

## **Outreach Service for Behaviour and Reintegration Support**

### **Service Specification**

This requirement is between Southend Borough Council (LA) and Parallel Learning Trust. The agreement will commence on 1st February 2017 and end on 31<sup>st</sup> March 2019.

This service specification relates to:

- i) The implementations of the Local Authority's duties in relation to monitoring, supporting and challenging schools on effective behaviour management strategies and whole school policies to ensure schools are judged good or better for behaviour and that exclusions are reduced in line with the national average or better.
- ii) The delivery of an Outreach Service for Behaviour and Reintegration Support to Mainstream schools that includes both a whole school approach and strategies for effective management of behaviour as well as supporting individual pupils who are at risk of exclusion and who may have social, emotional and mental health difficulties
- iii) Implementation of all case work for Fair Access referrals according to Southend's Fair Access Protocol working closely with the Group Manager Access and Inclusion to ensure detailed information at Fair Access meetings and speedy successful admission for pupils following a Fair Access decision
- iv) Provision of staff who will support the admission, reintegration and inclusion of vulnerable children or children newly arrived in the Borough with significant needs in mainstream primary schools
- v) Co-ordination and monitoring of the Borough's nurture approaches and arrangements in schools
- vi) Management of the current provision at the Harbour Development Centre at Thorpedene Primary school and incorporating provision into the new Victory Park Academy site once ready, working in close partnership with the headteacher at Thorpedene Primary keeping the school fully informed of timescales.

#### **1. Objectives of the Service**

In order to increase nurture, improve behaviour and reduce fixed term and permanent exclusions, the objectives of the service are:

- To contribute to raising standards and progress of children with Social Emotional and Mental Health Difficulties and to support their inclusion within mainstream schools
- To deliver a responsive Outreach Service that offers a combination of a core and a bespoke traded service for schools. The service will help develop effective practice in Nurture and Behaviour Management through

a range of whole school strategies as well as provide direct practical support for individual pupils and their families

- To develop effective partnership arrangements with the child's home school, parents/carers and other relevant professionals such as the SEND teams, Children and Adolescent Emotional Wellbeing & Mental Health Service (EWMHS), Early Help Family Support, Social Care, Admissions, Educational Psychologists, Youth Offending Service (YOS), Essex Police, school nurses and other health professionals to promote a joint approach to the child's needs
- To facilitate admission and reintegration to school through tailored reintegration plans with follow up monitoring
- To provide high quality training and development for school staff and preparation for inspection
- To support schools to develop their nurture provision and approaches and behaviour strategies and to evaluate the impact of the provision
- To manage the provision and staff at the Harbour Development Centre in close partnership with Thorpedene primary school's headteacher and governing body, until the service moves over to the main Victory Park school site.

## **2. Key areas of service delivery**

Parallel Learning Trust is expected to:

- Establish and support a Steering Group of headteachers to oversee the development of behaviour and nurture services across the Borough
- Establish and support a network of Behaviour professionals from each school to meet once a term
- Appoint a lead co-ordinator for the Outreach Service at a suitably senior level who will be responsible for ensuring that the service objectives are delivered and who will produce monitoring reports as required. This role will be accountable to the Principal of Victory Park Academy who in turn is accountable to the LA for the delivery of the service
- Appoint a lead co-ordinator at a suitably senior level to oversee the implementation of the nurture arrangements in the Borough's schools (including academies), who will be expected to produce regular monitoring reports evidencing impact of the service to the LA and Schools Forum (Education Board).
- Appoint qualified teachers and Higher Level Teaching Assistants, Learning Support staff and outreach workers as necessary to deliver the service. The work of HLTAs will be overseen by a qualified teacher.
- Ensure that there is effective administrative support in place to deliver the objectives of the service and to ensure records for exclusion and reintegration are maintained and reports and monitoring data are produced to the LA.

