

**Schools Forum
January 2019**

Proposed Transformation Model

Walsall right For Children – development of a multidisciplinary 'Integration Team' including specialist staff to meet the needs of identified pupils with presenting behaviours which make them vulnerable to exclusion

1. Purpose of report

The report seeks:

To consult with Schools Forum on the proposed model which aims to

- Develop a proactive and positive relationship between schools and the Local Authority
- Create simplified pathways and access to support for children who display behaviour that is negatively impacting on their learning and learning of others
- Reduce the number of exclusions, children on reduced timetables, managed moves or children missing education and children not in education by delivering an integrated timely response.

2. Recommendations

2.1 That Schools Forum notes the proposal of the local authority to establish a multidisciplinary 'Integration Team' and expresses its views on this and the proposed funding of this team from a mixture of existing local authority budgets and a one-off use of High Needs block reserves.

3. Context

The proposal outlined in this report is informed by a number of local and national contextual information:

3.1 Our existing processes, procedures and support services have not delivered the required improvement in educational outcomes for children and young people in the borough. In particular, the gap between vulnerable learners (SEN support, LAC and those at risk of exclusion or out of education) has widened, exclusions are too high, persistent absence at our Secondary Special Schools is too high and there are too many children and young people out of education (CME/CfME).

In April 2018 the Director of Children's Services commissioned a review of the council's preparedness to test out the effectiveness of SEND practice prior to an Ofsted Inspection of how well it supports children and young people with special educational needs and/or disabilities (SEND) as well as a review of behavior support and Children Missing Education. The outcome of this review highlighted significant issues which included:

- The Integrated Behaviour Support Team and Access Team has had little impact on preventing or reducing exclusions or making sure that those Missing Education and Missing from Education have an appropriate and timely educational placement to meet their needs.
- The LA processes for identifying appropriate placements for vulnerable children and young people out of school is not effective. The School Admissions team as part of the Fair Access Protocol currently manages this

3.2 Our draft Inclusion Strategy is out for consultation and sets out ambitious strategic priorities based on an assumption that, given the right environment, culture, approach and circumstances all our children and young people can thrive, flourish and achieve great outcomes. The Strategy sets out a fundamental expectation that Inclusion in Walsall is everyone's right and everyone's responsibility. This will only be achieved if there is a strong relationship between schools and the Local Authority based on a restorative approach of high support and high challenge.

3.3 The Department for Education published in December 2018 their Interim Findings on Children in Need review and sets what is needed and a guide for action in how schools and social care can best support all Children in Need and their peers. The call for action in the report includes:

- Develop Shared Leadership – Senior leaders across schools and LA acknowledge their overlapping aims so they can make best use of resources to keep children safe and improve outcomes.
- Proactively recognise and overcoming barriers to access education and make progress.
- Build relationships with children and families
- Effective multi agency working and information sharing

3.4 Through the Walsall Right 4 Children Transformation programme Children's Services are committed to work with schools in developing and implementing a collaborative plan that enables earlier identification of vulnerable children and better support to secure sustainable positive outcomes. We want to work better together with our vulnerable pupils to understand and address the 'root cause' of their needs ensure that all are engaged or re-engage in full time education by offering the right package of support. As part of our new operating model we will be deploying social work resources into localities to connect them better with children and families and community resources including schools. This will create better relationships between schools and social work.

4. Proposal

4.1 Aim – What are we looking to achieve

This proposal is aiming to:

- Create simplified pathways/access to support for all pupils including Behaviour Support, Education Psychology, SENDI, Early Help,, CAHMS, School Nursing Social care.
- Develop proactive, positive partnerships/relationships between LA and Schools based on High Support and Challenge
- Ensure all pupils are in an environment where they can feel safe, included and achieve and therefore reduce the number of exclusions, children on reduced timetables, managed moves or children missing education and children not in education by delivering an integrated timely response.

