

## ROYAL BOROUGH OF WINDSOR & MAIDENHEAD SCHOOLS FORUM

Date:	<b>25<sup>th</sup> April 2019</b>	<b>AGENDA ITEM:</b>
Title:	<b>Preventing Exclusions in RBWM Primary Schools</b>	
Responsible officer:	Kevin McDaniel, Director of Children's Services	
Contact officer:	Clive Haines, Schools Leadership Development Manager, Achieving for Children	Email: Clive.haines@achievingforchildren.org.uk

### 1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to provide Schools Forum with a business plan for investing resources to fund an intervention programme for preventing exclusions within the primary sector and with the potential to be rolled out into the secondary sector.

### 2 RECOMMENDATIONS

#### **Schools Forum is asked to:**

- note and comment on the contents of this report

### 3 FINANCIAL SUMMARY

- 3.1 In accordance with the Schools revenue funding 2018/19 operational guide Schools Forum agreed on the 27th November 2017 to a 0.5% budget transfer from the School Block to the High Needs Block representing £416,000. There were no commitments identified in 2018/19, therefore, this funding was carried forward to 2019/20.
- 3.2 The following report sets out the proposal for an investment of £144,300 for the twelve month period from the summer term 2019.
- 3.3 A business plan will be written outlining ways in which the programme could become self-sustainable for the academic year 2020/21.

### 4 BRIEF SUMMARY OF THE PROGRAMME

- 4.1 Investment would be for the creation of a "rapid response" team which will work closely with the child, family and school when a child is at risk of exclusion. A six to eight week programme will be created which will be personalised and designed to match the needs of the child: age, ability and SEND need.
- 4.2 The intervention takes place within the school and so alongside the work with the identified pupil, staff will be supported to increase their ability to manage the needs of the child, and for other pupils with similar needs leading to capacity being built within the school's workforce.
- 4.3 The outcomes from the investment will be either:

- the pupil will be better able to manage their behaviour (self-regulate) and so be able, with targeted and effective support by school staff, to maintain their placement in their current mainstream school
  - the assessments and implementation of the programme will affirm that additional support is required. This may be the support offered by an Education, Health and Care plan (EHCP) or even that an alternative setting is required.
- 4.4 It is essential that this conclusion for the pupil will be reached avoiding a permanent exclusion and without increasing any sense of failure for the child.
- 4.5 The following Business Plan with supporting annex A and B set out the full details of the proposed programme.

## Preventing exclusions in RBWM primary schools.

### Business Plan: April 2019

#### Annex A – Project Plan Template

Main activity	Milestone and date	Person leading and their role
e.g. Recruitment of project manager	e.g. Project manager in post	e.g. Headteacher
Recruitment of BS teacher / coordinator	In post for Sept 2019	SEN Consultant plus RBWM HT and Head of School Support
Recruitment of Sports Coach Mentors	In post for Sept 2019	SEN Consultant plus RBWM HT and Head of School Support
Arrangement confirmed with EP service	Arrangement to be finalised by end of July 2019	Alison Crossick
Compilation of therapists	List to be in place by September 2019	SEN Consultant and Area SENCo
Programme designed	End of July 2019	SEN Consultant in collaboration with EP service and school support.
Two schools identified to enable programme to start in Sept 2019.	Schools identified by end of summer term.	SEN Consultant in collaboration with Access officer,

## Annex B – Finance Template

Project Cost area: E.g. Recruitment	Project Cost E.g. FT Teacher	Total Cost (£)
Recruitment	<b>Coordinator / Behaviour Support Teacher</b> FT @ UPS3 On-costs at 20%	48 000
Recruitment	<b>2 x Sports Coach Mentors / Behaviour Support Assistants.</b> FT @ RBWM grade TBC On-costs at 20%	52 000
Education Psychologist support	12 x days of EP Daily rate of £525 One day per cohort	6 300
Therapist support	60 x ½ days of therapist. @ £200 per session 5 days per cohort The school has the option to continue if they wish	12 000
Miscellaneous	12 cohorts x £2,000 This includes admin cost.	24 000
Advertising	Local papers – RBWM and Slough	2 000
<b>TOTAL</b>		<b>144 300</b>

# Preventing exclusion in RBWM primary school

## Business Plan: April 2019

### Background

A decision was made by School Forum to transfer £416,000 from the School Block to the High Needs Block to support “Invest to Save” initiatives.

The areas highlighted have been:

1. Primary: To support children who are on the ASD pathway or who have an ASD diagnosis with challenging behaviours.
2. Secondary: To support young people with Social Emotional and Mental Health (SEMH) Difficulties.

No bids were received from schools in response to this. However, Clive Haines and Helen Huntley have had discussions with both primary and secondary Headteacher groups regarding how to take this initiative forward.

