

Summary

2020/21 BST De-delegation Proposal - £5000 per school

- A guaranteed 12 half-day sessions per year but unlimited support over and above that for pupils with a primary SEMH need (subject to team capacity).
- No need to buy a traded package on top of your de-delegation. All support at no extra cost, except PI training.
- **This means the overall cost to maintained schools is nearly halved and the guaranteed offer of support is doubled.**
- Much improved offer to maintained primaries:

	2019/20	2020/21
BST de-delegation offer	<ul style="list-style-type: none"> • 3 strategic days per year • Additional support for SEMH pupils at risk of exclusion 	<ul style="list-style-type: none"> • 12 half day sessions • Additional support for <u>any</u> SEMH pupils as long as R2I is adopted
Average cost through de-delegation	<ul style="list-style-type: none"> • £7700 	<ul style="list-style-type: none"> • £5000
Average spend on traded work (excluding PI)	<ul style="list-style-type: none"> • £1700 	<ul style="list-style-type: none"> • NIL

This proposal was presented at the NST members meeting on 26th September. The following questions were raised:

1. *Can we have clarity about the interaction between this proposal and the funding for R2I and the IST?*
2. *What is the capacity of the BST team? How big is it?*
3. *How will the access to support over and above the guaranteed sessions be prioritised? How will this work in practice when we ring up asking for help?*
4. *How does statutory work for pupils with EHCPs fit into this? (i.e. this has previously been treated as “core” work, will this be from our guaranteed days or on top?)*

Please read on for the responses to these questions.

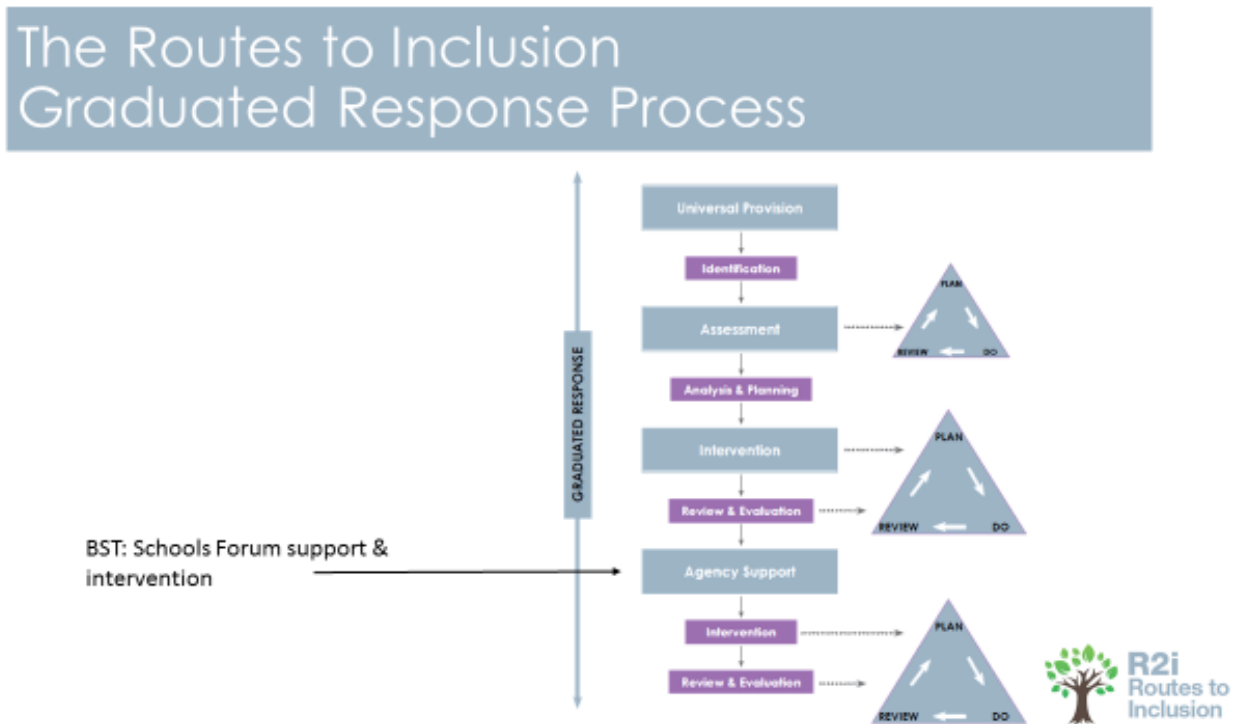
1. Interaction between BST proposal and funding for R2I and IST

If this proposal is not approved, the likelihood is that there will be no Behaviour Support Team to continue the implementation and development of R2i or the IST. The Behaviour Support team plays a crucial role in R2i; and the BST Leader is pivotal in relation to the continued strategic development and direction of R2i including the creation of Secondary R2i (with JH, EPS); plus developing, leading and driving the creation and roll out of the IST.