4.2 What do we know?

Our Needs assessment, reviews and consultation with leaders in Schools and LA have identified following issues:

- No full oversight of the issues of children missing education - the data we the LA receives is 'the tip of the iceberg'. There is a need to collate accurate information and shared responsibility for collecting and sharing. This means that we do not fully understand the extent of and the reasons why children are not in school, impacting on our ability to proactively plan and offer a package of support to meet needs across Walsall
- The focus of the work is on assessing children however not enough focus on interventions. Some children are assessed as not meeting criteria and are then left without support resulting in their needs becoming more complex.
- We don't have one agreed assessment framework and or agreed standards leading to consistency in quality assessment providing a good understanding of children's needs and offering a platform for securing an offer of support.
- Specialist schools are anecdotally telling us they are unable to meet the demand for meeting the needs of those with the most complex needs.
- There is a lack of information sharing between agencies and this is a specific issue at transition stages e.g. from pre-school to primary and primary to secondary. This leads to a lack of knowledge, understanding and planning to meet the child's identified needs to ensure they are able to access education and make progress.

- Too much challenge, misunderstanding and distrust between agencies. This is leading to difficulties in getting access to the right support at the right time. This in turn is leading to children's needs becoming more complex over time.
- Too much focus on prosecuting parents when children are not attending school without understanding the barriers. This can lead to parents feeling punished and let down by the system and disengaging resulting in children losing out on vital education.
- Parents not feeling able to speak up /challenge professionals, what support can be offered to enable them to do this?
- Lack of understanding and use of research in practice – e.g Brigid Daniels – risk and resilience matrix to help us to deliver better support.
- Children with AS and anxiety is a growing issue and is leading to a growing number and periods of children missing (from) education. There is a gap in help and support for these children.
- People in teams supporting behaviour are competing (traded services) and not working together and lack shared values and working arrangements. The traded model is not helping to get the right support for children.
- Programmes have not been sustainable and have not had the required impact.
- Permanent exclusion is in many cases a result of a pattern of fixed term exclusions – does this give us an opportunity to identify and create indicators.

4.3 Our proposed response?

The model we are proposing is rooted in the principle that inclusion is everyone's responsibility and therefore is included in three strands (see overview attachment 1):

1. **Develop a strong collaborative approach between the Local Authority and schools** with a focus on developing proactive and consistent good practice that meets the needs of pupils who are experiencing barriers in accessing education and making good progress in their educational outcomes. This will be achieved through the development of a leadership programme and research based programme approach.
2. **Developing integrated multi agency locality offer with a focus on overcoming barriers to accessing education or making good progress as part of the Walsall Right for Children Transformation programme** with a focus on creating a sustainable, accessible well-coordinated menu of support across each of the 4 localities This will be imbedded in the development of the Walsall Right for Children Transformation Programme (including developing better relationships and collaborative working between social workers and schools)
3. Development of a **multi-disciplinary comprehensive approach (commissioned jointly by the LA and School Forum)** as an effective and timely way to providing bespoke solutions and support for those children who are identified as at risk of missing education or missing from education. See appendix 2/3 for pathway and team structure.

4.4 How will we review?

We acknowledge that previous programmes have not been able to evidence impact and therefore have not informed future ways of working and led to sustainable outcomes. We therefore want to ensure that this model is embedding an evidence based approach and will be engaging with the university of Birmingham and Wolverhampton to secure research resource to evaluate the impact of the programme.

We are proposing that the Strategic Education Inclusion Board oversees the implementation and monitoring of the proposed model to ensure strong governance arrangements

We are clear that this proposal is different to what has been delivered before because:

Previous model	Proposed model
Team working in isolation, with weak links to other LA personally with responsibility to attendance, Looked after children, exclusions, Education Psychology, Alternative provision, school improvement, special Needs, Children Missing Education, locality working.	Integrated model of delivery – with clear alignment to different parts of Children’s Services
Lack of evidence of impact	Strong governance arrangements Evidence based approach
Focus on advising and referring	Balanced focus on interventions as well as building capacity to meet demand on key issues longer term
Lack of link to other processes – leading to delay in children receiving the right help	Clear link to EHC and alternative provision/school transfers leading to more timely information and joint decisions between LA and Schools

Appendix 1 sets out the expected headline key indicators we would project to achieve from this model.

