

SCHOOLS FORUM – 25th June 2019

Title of paper:	Update on Inclusion Projects
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Summary This report will update Schools Forum on Routes to Inclusion (R2i) activity since the previous update in June 2018 and will outline the next steps for the project. The paper will also outline the Intensive Support Team (IST) and a proposal to use DSG reserves to fund the first year of IST activity.	
Recommendation(s):	
1	Note the proposed use of £174,296 from the DSG reserve to fund the establishment and the running costs for the first 12 months of the Intensive Support Team.

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 schools, Nottingham City Council remains committed to early identification and early intervention practice across all schools and all phases.
- 1.3 In June 2018, Schools Forum were consulted on the use of £50,000 from DSG reserves to fund two Behaviour Learning Mentors to work closely with primary aged pupils identified to be at risk of permanent exclusion. This model has proven to be very successful and, as part of R2i, an Intensive Support Team is to be established from September 2019. The Intensive Support Team (IST) will be managed by the Behaviour Support Team Leader and will comprise of four staff members:

Role	Salary	Total (with on costs)
1 X Behaviour Support Teacher	MPS/UPS + TLR2b £43,851	£52,621
1 X Education Psychologist	£50,806	£60,967
2 X Behaviour Learning Mentor	Grade F £25,295	£60,708
		£174,296

1.4 A full outline of the IST is in **Appendix 1**.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

2.1 In June 2018, a paper was presented to Schools Forum which introduced Routes to Inclusion (R2i), a toolkit developed by Behaviour Support professionals and Education Psychologists alongside SENCO's in the city's primary schools to support children with social, emotional and mental health (SEMH) needs.

2.2 R2i provides schools with a systematic and graduated approach to the identification of assessment of and intervention with SEMH pupils, through the development and implementation of a graduated response and toolkit. It provides a step- by- step guide from core universal provision and good practice to assessment tools and processes, across six different assessment domains, which result in holistic and robust assessments. The assessment process helps inform evidence-based interventions, strategies and next steps and the process builds whole school capacity in order to facilitate inclusion and more effectively manage the needs of SEMH/Behaviour pupils.

2.3 The June 2018 paper consulted with Schools Forum on the use of DSG Reserves to fund three workstreams:

Phase 2 of R2i – dissemination and embedding of the toolkit in primary schools	£36,000
Development of a secondary school version of R2i	£48,000
2 X Behaviour Learning Mentor posts to work with primary aged pupils at risk of permanent exclusion	£50,000
	£134,000

In all instances, the above values were to fund salary costs.

2.4 In October 2018, R2i was launched and almost every primary school in the city attended the launch meeting. 11 primary schools were chosen to be in the Wave 1 rollout which commenced in January 2019 and the Wave 2 rollout began in February 2019 with a further 26 primary schools. All of the schools in Wave 1 and 2 volunteered to be part of the pilot process and Wave 3 will commence in the Autumn term with the remaining schools in the city. The paper toolkit was also replaced by an R2i website which outlines each step of the process and hosts online versions of the documents and resources.

2.5 The response to R2i has been overwhelmingly positive but dissemination and embedding the process in schools takes a significant amount of time and commitment from the R2i team and school staff. The delivery of R2i is the role of the Behaviour Support Team Leader and a Senior Educational Psychologist who also manage teams and deliver a combination of traded and statutory services as

part of their roles. Capacity has therefore been an issue and a decision was made in early 2019 to use SEND Reforms Grant funding to release both staff members from their substantive posts for a year from September 2019. This will give opportunity to embed R2i in primary schools across the city, develop, deliver and embed a secondary school version of R2i and to develop R2i as a commercial enterprise.

- 2.6 In May 2019, an initial secondary school R2i meeting was held with secondary school Deputy Heads where the concept of R2i was launched. SENCOs at all secondary schools have been sent an audit to establish a baseline of provision and experience in all secondary schools and a secondary school pilot is planned for the autumn term 2019.
- 2.7 R2i has been part of the Education Big Ticket programme where workstreams have been identified because of their potential to generate an income, make savings or both. As part of this process, a Project Board has been established to support the rollout of R2i and the development of a business plan to maximise on any commercial potential.
- 2.8 Although a pilot of the IST model took place in June 2019, a longer term pilot will take place throughout the 2019/20 academic year. This will provide opportunity to develop and embed the delivery model, understand time and cost implications and to develop the IST as a traded service. It will also allow time to gather evidence to better predict the impact of the IST on preventing costly primary aged permanent exclusion. Following this, a proposal for longer term funding will be developed and a paper will be brought back to Schools Forum.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 The option to continue operating the Exclusions Project with the two Behaviour Learning Mentor roles was considered. However, the learning mentors have been supported by Behaviour Support Teacher and Education Psychologist time. This resource is no longer available in the current structures, which is why this paper seeks funding for two learning mentors plus the teacher and EP posts. Without funding for these roles, this work will not be able to continue.

