collaborative approached</b></p> <p><b>Schools to nominate a “Behaviour Champion” to be able to support and advise other teacher as well as with the overall responsibility for referring pupils to the Outreach Service</b></p> | <p>Staff to feel supported and that Outreach staff is empathetic.</p> <p>Training sessions could avoid misuse of the time of the Outreach Worker</p> <p>Shared expertise, experiences and knowledge.</p> | <p>Resistance from School in allocating a “Behaviour Champion”</p> |
|--|--|--|

## RECOMMENDATIONS

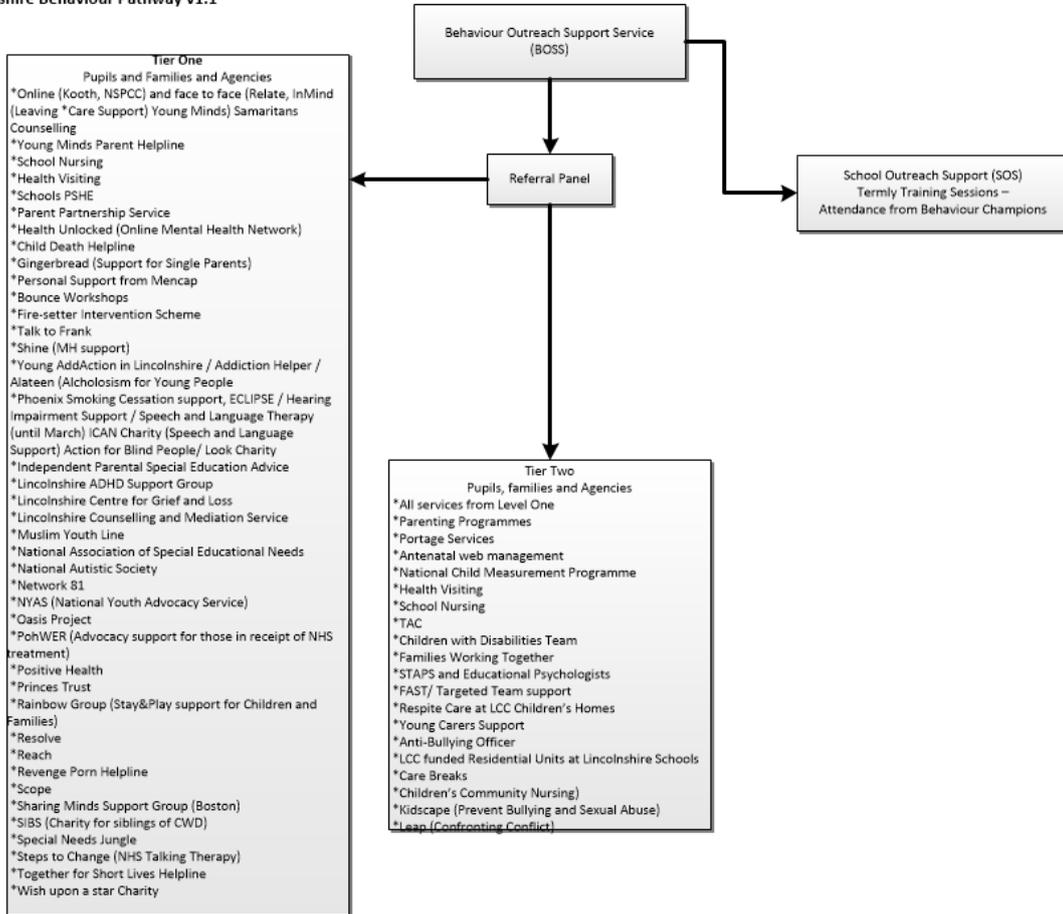
The Schools Forum is asked to:

- I. Note the contents of the report.
- II. Support the LA's proposals in developing a Behavioural Outreach Support specification.
- III. Consider and support the funding sources in supporting the delivery of this service.



# Appendix 1 – Proposed Behaviour Outreach Support Service Design

Lincolnshire Behaviour Pathway v1.1



Appendix 2 – Proposed Behaviour Outreach Support Service Pathway

BEHAVIOUR OUTREACH SERVICE PROCESS MAP