- Monitor fixed term and permanent exclusions, providing early challenge and support where exclusions are increasing and provide monthly reports to the LA.
- Oversee the nurture arrangements and provide support, advice and training.
- Manage the arrangements at the Harbour Development Centre based at Thorpedene Primary School in liaison with the head teacher until the service transfers to the new site.
- Ensure attendance at Fair Access Panel (FAP) meetings and close liaison with the LA's Admissions Team.
- Provide case management and information for all referrals to FAP to increase information sharing and the successful integration of pupils into the roll of a school.
- Ensure that staff delivering the service are trained in Child Protection and that the welfare and protection of children are of paramount concern.
- Ensure safer recruitment procedures are followed and the Single Central Record is up to date.
- Ensure that staff are trained and up to date in the SEN Code of Practice and procedures Including individual Support Plans, Education Health and Care Plans and review arrangements, and Personal Education Plans (PEPs) for Children who are Looked After.
- Ensure staff are knowledgeable and up to date on the OFSTED framework around Personal Development, Behaviour and Welfare, Unannounced Behaviour Inspections as well as the Exclusions regulations.
- Apply clear referral procedures and criteria for access to the service and to the Harbour Development Centre consistently and fairly, and ensure that all schools, other professionals and parents/carers are aware, providing an information leaflet for parents/carers and ensuring information on the Schools Learning Network is up to date and relevant.
- Manage a complaints procedure – complaints to be directed first of all to the Outreach Service team leader and then to the Principal of Victory Park Academy.
- Ensure that the Trust's responsibilities under the Equality Act 2010 are fulfilled and all reasonable adjustments made to enable access to curriculum opportunities.
- All staff to maintain professional standards of diplomacy, responsibility, confidentiality and courtesy at all times.

#### **4. Referral and admissions procedure**

Referrals to the service for individual pupils of compulsory school age will come from the pupil's home school. The pupil remains on the roll of the school. Pupils may be experiencing social, emotional or mental health difficulties and having fixed term exclusions or may be at risk of, or at the

point of, permanent exclusion. The outreach service will expect schools to complete a referral form and provide information about the pupil. Where there are additional needs, repeated exclusion from school (internal and external) and/or family concerns, there is an expectation that the school would have sought advice, support and where appropriate intervention from Early Help Family Support prior to referral to the service.

Provision at the Harbour Development Centre is for primary age pupils from Southend Primary schools who are experiencing social, emotional or mental health difficulties and who may benefit from a short part time external placement and a nurture approach. Referrals to access provision at the Harbour Development Centre will be through completion of referral documentation. Placements will also have the agreement of parents/carers. Schools making referrals for a placement will normally have involved the Behaviour Outreach Service prior to admission and some previous early help and behaviour assessment will have been undertaken by the pupil's home school (see above for referral expectation to the service).

## **5. Accessing the Outreach Service for Behaviour and Reintegration Support and the Harbour Development Centre**

The Harbour Development Centre is currently based at Thorpedene Primary school. Southend Borough Council rents the base from the school for the purposes of providing a nurture base known as the Harbour Development Centre. **Thorpedene Primary School has agreed for The Harbour to be based on their site until Easter 2017.** The current provision at the harbour Development Centre will transfer over to the new Victory Park Academy site. Places at the Harbour Development Centre are free of charge to the Borough's schools and academies but not available to Independent Schools.

Victory Park Academy in liaison with headteachers and the Behaviour Steering Group will publish the admissions criteria and required documentation for accessing a placement at the base (whilst at Thorpedene and when transferred over to the new academy site) and this should also set out the expectations of the home school to support the placement.

Victory Park Academy will be responsible for transport to and from the base and for the provision of school lunches.

### **The Outreach Service**

The Outreach service is primarily a targeted service for all primary schools given that the majority of the funding is allocated from the primary DSG and the nurture budgets. However there is an element of council funding that

enables the core outreach service to be offered to Secondary schools and academies. The service is not available to independent schools unless capacity allows and full costs are recovered through a traded agreement.

There will be at least an annual visit/ telephone call from the Principal of Victory Park Academy or the leader of the Outreach Service for a discussion with all headteachers about behaviour management strategies and provision and analysis of exclusion rates as well as nurturing approaches in the school. As part of this the school may identify areas of behaviour management and strategies where they would like some support or training and this would then be followed up. Schools with above national average exclusions (both fixed term and permanent); will have termly face to face meetings.