5. Timeline

LA has agreed the resource allocation subject to consultation with School Forum.

The below timeline follows on from consultation with School Forum on the 16th January:

February- April 2019	training – MY WORLD ASSESSMENT TO ALL SCHOOLS, co-delivered with parents and including Chief Exec of MATS and governors
April – June 2019	Testing out referrals using new pathway with focus on transition. Reflection session on use of MY WORLD. Discussion with schools in development of the leadership programme to ensure fit for purpose.
June – August 2019	support to pupils identified as vulnerable to support transition before September start to academic year possible development of a summer school programme
February – June 2019	Recruitment and development of multi-disciplinary team
September 2019	Full roll out of new model Start of leadership training

6. Financial implications/Value for Money

The development of a multi-disciplinary approach will require an investment of £730k in order to resource the team between April 2019 – August 2020. The authority is proposing to fund this through realignment of existing LA resources of £262k and the one-off use of high needs block reserves to the value of £498k – please see the attached breakdown of costs and resources set out in Appendix 4.

As the multi-disciplinary team will be closely aligned and inform the development of the Walsall Right 4 Children new operating model (see appendix 5) it is expected that learning from the multi-disciplinary team will be incorporated and imbedded into this model by September 2020.

7. School Improvement

The developments are supporting schools to meet DfE's increased focus on children's wellbeing, which became key part of school's inspections from September 2015 as well as meeting the requirements as set out by "Working Together" 2015.

The developments are also in line with

- The report published by Innovation and Research in Childhood and Youth to the office of Children's Commissioner – Reducing Inequalities in School Exclusion: Learning from good practice (2013)
- The call for actions as published by the DfE in the report: 'improving the educational outcomes of children in Need of help and protection' (December 2018)

The proposal is providing an opportunity to accelerate the ambitious priorities as set out in our draft Inclusion Strategy and would therefore the implementation and impact would be governed by the Strategic Education Inclusion Board.

8. Members eligible to vote

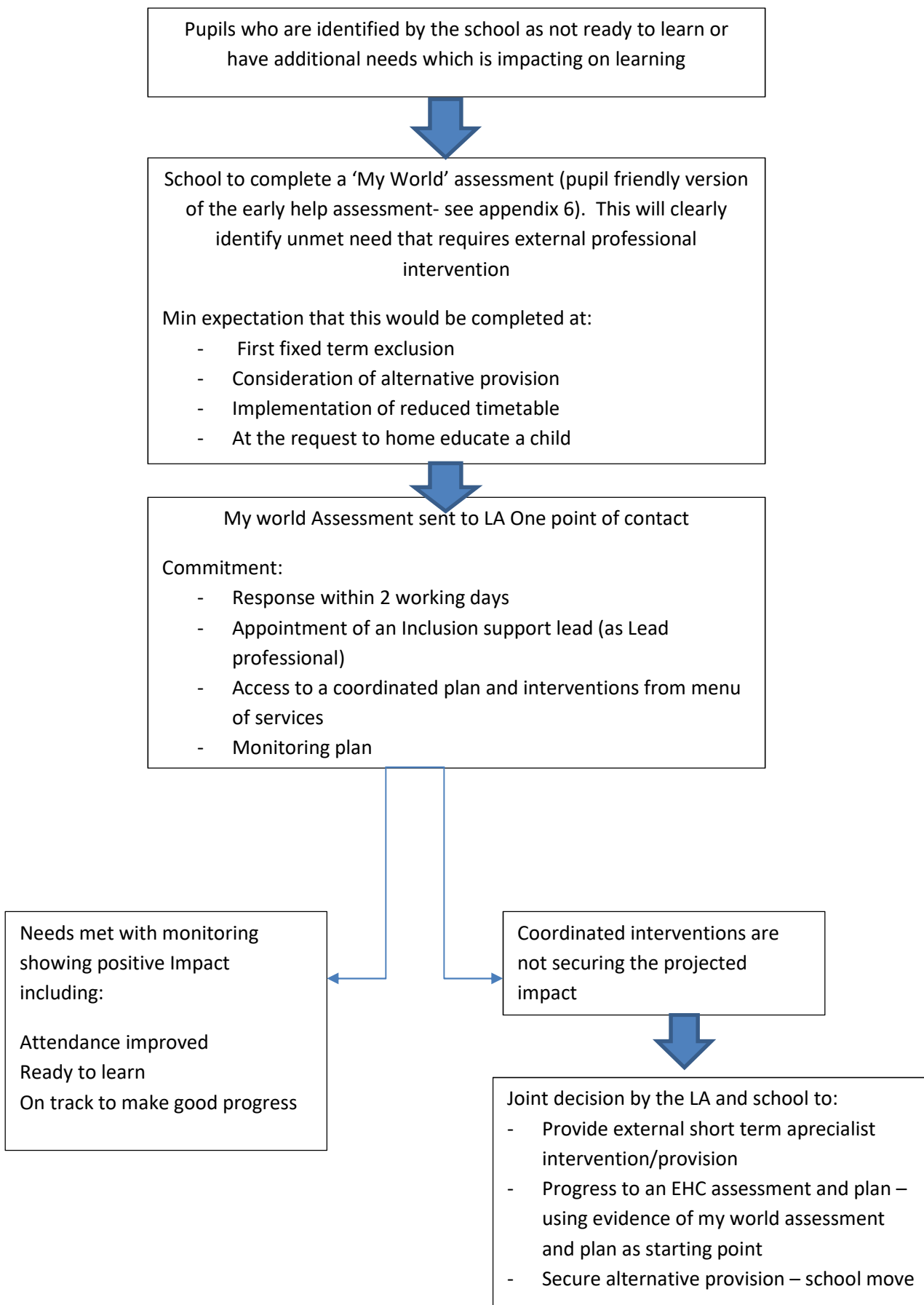
- 8.1 This report is for consultation purposes to seek the views of Schools Forum on the proposed model and the authorities proposed use of High Needs Block reserves. As such no formal vote is required by Schools Forum members.

