

SCHOOLS FORUM – 26 June 2018

Title of paper:	Projects to Support School Inclusion
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Summary	
<p>The exclusions taskforce established in 2017 had a remit to explore options to support schools and academies to reduce the level of permanent exclusions in Nottingham. The first strand of work it reported on to Forum in February 2018 was to propose a new funding model and service level agreement for secondary providers. The proposals being presented in this report include a proposal to launch and extend an early identification model to support inclusive practice, Routes 2 Inclusion, and the extension of behaviour support for primary pupils identified at risk of permanent exclusion.</p>	
Recommendation(s):	
1	Note the proposed use of £0.084m from the DSG reserve to launch and further extend the Routes 2 Inclusion pilot project which had received pump priming funding through SEND Reforms grant.
2	Note the proposed use of £0.050m from the DSG reserve to extend the existing programme of Behaviour Support Team provision for targeted interventions for primary age pupils identified as high risk of permanent exclusion

1 REASONS FOR RECOMMENDATIONS

- 1.1 The cost of provision for pupils permanently excluded from school is met from the City's high needs budget. This budget allocation is set according to the national high needs funding formula. Due to the high numbers of permanently excluded pupils and related costs of provision, our high needs expenditure is currently significantly higher than our budget allocation. This means that funding is being drawn from the reserve to support the high needs budget. This is not sustainable in the long term.
- 1.2 In addition to the previously reported model of devolved high needs funding to secondary providers, the exclusions taskforce identified the need to embed better early identification and early intervention practice within city schools and academies across all phases. Early identification of pupils at risk of exclusion, coupled with early interventions will enable mainstream places to be maintained. These approaches whilst cost effective in the long term, through reducing dependence on higher cost alternative provision placements, do require additional early investment. This investment is both cost effective and, critically, enables better educational outcomes for individual pupils.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 In July 2017, the Head of Access and Inclusion established a taskforce to look at the issue of permanent exclusion in Nottingham and to identify a way forward that would support schools as well as present an affordable model for the Council. The taskforce group included representatives from various stakeholders in the Council, plus representation from primary and secondary schools, the PRU, YOT, Social Care, the Police and NHS. According to the Index of Multiple Deprivation Nottingham is the 8th most deprived of 326 Local Authorities in the country and the social, emotional and mental health (SEMH) needs of some young people in the city reflects their challenging and complex family lives. The recommendations of the taskforce are that well evaluated intervention models need to be implemented to support schools and academies to enable early identification of pupils at risk of future exclusion and to build the capacity and skills of schools to develop inclusive practice.
- 2.2 The taskforce is proposing to support Routes 2 Inclusion. This is a toolkit being developed by Behaviour Support professionals and Education Psychologists alongside SENCO's in the city's primary schools. Full details of the proposal are outlined in **Appendix 1**, but phase one of the toolkit's design includes collaborative development and design of a range of supporting materials and a universal service map highlighting various routes of support in the city for children with SEMH. The first phase has been funded by the SEN Reform Grant. Phase two of Routes 2 Inclusion is dissemination and embedding of the toolkit within city schools, including workshops and bespoke training to meet the needs of individual schools. The estimated cost of phase two is £36,000 and this paper is advising Schools Forum of the proposal to allocate Higher Needs funding to cover dissemination of this toolkit across primary schools.
- 2.3.1 The expected outcomes of Routes to Inclusion are a reduction in permanent exclusions in primary and secondary schools, and increased knowledge, skills and capacity in responding to pupils with SEMH needs.
- 2.3.2 During consultation held during the autumn of 2017 for the Nottingham City SEND Strategy, secondary phase SENCO's and Inclusion leads identified the work being undertaken in the primary pilot as being transferable for the secondary sector. Further analysis of the viability of running a full secondary pilot has been undertaken and costed at £48,000
- 2.3.3 .An additional pilot programme focussing on primary pupils already at risk of exclusion has run from November 2017 to April 2018. 2 Learning Mentors have worked with 16 primary pupils identified and 15 have retained their school places and not been permanently excluded. Behaviour Support Team outcomes data suggests that where support can be provided to prevent exclusions, a significant proportion of placements are successfully maintained. Prevention of the exclusion of only 3 of these pupils covers the costs of these temporary posts within one year. It is therefore proposed to extend for a further year 2 x Grade F Learning Mentor posts; to continue to address current pressures on provision for excluded pupils at a cost of £50,000, to include staff wages and travel.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 There is the option to do nothing, but this is not a sustainable position due to the depletion of reserves that have been previously utilised to support the high level of permanent exclusions.

4 OUTCOMES/DELIVERABLES

- 4.1 Reduction of rate of permanent exclusion in line with that of statistical neighbours and closing the gap with the national rate.