The Outreach Service will monitor fixed term and permanent exclusions and where an individual pupil is having a number of fixed term exclusions will contact the school to see if any intervention or advice would be helpful

1. The following **Core** service is available to all schools including academies :
  - An annual discussion with all headteachers about behaviour, exclusion and strategies as well as expected requirements from the outreach service
  - A same day response to a headteacher ( by telephone or email or in person) when a pupil is at the point of permanent exclusion and proactively seek alternatives
  - Advice and guidance to headteachers and governors on exclusion procedures
  - Advice, guidance and monitoring of the nurture arrangements within all schools
  - Attendance at governors' disciplinary committees or Independent Review Panels where necessary as the Local Authority representative. Attendance at Academies governors meetings will only be at the request of the parents/carers.
  - Undertake observations of children with Social, Emotional and Mental Health difficulties in the classroom setting and provide follow up advice and strategies for classroom management including risk assessments
  - Co-ordination of a network of behaviour professionals from schools to share good practice across schools and brokerage of school to school support and to keep up to date with national and local developments
  - Preparation of reports on pupils to contribute to the statutory assessment process where necessary or contribute to the report from the school by the SENCO
  - Support and provision of information where necessary for the admission of a vulnerable and/or hard to place pupil new to the Borough and guide decisions made at Fair Access Panel.

- Reintegration support and case work for pupils following decisions of the Fair Access Panel
  - Baseline assessments to be used at the start and finish (and at set intervals for any extended work) of any direct pupil related support.
2. The following **Extended Core** service is available for all maintained primary schools. There will be a charge for secondary schools and academies wishing to access the extended core service. Extended Core will not be offered to non-maintained primary schools and academies if it impairs the delivery of the core service:
- Direct work and practical support in the classroom with pupils or group work for early intervention to help pupils sustain the mainstream placement. This can include liaison with families and signposting to services for potential support for parenting. Baseline assessments to be used at the start and finish (and at set intervals for any extended work) of any direct pupil related support.
  - Audit of school's behaviour management strategies and policies with strategic advice and practical recommendations to improve behaviour management with a focus on teaching and learning and school systems and structures as well as support for schools self-evaluation
  - OFSTED preparation- advice and guidance to ensure that standards meet the requirements for the judgement of personal development, behaviour and welfare ( including bullying) and to support schools to secure "good "or "outstanding"
  - Modelling effective classroom practice and techniques in sustaining effective behaviour for learning
3. **Bespoke Service**- the following can be offered to all schools and academies and will be charged on a day, half day or twilight rate as set out in the LA's services to schools brochure :
- High quality training – bespoke packages of training and support for schools such as whole school training, NQTs, LSAs, Midday supervisors and any other school staff that may need support in behaviour and risk management
  - Support for the development of policies and training in a range of techniques such as Anti bullying, Emotional literacy, Restorative Justice, Nurture Principles, Emotional First Aid, Domestic Violence

## 6. Levels of Support



The Outreach Service is a targeted service and aims to support pupils to either sustain their mainstream place successfully or to reintegrate to school as quickly as possible. For pupils who are reintegrating to their school, the tailored reintegration plan should set out the levels of support required between the service and the school. The service should address the needs of individual pupils to ensure the right level of support. Flexibility should also enable the service to maximise resources as efficiently as possible.

The number of pupils requiring the support of the outreach service will vary from time to time. This agreement acknowledges the need for the service to be flexible in order to meet demands. Priorities may shift as a result of changing demands.

The placement at the Harbour Development Centre (either at Thorpedene or within the new site) will be part time with support for the pupil when returning to their school. Pupils are primary age and stay on the roll of their home school. There will be an agreement between the centre and the home school about the needs that aim to be addressed during the placement. There will be up to 16 full time equivalent places at the base. Pupils will attend for up to 4 full days a week with supported return to their home school for the remaining days per week, accessing full time education. The length of the placement will be determined by the needs of the pupil and the aim is for the placement to be for 1 term but kept under review. The pupil's home school is responsible for public examinations/tests such as SATS.

However it is recognised that the number of pupils requiring the support of the centre will vary from time to time. This agreement acknowledges the need for the service to be flexible in order to meet demands. Priorities and numbers may shift as a result of changing demands.

## **7. Partnership - working with schools, parents/carers and other agencies**

The headteacher will be the main contact for requesting support from the Outreach Service but the school's SENCO or Pastoral lead will also be a key day to day contact. Sharing of information will be necessary between colleagues from the Outreach Service, schools, Health, Social Care and other professionals and parents /carers. Schools and settings should make available relevant information such as school records, assessments, attendance and exclusion records, provision maps, planning, ISPs, EHC Plans, reviews, relevant medical diagnosis, Educational Psychologists' report, professionals' reports and staff and / or child views etc. Where the child has an active Child in Need, Child Protection, Early Help Family Support plan or is Looked After, relevant information must be shared. Confidentiality and data

protection policy must be followed involving the sharing and use of such information.

