

Agenda Item: 6

SUPPORT FOR PRIMARY AGED CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES – PROGRESS REPORT

To: Schools Forum

Meeting Date: 24th June 2016

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Principal Educational Psychologist

The purpose of this paper is to update Schools Forum on the progress of the two projects in Cambridge and Wisbech for primary aged children who present with social, emotional, mental health difficulties and to consider future plans.

1. PROJECT OVERVIEW

1.1 With a rise in the number of children permanently excluded from primary schools in previous years, it was agreed by Schools Forum to use one off funding to look at doing something different to meet the needs of children experiencing behavioural difficulties. This funding was initially agreed from September 2015 – 2016. Given that there was some slippage to the start of both projects, these are now planned to run until the end of December 2016, with the possibility of continuing until April 2017 depending on sufficient resources available in the original budget.

1.2 SEND Specialist Services is the sponsor of both projects, and are responsible for the running of the Cambridge project. The Wisbech Head teachers, and specifically the SEMH group in Wisbech are responsible for running the Ready2Learn project, with support from Tri Borough Alternative Provision (TBAP) and SEND Specialist Services.

1.3 Although there are similarities in approach and philosophy, the two projects have used different criteria from the start. The Wisbech project is focused on providing support to those children who are not at risk of permanent exclusion, but nonetheless present with persistent challenges around behaviour and lack engagement with teaching and learning. Children are able to access four sessions of support a week at the base, and there is out reach support to the child's home school to ensure that the learning is generalised across settings.

1.4 The Cambridge project supports children who have been identified as at risk of permanent exclusion and have a high level of need in relation to their behaviour. Often, there are complex family circumstances for these children. Children are able to access up to 10 sessions a week at the base, and as with the Wisbech project, there is out reach support to the child's home school.

2. CHILDREN AT RISK OF PERMANENT EXCLUSION/ HAVE BEEN PERMANENTLY EXCLUDED

2.1 Currently, there have been three primary aged children permanently excluded from school in this academic year.

This compares to 12 in the previous academic year 15–16, and seven in 14–15.

2.2 SEND Specialist Services continue to work with a high number of primary aged children at risk of permanent exclusion, providing support to them in their home school. There are now three Access and Inclusion Co-ordinators, one in each geographical area (SCC, ECF, Hunts) to undertake some of this work and support the team with creative and often intensive packages of support for individual children. SEND Specialist Services are providing intensive support to thirty children across the county, from the age of 5 years to 10 years who are at risk of permanent exclusion.

2.3 There has been a sustained increase in demand for support of primary aged children at risk of exclusion in the last three years, particularly in the areas of Cambridge City, Whittlesey and Wisbech.

3. PROJECT UPDATE

The Cambridge project has been working with children since January 2016. The Cambridge base runs 10 sessions, and children attend different numbers of sessions according to their needs. The Cambridge base is located at Shirley school in Cambridge. Children attend from a five mile radius.

The Wisbech project has been providing direct support to children meeting the criteria from September 2015. Due to a number of issues, children have been supported through outreach support in their home school and have not been able to attend the base. From the end of May 2016, children have once again, been able to attend sessions at the base. Children attend from the Wisbech cluster.

The venue has changed, and sessions are run in a designated area of TBAP Octavia Alternative Provision Academy (formerly Fenland Learning Base) supported by the Director for Access and Inclusion from TBAP.

4. CAMBRIDGE LEARNING CENTRE, SHIRLEY SCHOOL, CAMBRIDGE

4.1 The pilot currently has six children (with a capacity for 10) involved within the project. Each child has very differing levels of need, and includes difficulties within social interaction, communication, understanding relationships and situations which regularly impact on their ability to engage with learning.

4.2 Behaviour is often related to unpredictable times of the day and the cause is often non-specific. During these times children display high levels of stress and anxiety, becoming increasingly vulnerable and susceptible to unpredictable outbursts of behaviour towards adults and their peers. This manifests in increased verbal, aggressive and challenging behavior; difficulties in maintaining positive relationships with adults and their peers; difficulties in regulating emotions, and reluctance to follow instructions and coping with change during lessons.

4.3 Re-establishing positive engagement with learning whilst supporting their individual social and emotional needs has been a priority. Through carefully managed sessions tailored specifically to each child, children are becoming more resilient when faced with new challenges and situations. The 'assess plan do review cycle' ensures that the effectiveness and impact of provision being provided is evaluated weekly to inform progress and review difficulties that may be impacting on the child socially and emotionally.

4.4 Children have positive feelings towards the Learning Centre and genuinely look forward to their sessions, the adults they work with and other children they come into contact with. Adults are able to extend opportunities where children are engaging in activities together and promote their social competence with peers. Lego therapy and imaginative play sessions are two examples where children have made the most progress with communicating their feelings and understanding the feelings of others. Children are experiencing feelings of being liked and wanting others to like them.