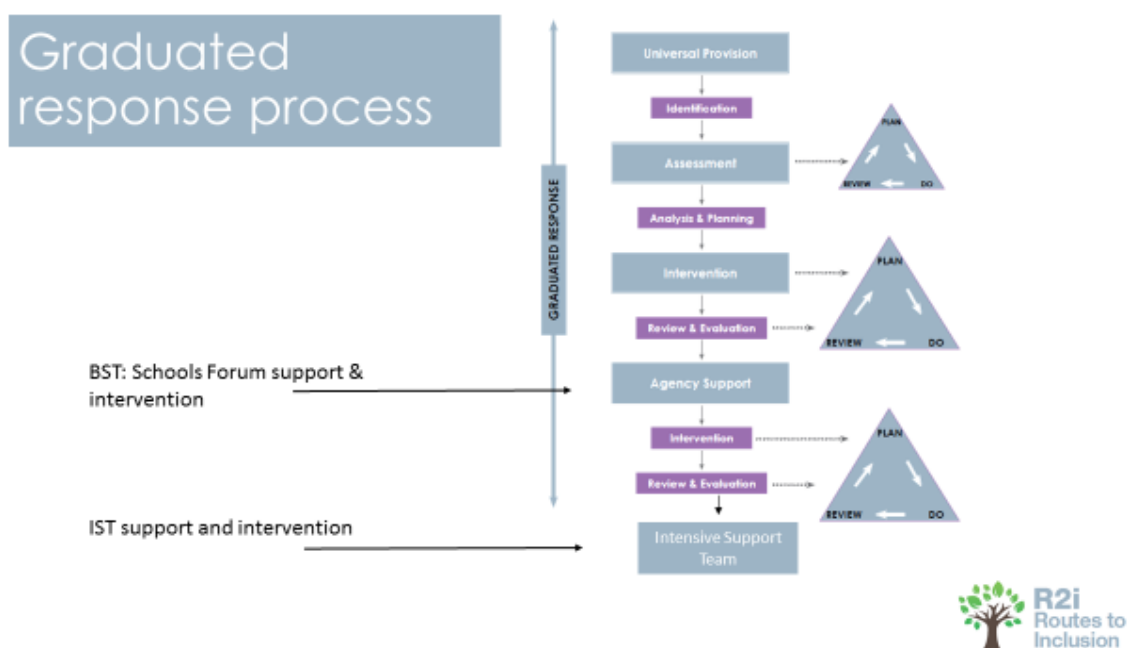
The slides below were presented and discussed at a previous SF meeting (in relation to a paper regarding IST funding). At that meeting, it was agreed with immediate effect that BST SF criteria would be revised to further support schools to embed a graduated response relating to SEMH/challenging behaviour. BST SF involvement would be at the R2i Agency Support stage, once schools have completed their initial R2i paperwork and if the child’s SEMH needs still require further

unpicking. This will be at no cost to schools under SF criteria for the duration of the current SF funding which ends on the 31.03.20.

Slide 1 illustrates the above.



Slide 2 illustrates the sequence of BST graduated support and intervention, detailing SF as well as IST intervention.



The response to the next question around the BST team capacity also demonstrates the interaction between the BST team and the separately funded IST and R2I work.

2. BST Team Capacity

The table below translates the pure BST capacity into a number of sessions available to schools. This takes into account the estimated time required for training/CPD/supervision/team meetings/appraisals/administration. The % of sessions for these non-contact activities is higher for the learning mentors due to the higher proportion of part-time staff.

Total annual BST Teacher capacity in half day sessions	1794
Total annual BST Learning Mentor capacity in half day sessions	1248
Estimated teacher sessions available for chargeable work (68%)	1216
Estimated learning mentor sessions available for chargeable work (58%)	725
	1941
Sessions available to primary schools, assuming 141 sessions for secondaries	1800
Potential available sessions per primary school (average)	24

3. How BST support will be prioritised

When prioritising work the team will consider the following:

- Potential or current health and safety risks;
- Impact of risks upon child, school community, environment etc;
- Continued ongoing concerns around SEMH/Behaviour in spite of school using the R2i Toolkit, following the R2i Graduated Response process and unpicking need using the Generic Core/Specific Domain Assessments prior to requesting BST involvement at the Agency Support stage (page 3 of the R2i Toolkit and Slide 1 above);
- In spite of engaging with the R2i Graduated Response, school needs additional support to analyse the data and gain a clearer picture of the child's SEMH needs using the FBA (functional behaviour analysis) to gain a very clear understanding of the child's needs and to offer planned, targeted support.

Schools will retain their link teacher, who as always will be their first port of call. The link teacher will continue to liaise with school staff and book appointments/plan work in their diaries in the usual way, just as other teams do. Requests for support over and above the guaranteed sessions will be logged and monitored. Wednesday morning team meetings and allocation sessions will enable the team to discuss additional requests, retain strategic overview of work/need/placements at risk etc across the City and reorganise work (if possible) and problem solve solutions to support schools.

PI enquiries will be subject to the same ongoing system and process of support.

4. EHCP work

There are currently 35 pupils who hold an EHCP, who are in primary education, where the primary need is listed as SEMH across Nottingham City. However, whilst this is the primary need as listed on the Annual Review Spreadsheet, this data is taken from the child's EHCP request document when they first begin the process, and therefore may not be their medically recognised primary need so numbers may in fact be lower. BST will complete stage 1 of the EHCP process from a school's

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October, 2019; Kimberly Butler, BST Team Leader.

guaranteed days and stage 2 from their additional days' allocation. This system will be trialled and subsequently reviewed in response to feedback and tracking of EHCP numbers/sessions used.