## **8. Absence**

The Outreach Service will set up a system so that schools are contacted as early as possible if a delay or cancellation of support is unavoidable, especially if this is due to staff sickness on the day and a replacement tutor is not possible at short notice. The school will contact the service if a delay or cancellation of support is unavoidable, such as related to pupil absence and illness.

Victory Park Academy will notify the LA of any long term absences that may have significant impact on the delivery of the service and a meeting will be arranged to explore alternative options.

## **9. Management and Evaluation of Service**

- Victory Park Academy will monitor to ensure objectives are met and good levels of impact are evidenced.
- Victory Park Academy is responsible for the day to day management and the delivery of the Behaviour Outreach and Inclusion Service ensuring that available resources are deployed
- Victory Park Academy will also ensure that there is a high level of staff expertise with an understanding of developmental progression in learning across the curriculum and able to tailor advice in teaching and assessment approaches and behaviour management according to needs so that children can make progress and that staff in schools can develop their skills and confidence.
- Staff allocated to work in the Service will be employed by Victory Park Academy.
- The Principal of Victory Park Academy is responsible for the performance management of staff in the service.
- Monthly reports on interventions and impact to reduce exclusions will be required by the LA and reported to the Group Manager Access and Inclusion.
- The LA expects a service plan to be established and kept up to date with a structure chart detailing the numbers and levels of staff in the service an annual organogram of staffing (key delivery personnel and management).
- The performance of the service will be monitored by the Victory Park Academy and the LA with a termly report to the LA and Schools Forum (Education Board) and provide information to the annual report. The Victory Park Academy will monitor budgets and expenditure for the Outreach Service and



the Harbour Development Centre through identifiable cost centres for monitoring purposes.

- Victory Park Academy is expected to maintain appropriate insurances for the provision throughout the period of the agreement as set out in the terms and conditions
- It is expected that the service will undertake evaluation seeking feedback from Schools, parents/carers and young people to inform service planning and an annual report. The annual report will use information from reviews and records. This report should be completed during the summer term and sent before September of the following year. A meeting should take place to discuss matters arising at the start of the academic year. The report should evidence the numbers of pupils and schools that have been supported, the number of staff, objectives, outcomes and impact in relation to reducing pupil exclusions as well as spend on the service.
- Regular updates will also go to the Behaviour Steering group of headteachers
- There will be a termly meeting between the representative of the Local Authority and the Victory Park Academy to monitor progress. There will be an annual meeting to set and agree targets for the service and to agree the budgets for the following year.

#### **10. Key Performance Indicators for the Service:**

- Attendance and persistent absence of pupils to be in line with or better than national averages for a) pupils attending the Harbour Development Centre and b) for all pupils for the following 6 months post support from the Behaviour Outreach Service. **Measure: attendance of pupils is in line with or better than national averages during and up to 6 months post support.**
- Improvement in pupils' confidence and social emotional and mental health (SEMH) evidenced through baseline assessments completed by the service at the start and finish of interventions. **Measure: Baseline assessments evidence improvement in pupil SEMH at completion of service intervention**
- Improvement in children's ability to access the environment or curriculum, evidenced through baseline assessments completed by the service at the start and finish of interventions. **Measure: Baseline assessments evidence improvement in pupils access of the curriculum at completion of service intervention**
- Pupils that have received intervention from Behaviour Outreach are no longer at risk of exclusion and placements are sustained with pupils not receiving further exclusions in the following twelve month period. **Measure: 85% of pupils receive zero fixed term exclusions and 95% of pupils receive zero**

**permanent exclusions in the subsequent twelve months post interventions.**

- Pupils reintegrating back into mainstream from a preventative placement are no longer at risk of exclusion and placements are sustained with pupils not receiving further exclusions in the following twelve month period. **Measure: 85% of pupils receive zero fixed term exclusions and 95% of pupils receive zero permanent exclusions in the subsequent twelve months post interventions.**
- Due to improved skills, expertise and confidence of staff in mainstream schools all schools are in line with or better than national averages for fixed term and permanent exclusions. **Measure: All schools are line with or better than national average for both fixed term and permanent exclusions**
- Schools are judged good or better by OFSTED for Personal development, behaviour and welfare **Measure: All Schools are judged good or better by OFSTED for Personal development, behaviour and welfare**
- 70% of feedback from parents and children and staff in schools is good or better. **Measure: 70% feedback is good or better.**
- KPI's to be monitored and reported to the LA on a termly basis.