Appendix 1 – Overview of proposed activity across all three strands of the proposed model

Develop a strong collaborative approach between the Local Authority and schools	Developing integrated multi agency locality offer	multi-disciplinary comprehensive approach
<p>This will include:</p> <p>Leadership programme – provide by an external provider engaging with LA and school leaders with the aim to develop shared values, understanding and collaborative approaches. This programme would include engagement with MAT Chief Executives and governor Boards</p> <p>Proactive collation and use of data to take collective action – rigour in performance management processes</p> <p>Development of research projects (through partnership with universities) to develop a evidence based approach and thinking around key themes and issues</p> <p>Research in Action through the development of Action Learning Sets to explore and plan around themes and issues etc. linked to leadership programme and opportunities for developing middle leaders</p> <p>-</p>	<p>This will include:</p> <ul style="list-style-type: none"> - Strengthening partnership response to locality needs (if your locality was 100 children) and partnership offer well communicated/planned together, timely and <u>easy to access</u>. Focus on emotional well-being and health as the golden thread throughout the offer and improving relationship between social care and schools. - Create one point of contact – skilled and knowledgeable on pathways and support to effectively broker the right support early - Review of policies and procedures especially behaviour and attendance, exclusions, safeguarding and SENDI – and a planned structure to be regularly reviewed. Disseminate good practice on these policies through school improvement professionals - Transition support – sharing information: develop clear protocols between Health Visitors and Early Years/schools (through the re-commissioning of the health Childs programme); Early Years provision and schools, school to school - Focus on language development throughout education experience and preschool – including engagement with parents - Rigour in supervision and support to staff in school who support vulnerable pupils – learning from EH school support – what worked? What can we build on? - Recording information consistently – use of different system – data understanding and sharing information (centralisation) - - Parent voice and action - whole family working: what would make a difference? - Use curriculum development and new expectations around the PSHE programme to help developing a whole school approach 	<p>This team will be set up for 12 months and will inform the development of the sustainable Walsall Right 4 Children Operating model and in particular the locality partnership offer.</p> <p>Evaluation will be undertaken using a research based approach with all pupils referred to the programme being tracked.</p> <p>See appendix 2 for pathway</p> <p><u>Menu of intervention will include:</u></p> <ul style="list-style-type: none"> • ASD and associated anxiety – diagnosis and respond through a specialist practitioner. School refusers – intervention and short term teaching offer. • Easy access to CYGNET by provid additional capacity (linked to support with trained staff in schools) • Drop in sessions/post Cygnet workshops for parents who have children with ASD • Speech and language – spot purchase quality provision • Mentoring – connecting young people to possible activities – aspirational • Sexual harmful behaviour • Protective Behaviours • Violent crime prevention work – risk management/resilience • Trauma informed nurturing interventions • Exploitation – vulnerability offer • SEAL • Mediation • RP • Therapeutic Interventions <p>Note: the menu of intervention is informed through current knowledge of demand. As this is limited the</p>