5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

- 5.1 There is currently £3.568m ring-fenced in the DSG reserve to support the high needs budget over the next 2 years based on the proposed new devolved AP model for secondary schools. Of this, £2.860m is being used to support the high needs budget in 2018/19.
- 5.2 The remaining uncommitted balance on the DSG reserve as at 1st April 2018, as reported in the Outturn Report, is £3.272m. These proposals would require a total of £0.134m from the DSG reserve, reducing the uncommitted balance to £3.138m
- 5.3 £0.086m of the proposed funding relates to initiatives which will support primary schools in maintaining placements for pupils at risk of exclusion. These initiatives represent value for money as there is good evidence to suggest they will lead to improved outcomes for pupils and net savings to the high needs budget from a reduction in permanent exclusions in the primary phase. Primary exclusions in the 2017/18 academic year are significantly (40%) lower than they were last year.
- 5.4 The extension of the Routes 2 Inclusion initiative into the secondary phase would support schools to manage within their devolved AP allocations.

6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)

Not required

7 HR COLLEAGUE COMMENTS

- 7.1 Not required.

8 EQUALITY IMPACT ASSESSMENT

- 8.1 Has the equality impact of the proposals in this report been assessed?

No



An EIA is not required because: As a universal service, there is no direct impact.
(Please explain why an EIA is not necessary)

Yes

Attached as Appendix x, and due regard will be given to any implications identified in it.

9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

9.1 None

10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1 None

Appendix 1

'Routes 2 Inclusion' Expected Outcomes and Costings for Primary and Secondary Schools

Purpose

To develop a systematic and robust graduated response to SEMH which is supportive to schools, promotes inclusion, builds capacity and helps to identify our most vulnerable and needy children so that resources can be targeted effectively.

Outcomes

Reduction in Primary and Secondary exclusions, increased knowledge, skills and capacity around SEMH. Embedding of a graduated response, which fits with EHCP and HLN requests.

PRIMARY Costings & Actions

PHASE 1 (collaborative development & design of process & toolkit; mapping of services & Citywide launch)

Phase 1 (Autumn term 2017 – Summer term 2018)

- Phase 1 involves the development of guiding principles for universal provision, assessment and intervention
- The identification of assessment domains and resources and guidance to support assessment
- The identification of interventions with guidance to support SEMH
- Guidance to reflect other support services and agency involvement
- The development of formalised LA processes to support schools to maintain the placements of children in crisis. This will be a separate and overlapping piece of work which will provide an additional structure to that offered by the primary managed moves process
- Visual representation of the process and mapping of services
- The development of a toolkit
- Design and publication of toolkit
- Dissemination/launch to City primaries

Funding

Part A: Funding from SEND Reforms Grant

Summer term 2017	5 days each from EPS & BST	Total - 10 days	Total cost £6,000
Autumn term 2017	7 days each from EPS & BST	Total - 14 days	Total cost £8,400
		Total 24 days	Total cost £14,400

Part B: Funding from SEND Reforms Grant

Spring term 2018	10 days from EPS & BST	Total - 20 days	Total cost £12,000
Summer term 2018	12 days from EPS & BST	Total - 24 days	Total cost £14,400
		Total – 44 days	Total cost £26,400

PHASE 2 (dissemination, embedding, evaluation & monitoring)

Phase 2 (Autumn term 2018 – Summer term 2019)

- Support to schools to embed and develop the toolkit in practice
- This is likely to reflect training needs in relation to core universal provision, sharing of good practice assessment processes and specific evidence based interventions and practices. These can be identified through audits and consultation in partnership with schools
- This could take the form of workshops or bespoke training matched to the individual needs of the schools
- Awareness raising and training for other services and support agencies on the use of the toolkit and how this links with service referrals, requests for support and LA processes, is also planned
- Monitoring and evaluation of impact of the toolkit

Funding Required

Autumn term 2018	10 days from EPS & BST	Total - 20 days	Total cost £12,000
Spring term 2019	10 days from EPS & BST	Total - 20 days	Total cost £12,000
Summer term 2019	10 days from EPS & BST	Total - 20 days	Total cost £12,000
		Total – 60 days	Total cost £36,000

SECONDARY Costings & Actions

PHASE 1 (development of SEMH pilot with secondary cluster (3 schools))

Phase 1 – 3 full terms (Summer term 2018 – Spring term 2019)

- Identification of schools and key staff members to establish an outline of the pilot as applicable to the secondary context
- Establish principles and working practices to support the implementation of a graduated response in line with Primary R2I (including universal good practice, identification, assessment and intervention)
- Undertake an audit of existing provision, practice and skills
- Identify barriers and strengths to meeting SEMH needs in the secondary phase
- Establish base line data and potential outcome measures in line with Primary R2I processes
- Support the development of systems of shared communication and understanding around SEMH
- Visual representation of the process and mapping of services
- The development of a secondary toolkit
- Monitoring and evaluation of impact of the toolkit
- Dissemination to next identified secondary cluster and explore roll out to remaining City secondary schools in Phase 2

Funding Required

3 full terms	39 days from EPS & BST	
	Total 78 days	£46,800 cost