All key performance indicators (KPI's) will be reviewed in the first three months of the agreement. Refer to B12 Performance Improvement Process for the full terms and conditions.

## **11. Duration of the agreement**

This agreement runs till 31 March 2019 in the first instance subject to annual review and approval by Southend's Schools Forum (Education Board) and confirmation of budgets.

The Harbour Development Centre will transfer over to the new Victory Park Academy site once available with the same budget, service delivery and expected outcomes as laid out in sections above in collaboration with the Head Teacher and Governors at Thorpedene Primary School.

The agreement should be reviewed a minimum of once per year, however in lieu of any review in any period, this agreement shall remain in effect.

## **12. Any concerns**

Headteachers, SENCOs and parents/carers are encouraged to discuss any difficulties in the first instance with the Behaviour Outreach and Inclusion Service leader. If the matter is not resolved then it should be discussed with the Principal of Victory Park Academy. In case of a formal complaint written notification will be given

following the service's complaint procedure. A written record and action taken should be held by both the school and the service. The LA may be contacted to facilitate a resolution. If no improvement is seen following this period, financial penalties may be applied at the discretion of the LA in reasonable proportion to the extent of non-delivery of this agreement.

### **13. Funding**

- The funding for the Behaviour Outreach Service is made up of a number of components. The LA will transfer the funds monthly in arrears. For 2016/17 it is:

#### **13.1 Outreach Service for Behaviour and Reintegration Support**

- a) £ 154,000. (£75,000 of this is funded through de-delegation arrangements from the primary Dedicated Schools Grant. This is agreed annually by the Schools Forum. The rest is funded by the Council which enables a service to secondary schools.)
- b) £ 161,000 from the Central area's devolved nurture budgets for 2016/17 (Dedicated School's Grant)
- c) £161,000 from the funding for the West area's nurture base for 2016/17 (Dedicated School's Grant)

#### **Total £476,000**

This is subject to budget decisions by the Council and the Schools Forum (Education Board) for given that nurture provision is funded by the Dedicated Schools Grant and agreed on an annual basis. Victory Park Academy to invoice the Local Authority on a monthly basis who will pay the funds monthly in arrears

#### **13.2 Funding for the Harbour Development Centre**

The LA will lease the premises for the Harbour Development Centre from Thorpedene primary school until the Victory Park Academy site is ready to accommodate the Harbour Development Centre Service (Autumn 2016). This will cover heating and utilities, maintenance, security and caretaking and will be deducted from the overall budget. Victory Park Academy will fund the charges for cleaning of the base.

The budget is to support the on-going delivery of nurture provision at the Harbour Development Centre both at Thorpedene and subsequently at the new school site. This is to cover the costs of appropriate levels of teachers, teaching assistants, resources, consumables, staff training and development, staff travel and management costs. It is also to provide training for mainstream schools to help embed nurturing approaches in all primary schools as per the objectives. The base at Thorpedene primary school will close once the new PLT premises has been

acquired and ready for use for primary children, the budget will encompass all costs incurred for the closing of the site and moving of equipment.

2016:

**£Total 161,000 (less £11,000 rent per annum paid directly to Thorpedene Primary)**

- Victory Park Academy meets the day to day premises costs associated with the service. Upkeep and maintenance of any furniture, equipment or resources is the responsibility of the Trust.
- The costs of travel expenses for staff are included in the funding
- Victory Park Academy has responsibility for staff training and development.
- The funds required to meet the rent for the base at Thorpedene Primary School will be deducted from the overall budget and includes the costs of heating and utilities, maintenance, security and caretaking.
- Victory Park Academy to invoice the Local Authority on a monthly basis who will pay the funds monthly in arrears

#### **Endorsement of this document**

On behalf of Parallel Learning Trust		On behalf of Southend Borough Council		Date
Name	Signature	Name	Signature	