		<p>menu will be flexible and responsive to identified need during the life of the programme.</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> - Strong leadership with shared goals between LA and Schools - Evidence based decision making - Maximising use and sustainability of resources 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Less children Missing From Education of Missing Education - Less Exclusions - Better attendance - Children, young people and parents telling us they feel supported - Strong collaboration at a locality level - Consistency in quality of provision 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Less exclusions - Less children on reduced timetables or children being on a reduced timetable for a shorted amount of time - More quality Education Health and Care plans - Better quality assessment and plans

Appendix 2 - Overview of proposed pathway to support children identified at risk of missing education or missing from education



Appendix 4 – Detailed overview of the Multi- agency team

Post	Qualifications/experience	Role	FTE	Contract type	Line management	Notes	Approximate costs for 12 months LA funded	Costs for 12 months school forum funding
Inclusion support leads	Senior Family Support practitioners with an extensive experience in overseeing Early Help Assessments and good understanding of locality working and resources in communities	Lead professional – Coordination and monitoring of plans Each coordinator will take on responsibility for one locality and will be the one point of contact for schools within this locality	4FTE	Fixed term	Line managed by Advisory Support Team Manager With line management support from EH Team Manager	We would use some of the good practice developed by Early Help School Support Advisors but put the focus on coordinating help and support for identified young people.		182K
Specialist Senior EP posts	Qualified Educational Psychologist with experience of leading/facilitating multi-agency project/development work. Experience of systems level work to promote inclusion and develop SEMH practice.	Provide supervision to specialist members of locality model, including AEP. Support in identifying training and development needs and delivering support/training for services, schools and communities. Facilitate multi-agency approach (including joint formulation of needs and action planning) for CYP with complex needs requiring TAC support.	2 FTE	Permanent contracts	They would sit under and be line managed by the Lead EP.	These posts have already been agreed within a new EPS structure but have not yet been created – this provides an opportunity to align these two post to the proposed model.	£104k	

Assistant EP posts	Psychology graduate with experience of working with school settings. Experience of multi-agency development work.	Research skills to complete literature reviews and identify evidence based interventions. Support to evaluate impact of interventions. Provide academic write up of interventions and approaches for relevant journals so Walsall learning and good practice can be shared nationally. Supporting delivery of group and individual therapeutic interventions for CYP supported through TAC approach with supervision provided by SSEP.	2 FTE	Fixed term contracts	They would be line managed by SSEP and sit within the EPS	These posts should be very attractive for applicants. Applicants are typically people who are trying to get onto the doctorate training course for Educational Psychology These would also provide an opportunity to develop our EP resource (grow our own as it has been difficult to recruit to EP posits)		60K
Specialist Inclusion Support Lead for Autism	Qualified teacher. Specialist qualification/training related to ASD. Experience of multi-agency development work.	Develop and deliver evidence based training and development programmes in school and community settings. Advise on the use of evidence based approaches to support CYP with ASD at school and at home. Provide support to CYP, families and school staff for CYP receiving support through TAC approach.	1 FTE (G8)	Temporary contract or offered as a secondment opportunity. Or possibly a service commissioned from a local school or support service	Line managed by Advisory Support Team Manager, SEND. Supervision provided by SSEP within localities.	May be unlikely to attract applicants for a temporary contract post.		45k
Specialist Inclusion Support Worker for Autism	Extensive experience of supporting CYP with ASD. Experience of multi-agency work.	Support the delivery of evidence based training and development programmes in school and community settings (e.g.	1 FTE (G7)	Temporary contract or offered as a secondment opportunity. Or possibly a	Line managed by Advisory Support Team Manager,		£36,500	