4 OUTCOMES/DELIVERABLES

- 4.1 It is anticipated the following outcomes will be realised through the creation of the IST:
 - Reduction in the related costs of provision for excluded children
 - Reduction in the number of children being excluded
 - Support for schools to improve provision and intervention for pupils with SEMH needs
 - Improved life chances for this very vulnerable cohort
 - Improved emotional wellbeing of school staff (who work with children with complex SEMH needs)
 - Improved retention of teaching staff in the city

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

- 5.1 There is currently £3.729m ring-fenced in the DSG reserve to cover the projected DSG high needs budget gap to 2024/25, relating to devolved AP allocations and costs of provision for pupils permanently excluded. Of this, £0.229m is being used to support the high needs budget in 2019/20.
- 5.2 The remaining uncommitted balance on the DSG reserve, as reported in the 2018/19 Dedicated Schools Grant Outturn Report, is £0.689m. These proposals would require a total of £0.174m from the DSG reserve, reducing the uncommitted balance to £0.515m.
- 5.3 This proposal represents a “spend to save” initiative. Primary exclusions fell by 40% following the introduction of the Behaviour Learning Mentor posts. The aim is that the additional intervention and support that the IST will be able to provide will help maintain placements for the most exceptionally challenging pupils, reducing further the rate of permanent exclusions and with an eventual benefit to the forecast DSG reserve requirement stated in paragraph 5.1.

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

- 6.1 Not required.

7 HR COLLEAGUE COMMENTS

- 7.1 Management are proposing to create new posts; Behaviour Support Teacher, Education Psychologists and Behaviour Learning Mentor positions within The Intensive Support Team (IST). These post will be subject to the job evaluation process if new job descriptions are proposed.

Management will need to ensure that recruitment is conducted through the appropriate processes, including vacancy management and redeployment. Management should be aware that the selected postholders should commence on a starting salary of Level One within the respective Grade, unless the appointed colleague is already in employment at the council and on Level two of the same grade, in which case the employee would be matched over at the rate of pay they currently receive. This will not apply to the Teaching role which is being created. This post will be subject to the School Teachers' Pay and Conditions Document.

There will need to be a support and development plan for the new post holders once appointed in line with managing performance through the new probationary policy.

As the posts are initially temporary, an appropriate exit strategy must be in place in order to terminate the contract in line with NCC guidance in the event that the post cannot be made permanent at the end of the fixed term period. Management will need to ensure appropriate timelines are in place to notify the affected employee and give appropriate notice.

Leanne Sharp
HR Consultant
16.05.2019

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:

This paper does not present a significant change to policy and practice.

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 Schools Forum report from June 2018.

Appendix 1 – an outline of the Intensive Support Team

The Intensive Support Team will be a multi-agency team of practitioners, initially from three teams: Educational Psychology Service (EPS), Behaviour Support Team (BST) and the Targeted Family Support Team (TFST) who will work collaboratively to support the placement of exceptionally challenging and vulnerable SEMH Primary aged pupils.

The R2i SEMH graduated response will work for the vast majority of pupils and our Wave 1 and Wave 2 pilot evidences that. However, we know that for a very small percentage of pupils, in spite of schools and professionals implementing R2i; there may be some pupils whose school place is deemed at risk and need an additional intervention.

How will schools access the IST?

Schools will make a referral to the IST panel, preferably with the support/recommendation of either BST or EPS. This referral will include paperwork evidencing the R2i graduated response along with a short application detailing information around continued barriers, hypothesis about underlying causes and expected outcomes etc. A school representative (eg the Senco) would attend the panel and present the case to panel members. Following a detailed discussion and exploration of the referral the panel would agree next steps.

The outcome of the panel referral will be one of the following:

1. Revisit R2i and strengthen the graduated response in light of panel feedback
2. BST or EPS team member to go into school and work alongside the Senco to offer additional consultation and analysis
3. IST team involvement to support placement maintenance.

The composition of the IST panel will include BST, EPS, and school reps as a minimum.

The primary focus of the IST is placement maintenance within the existing setting. The work will focus on capacity building, strengthening relationships and staff wellbeing. Following the decision to offer IST intervention, there will be an immediate scoping exercise in school and with the family (up to 2 days) by the IST team. This will be to further assess need, gather additional data, consult with staff and parent/carers and create a personalised package of support; in order to strengthen the placement and reduce the risk of exclusion plus support school.

The longer term plan is that once R2i is fully rolled out and embedded in our Secondary Schools, that the IST can extend its work to include KS3/4 pupils.

Roles and responsibilities

The IST team will be managed and supervised by the BST Team Leader. It will initially comprise of a full time EP and BST Teacher plus 2 BST Learning Mentors. The BST staff will assume case holder responsibility. The focus will be on collaborative working between EPS and BST. However, there will be some dedicated roles and responsibilities, including:

- EP – staff supervision and assessments
- BST Teacher – class teaching, teacher coaching, behaviour management, de-escalation cycles
- BST Learning Mentors – support staff coaching and modelling, therapeutic interventions, support around RPI and risk, family work, in class support

Some elements of the support may be delivered jointly e.g. observations, consultations, training, action planning.

The IST is being piloted at the start of June 2019 and a verbal update on the pilot will be provided at the Schools Forum meeting.