4.5 Assessment Findings

Table 1 shows the number of fixed term exclusions each child had in the autumn and spring terms prior to attending the Cambridge Learning Centre, and the number of fixed term exclusions since attending the base. It also shows each child's attendance before and since attending the base.

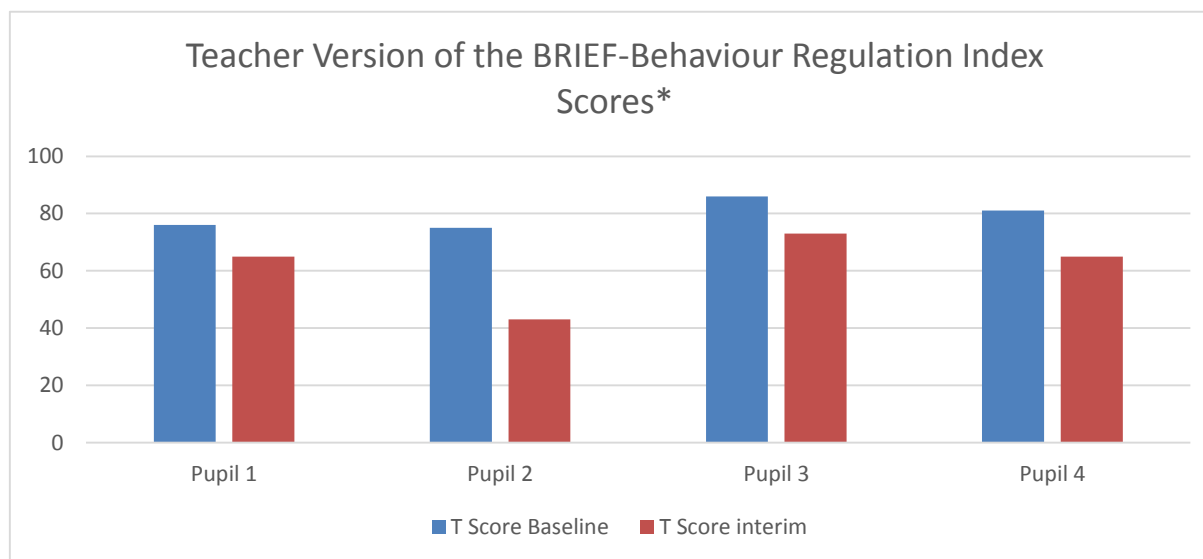
Table 1

	Prior to Entry into the Learning Centre		Learning Centre		Record of Attendance School	Record of Attendance Learning Centre
2015/16	Excluded days Autumn Term	Excluded days Spring Term (1 st Half)	Excluded days Spring Term (2 nd Half)	Excluded days Summer Term (1 st Half)	Autumn – Summer term (1 st Half)	Spring 2 nd Half-term Summer 1 st Half-term
Child 1	4.5	5	0	0	87.18%	100%
Child 2	2	3	0	3	53.87%	94%
Child 3	0	5 3	0	0	93.53%	100%
Child 4	3	5 2	0	5	88.96%	88%
Child 5	0	0	0	0	63.06%	83%
Child 6	2	0	0	0	Off Roll	100%

These figures show a marked increase in attendance following receipt of support from the Cambridge Learning Centre.

Behaviour Regulation

Behaviour regulation, as measured using the Teacher and Parent versions of the Behaviour Rating Inventory of Executive Function (BRIEF), encapsulates the child's strengths in inhibiting their behaviours and impulses, their ability to shift their attention from one task to another, and their level of emotional control.