	Experience of working with CYP and staff in school settings.	drop in sessions for parents of children with ASD). Provide support through a coaching and modelling approach to families and school staff.		service commissioned from a local school or service	SEND. Supervision provided by SSEP within localities.			
Mentor	Youth worker with extensive experience of working with young people in school setting	Support the delivery of consequential thinking interventions, Cognitive behaviour and crime prevention programmes to young people.	1FTE (G7)	Re deploy resource from current youth work resource	Line managed by Advisory Support Team Manager Supervision provided by EH Team manager		£36,500	
Parenting worker	Family support worker trained in a suite of evidence based parenting programmes	Support delivery of school based training, parent support work and community programmes including understanding your teenager, Cygnet and PACE. Provide 1:1 mentoring support in school or at home/community settings. Provide coaching and modelling support to families and school staff.	2 FTE	Family support worker seconded to this team	Line managed by Advisory Support Team Manager Supervision provided by EH Team manager		£73,000	
Specialist Inclusion Support Lead for Curriculum planning and assessment (for children	Qualified teacher. Extensive experience of successfully working with CYP with complex learning needs. Good understanding of national curriculum, assessment requirements,	Provide support and challenge to schools and settings through delivery of training, monitoring and quality assurance visits and sharing of resources and good practice (including	1 FTE	Temporary contract or offered as a secondment opportunity. Or possibly a service commissioned	Line managed by Advisory Support Team Manager, SEND. Supervision	May be unlikely to attract applicants for a temporary contract post-solution through seconded position		£45K

with complex needs)	effective differentiation and a commitment to inclusion.	support to SENCos through SENCo forum workshops).		from a local school or service	provided by SSEP within localities.			
Specialist Inclusion Support Lead for Physical, medical and Health needs	<p>Qualified teacher?</p> <p>Extensive experience of working successfully with CYP with complex physical, medical and health needs.</p> <p>Secure understanding of national guidance and policy related to support for CYP with physical, medical and health needs.</p>	<p>Provide support and challenge to schools and settings through delivery of training, monitoring and quality assurance visits, identifying appropriate equipment and resources and sharing resources and good practice (including support to SENCos through SENCo workshops).</p>	1 FTE	<p>Temporary post or offered as a secondment opportunity. Or possibly provided by H Little.</p>	<p>Line managed by Advisory Support Team Manager, SEND? Supervision provided by SSEP within localities.</p>	<p>Some of this role is currently provided through the Council's commissioning of ARP places. It would be helpful if the nature of this role is extended slightly to include support and challenge to schools regarding their policies, admissions and support for these CYP. Some of the role may also be provided by our short stay school – but will need clarity around I offer align to this model.</p>		£45K
Specialist Inclusion Support Lead for Nurture and Wellbeing	<p>Qualified teacher.</p> <p>Extensive experience of working successfully with CYP with mental health needs and those who are vulnerable including CYP with attachment needs and those who have experienced trauma.</p> <p>Awareness of approaches to support positive mental health and wellbeing.</p> <p>Experience of multi-agency work.</p>	<p>Provide support and challenge to schools and settings through delivery of training, monitoring and quality assurance visits and sharing of resources and good practice (including support to SENCos through SENCo forum workshops).</p> <p>Responsible for leading practice across Walsall, including being responsible for sharing the latest</p>	1 FTE	<p>Temporary contract post or offered as a secondment opportunity.</p>	<p>Line managed by Advisory Support Team Manager, SEND. Supervision provided by SSEP within localities.</p>	<p>May be unlikely to attract applicants to a temporary contract post. Solution may be a secondment.</p>		£45K