The following proposal has been created alongside primary school Headteachers and it has had overwhelming support from them. The proposal has also been shared with secondary Headteachers who are currently considering whether this could be rolled out to the secondary phase. What was recognised was that investing in the primary sector should have benefits to secondary schools.

Clive Haines

Helen Huntley

Schools Leadership Development Manager

SEND Consultant

April 2019

# Preventing exclusion in RBWM primary school

## Business Plan: April 2019

Section 1:	
1.1 Name of schools / schools or organisation.	Primary schools in RBWM
Lead Contact for proposal	Helen Huntley
Position	SEND Consultant
Contact details	Helen.huntley@achievingforchildren.org.uk

Section 2: Summary
<p><b>2. Summary of your proposal</b></p>
<p><b>2.1 What is the problem you are trying to solve?</b></p> <p>Since September 2018 there have been five young people who have been permanently excluded from primary schools within the Borough. In all cases the children have Special Educational Needs (SEN) associated with an Autistic Spectrum Disorder (ASD) diagnosis or a Social Emotional and Mental Health (SEMH) difficulty. There has been persistent challenging behaviour which has resulted in staff and other children being hurt, despite efforts by the school to manage this through a range of strategies. Schools have said that they are looking for “emergency” intervention to support:</p> <ol style="list-style-type: none"> <li>1) the child to better manage their behaviour to avoid further exclusions and</li> <li>2) Staff to have a better understanding of, and to better manage, the child’s challenging behaviour.</li> </ol>
<p><b>2.2 What benefits do you think your proposal will yield to children and young people in RBWM.</b></p> <ul style="list-style-type: none"> <li>➤ The School’s capacity to manage the needs of children and young people (C&amp;YP) with challenging behaviour will increase. This will support a greater number of children within the schools, in addition to the child at risk of exclusion.</li> <li>➤ Pupils, many of whom already have significant attachment issues, will not experience further rejection and a further sense of failure as they will maintain their placement in their local school rather than being accommodated off site.</li> <li>➤ There will be a reduction in the number of fixed and permanent exclusions across schools in RBWM and therefore a significant saving in terms of seeking placements in Alternative Provision.</li> </ul>
<p><b>2.3 How many children or young people do you expect to work with and at what Key Stage?</b></p> <p>Twelve schools will benefit from the intervention programme during 2019/20. In each of these schools, staff within a class of on average 25, and the school staff in general, will receive training and intensive coaching / modelling by staff who are experts in behaviour management.</p> <p>In addition, twelve children in either KS1 and 2 will benefit from the intensive support that the programme will offer.</p>

Section 3: Your proposal and the impact it will have.
<p><b>3.1 About your proposal</b></p> <p>The creation of a “rapid response” team which will work closely with the child, family and school when a child is at risk of exclusion. A six to eight week programme will be created which will be personalised and designed to match the needs of the child: age, ability and SEND need.</p> <p>The focus of the first week will be two-fold:</p> <ol style="list-style-type: none"> <li>1. To collect as much information as possible about the child which will inform the creation of the programme which will start in the second week</li> <li>2. To build a relationship between the child and family and the project staff, particularly the Sports</li> </ol>

# Preventing exclusion in RBWM primary school

## Business Plan: April 2019

Coach Mentor / Behaviour Support Assistant.

The four to six week programme will provide support to the child to better manage their own behaviour . They will be better able to recognise the triggers and have a range of strategies to prevent a situation from escalating. The course will be designed with the child at the heart of the programme and be highly personalised.

Alongside the programme to support the child to better self regulate their behaviour, a programme will be developed to empower the staff to better manage the challenging behaviours. There will be lots of opportunities for coaching and for the intervention team to role model strategies etc.

As a part of the programme the school will have five hours of an Educational Psychologist to assess or further assess the needs of the child. This could be part of the Assess Plan do Review cycle needed for an assessment for an EHCP if that is what is considered is required.

There may also be the need to offer some therapy interventions and a referral made to Early Help for wider support for the family.

The focus will always be to empower the school to better manage the challenging behaviours and **not** to create a dependency on the support offered.

### **3.2 What outcomes do you want to improve, and by how much?**

The pupil will be better able to manage their behaviour (self-regulate) and so be able, with targeted and effective support by school staff, to maintain their placement in their current mainstream school.

or

The assessments and implementation of the programme will affirm that additional support is required. This may be the support offered by an Education, Health and Care plan (EHCP) or even that an alternative setting is required. The important thing is that this conclusion will be reached avoiding a permanent exclusion and a greater sense of failure for a child who already has a great sense of failure.