		evidence based approaches.						
Home teachers	Qualified teachers. Experience of supporting children with complex needs who are temporary not able to access learning in a school environment.	Provide readily available teaching at home to maintain continuity and access to learning whilst longer term support is engaged for CYP who are not able to access school due to complex needs, including SEMH needs.	Bank of flexible, as required. (projected cost based on 1FTE agency staff	A commissioned service from an existing provider or Walsall school.	Depends on how service is provided.	We need to identify what is and is not provided by short stay school at present and whether any of our schools have additional teacher capacity that could be used flexibly for this purpose. Needed for Primary and Secondary with a focus on PSHE and basic literacy and numeracy skills.		£48,000
Admin support	Experience of working in Childrens services and have access to recording systems	Help with recording and monitoring and Mosaic workflow	1FTE			50% funding from LA 50% funding from school forum	£12,300	£12,300
Operational budget		Flexible resource to be pulled on by the team to enhance intervention or training						15,000
Management costs						Fully met by the LA		
total							£262,300	£497,300

Appendix 5 – Sustainable Walsall Right for children operating model (as part of the transformation programme)

Our WR4C Toolkit:

PARENTING PROGRAMMES

PACE

FREEDOM

DA VICTIM SUPPORT

SPECIALIST ADOLESCENT SUPPORT

FGC

TARGETTED YOUTH WORK

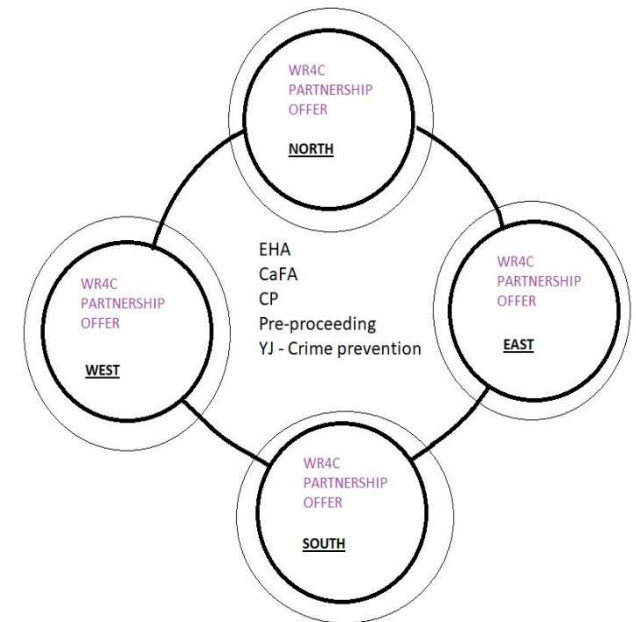
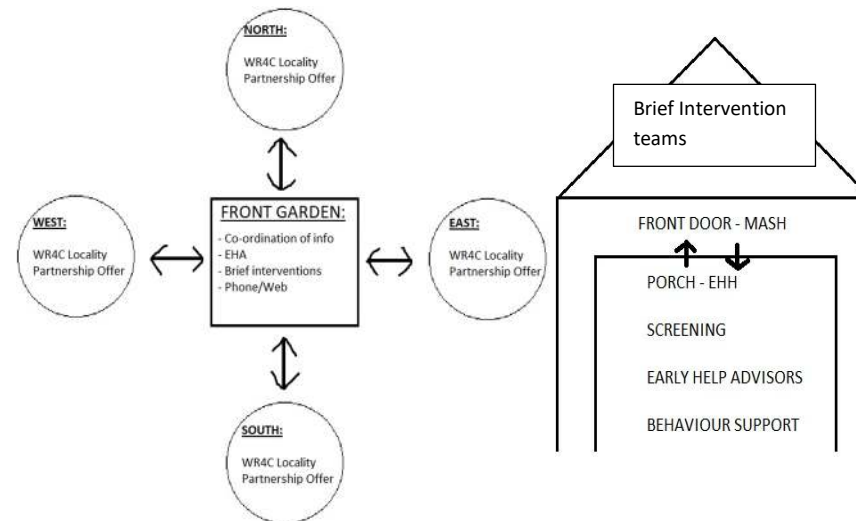
PAUSE