### **3.3 Why do you believe your proposal can achieve the level of change you describe above?**

The training will be based in the school setting which has a number of benefits:

1. The child will not be removed from their school which often leads to a sense of failure and rejection. This is particularly important for children with attachment difficulties, as well as those with an ASD or SEMH diagnosis.  
The school will provide a familiar and safe space for the child to develop the skills to better self-manage their emotions and behaviour.
2. The school staff will be involved in this work which not only helps them to understand the child's needs but also the needs of others within the school. This will mean that there is an "ownership" of the work as the school accepts the responsibility for managing the needs of the child.
3. The families recognise that the school is accepting their responsibility and not just trying to "get rid" of the child
4. The programme will provide opportunities for staff to learn 'on the job' as staff are coached through the implementation of the strategies . There will be lots of opportunities for more experienced staff to role model these.
5. There will be improvement in staff's wellbeing as they are more confident and skilful in meeting the needs of a number of children within the classroom.

### **3.4 What management information or data are you able to collect to support the evaluation of your project?**

- Behaviour pre and post intervention
- Attendance pre and post intervention
- Engagement in learning

## Preventing exclusion in RBWM primary school Business Plan: April 2019

- There will be an improvement in staff's confidence manage situations themselves rather than referring to members of the leadership team
- Parents' engagement in the process.

### 3.5 How will you contribute to sharing the learning from your project if it proves to be successful

Primary Headteachers have been a part of the planning and creation of the programme and so their engagement has been assured.

All the staff within the school will benefit from the programme – the SCM who will be modelling behaviour management strategies as well as whole school training in managing the needs of pupils with SEMH.

### 3.6 Your project plan

**Summer term 2019:** Recruitment of staff and the creation of the programme.

Two schools identified ready to begin the programme at the beginning of the Autumn term.

**Autumn term 2019:** Two pupils / schools to trial the programme

Evaluation before half term.

Two more programmes to run before Christmas.

**Spring and summer terms 2020:** 8 more pupils / schools to run the course

A business Plan to be created and presented to School Forum to ensure that the programme continues to run from Sept 2020 onwards.

## Section 4: Cost and Funding.

### 4.1 How much will it cost?

Please see appendix.

The team will exist of a Behaviour Support Teacher who will coordinate the support as well as two full time Sports Coach Mentors / Behaviour Support Assistants who will be a specialist and will provide 1:1 support .

The programme will provide support from the School's EP to provide an UpToDate assessment of the child which could be used to support an EHCP application.

The programme created may include a range of therapists (play, art, animal etc) to work with the child.

### 4.2 How will your project be value for money?

A. Currently, four of the five primary school children have been placed in Alternative Provision, the cost of which is anything between £17k and £20k per year.

B. This intervention may also reduce the number of child being referred for an assessment for an EHCP which again, can be very costly.

If these can be avoided the programme will be great value for money.

C. However, the wider benefits are that the capacity within the school to manage the child's behaviour has improved which will make savings in a numbers of ways:

- Due to greater capacity and more effective Quality First Teaching, staff's time and particularly members of the Senior Management team will be spending less of their time managing the needs of one or two pupils.
- Staff will be increasingly skilled and more confident to meet the needs of this small cohort of young people. This will have an impact on their well being and overall enjoyment of the job

# Preventing exclusion in RBWM primary school

## Business Plan: April 2019

### Part 5: Making it Happen.

#### 5.1 Who will lead and deliver the work?

The Local Authority (SEND consultant, School Access officer and Area SENCo) will take a lead alongside a steering group made up of RBWM Headteachers.

SEND consultant: Liaising with school and leading on building school capacity

Access Officer:

Area SENCo: liaising with school and SEND Team

#### 5.2 Who else will you need or want to engage in the development and/or implementation of your proposal?

The engagement and support of local schools

Further discussions with other agencies to try and develop this into a more holistic package of support for the family as well as the child.

#### 5.3 What are the biggest challenges, risks or negative unintended consequences of your proposal and what might you do to overcome or mitigate them?

1. Too many referrals across the Borough and the capacity is not there to meet the need. .
2. The threshold varies so much between schools and so there could be too many referrals from one school and none from other. There is a need to ensure that the system is, and is seen to be, transparent and fair.
3. There are still permanent exclusions in schools not involved in the project
4. The school doesn't engage in the reintegration process and a child is permanently excluded following the course.
5. That the child and parents/ carers do not engage in the process.

NB The project does not cover the cost of family work and so there is a significant risk that the work done in schools will not be effective as the challenges within the home impact so much on the child. This will need to be considered and HH has begun discusses with the Educational Psychology Service and Well Being service. There will be a need to involve Early Help

#### 5.4 What could you do to sustain the impact of your solution and to sustain the activity?

A business plan will be written outlining ways in which the programme could become self sustainable for the academic year 20120 / 21.

#### 5.5 What kind of non-financial support would you require from the programme?

Space within the school so that the child and SCM can work 1:1 in a quiet area.

Somebody to be identified within the school to liaise with the intervention team.

We would be looking to create a multiagency team, particularly with parent support.