FRIENDS

TARGETTED PLAY

ASPIRATIONAL ENTITLEMENT FOR ALL CHILDREN SO THEY CAN BE: HAPPY, SAFE AND LEARNING WELL

- PUPIL VOICE IS CRUCIAL AND AT THE CENTRE OF TRANSFORMATION
- CONSISTENT LANGUAGE ACROSS ALL SERVICES
- USE OF DATA AND INFORMATION SHARING TO TAKE THE RIGHT ACTIONS
- GOOD LEADERSHIP IN SCHOOLS, DRIVING WR4C VISION AND STANDARDS (INCL. GOVERNORS)
- EVIDENCE-BASED INTERVENTIONS TO ADDRESS NEEDS



Contribution to inclusion strategy:

- Collaborative working and partnership accountability in responding to the needs of children who experience barriers to education or making good educational progress
- Good inter agency partnership training offer including Restorative practice and trauma informed practice ensuing common language and understanding leading to better identification and consistent practice

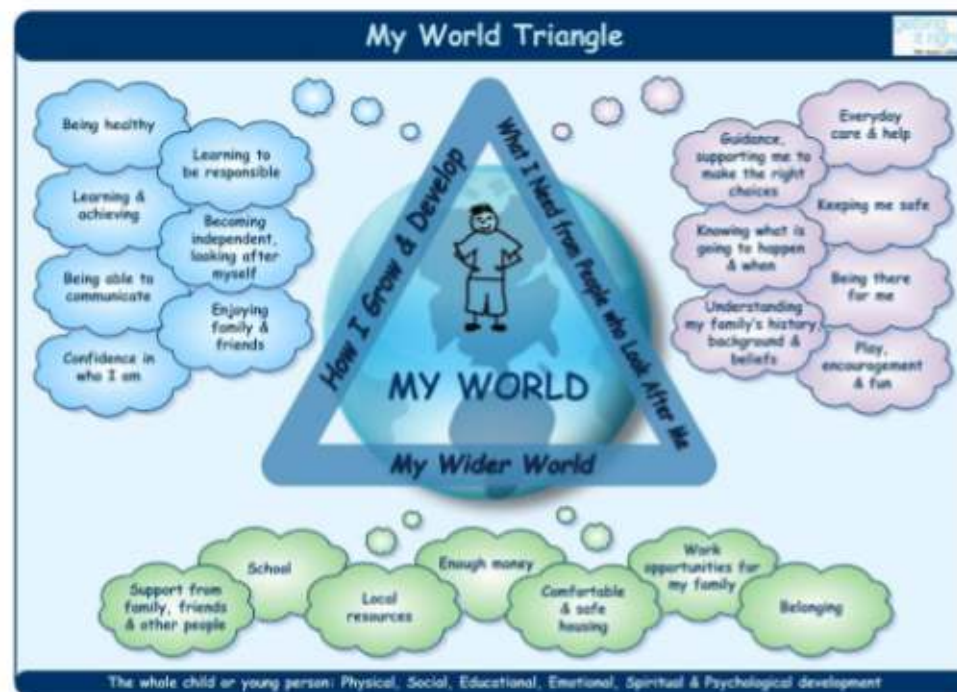
Contribution to inclusion strategy:

- Co-location of key professionals providing better opportunities for information sharing and collaborative working
- Protocols on sharing info at key transition stages
- Visibility and accessibility of social workers in schools

Appendix 6

'My World Triangle was developed by the Scottish Government as their consistent multi agency assessment tool in 2005. The use of it has enabled practitioners to assess strengths and pressures in all aspects of a child's life. The triangle is evidence based and has been developed from a knowledge and research base of children's development.

We want to test the use of this as an alternative to the current early help Assessment. If successful we will replace the EHA with this tool and resources.



The *My World Triangle* introduces a mental map which helps practitioners explore a child's experience and identify needs and risks to a child's well-being. These are recorded as strengths and pressures. Often there are interactions for a child between different parts of the child's whole world.