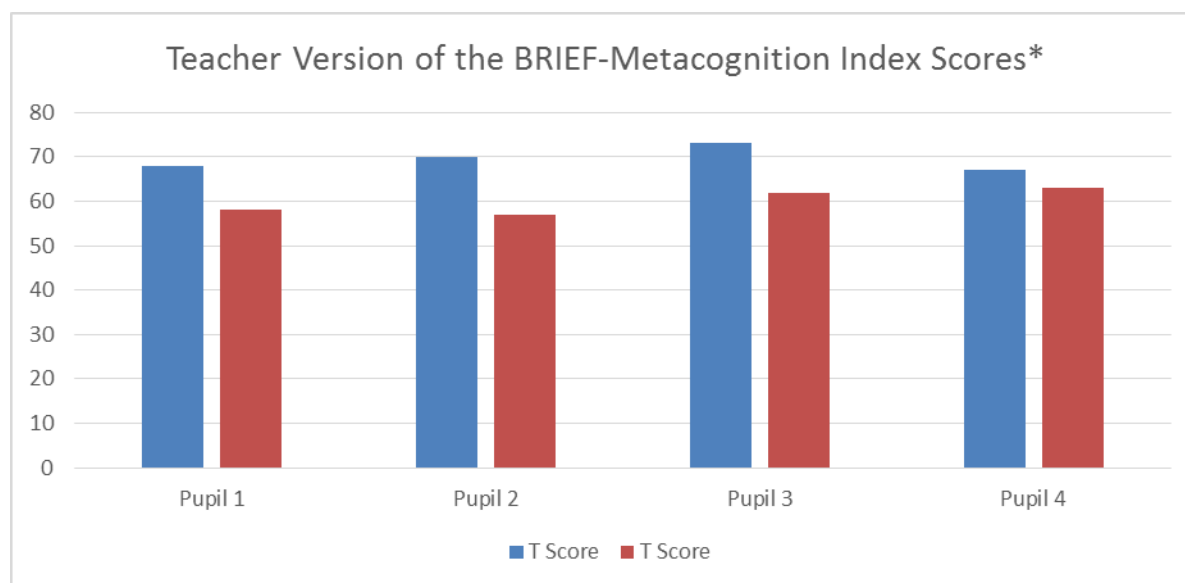


Note: A lower score indicates an improvement in Behaviour Regulation

Teacher perception for all four children shows an increase in each child's ability to regulate their behaviour in an educational setting.

Metacognition Index

Metacognition, as measured using the Teacher and Parent versions of the BRIEF, indicates the child's working memory skills, their ability to initiate tasks, to set goals and anticipate future events, and to assess and monitor their own performance.



Note: A lower score indicates an improvement in Metacognition

Please note, data for parents have yet to be returned. The data will be analysed once is has been received.

Scores for the Behaviour Regulation and Metacognition for these four children indicate an increase in these skills and abilities.

Wechsler Individual Achievement Test (WIAT)

Assessments included Word Reading, Spelling and Numerical Operations. Three students were eligible for reassessment (within a 6 month period). All showed an increase in Listening skills and Comprehension, a key focus of CLC.

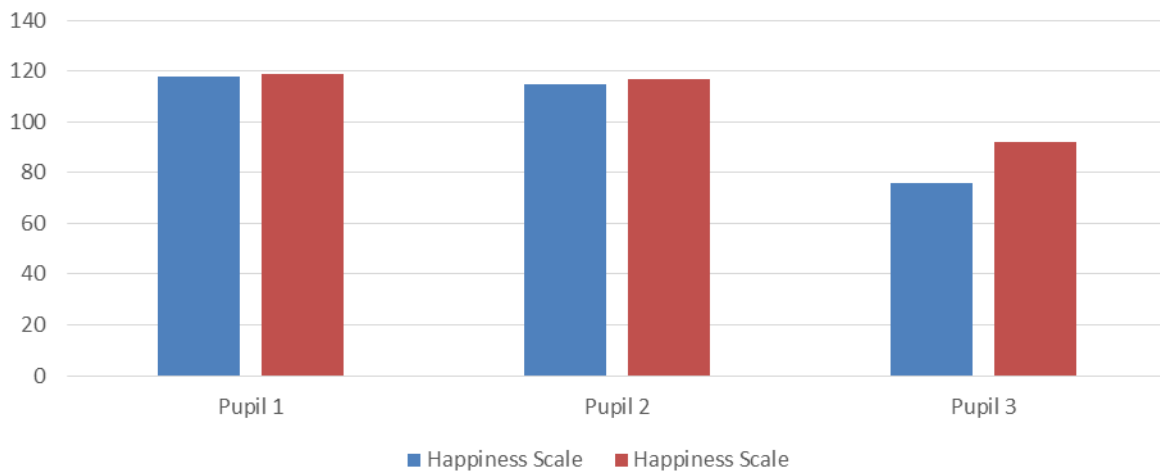
WIAT Listening Comprehension Sub-test*



School Happiness Scores

The pupil's happiness within school was measured using The School Happiness Inventory, a subjective questionnaire designed to look at environmental influences on happiness through a focus on experiences in school over the previous week. Three students were eligible for reassessment and all showed an increased level of Happiness with school.

Happiness Scale



The following are comments from children and parents.

Pupil comments:

BASELINE

- "I don't like doing work I've never done before; it's hard and takes awhile"
- "I don't like school" (general consensus)
- "School is too hard; I don't like the teachers"

INTERIM

- “I like working with the adults”
- “I like game time, especially snakes and ladders”
- “I like being able to choose some easy maths and some big maths”
- “I like coming to CLC because of the people”
- “I love coming here: I like the space and the learning, especially maths and spelling. I also like handwriting practice and letter formation”

Parents/ carers

Parents/ carers are able to access support and advice from locality staff and from an Educational psychologist. Comments from parents include:

- “My son likes coming to CLC”.
- “His behaviour has been better at home since attending CLC”.
- “I am concerned about how my son will cope when going back to mainstream school full time”.
- “He’s awful at school and home, but likes coming to CLC”.

These early findings indicate that children are making progress in a number of areas of development, including behaviour regulation and metacognition and anecdotally, enjoy attending the base. There has been a slight increase in the children’s enjoyment of school.

It is acknowledged that these are early findings, and it has not been possible to undertake assessments of all of the children attending the base, or their parents. Assessments will be ongoing over the course of the project.

5. READY2LEARN, FENLAND LEARNING BASE, WISBECH

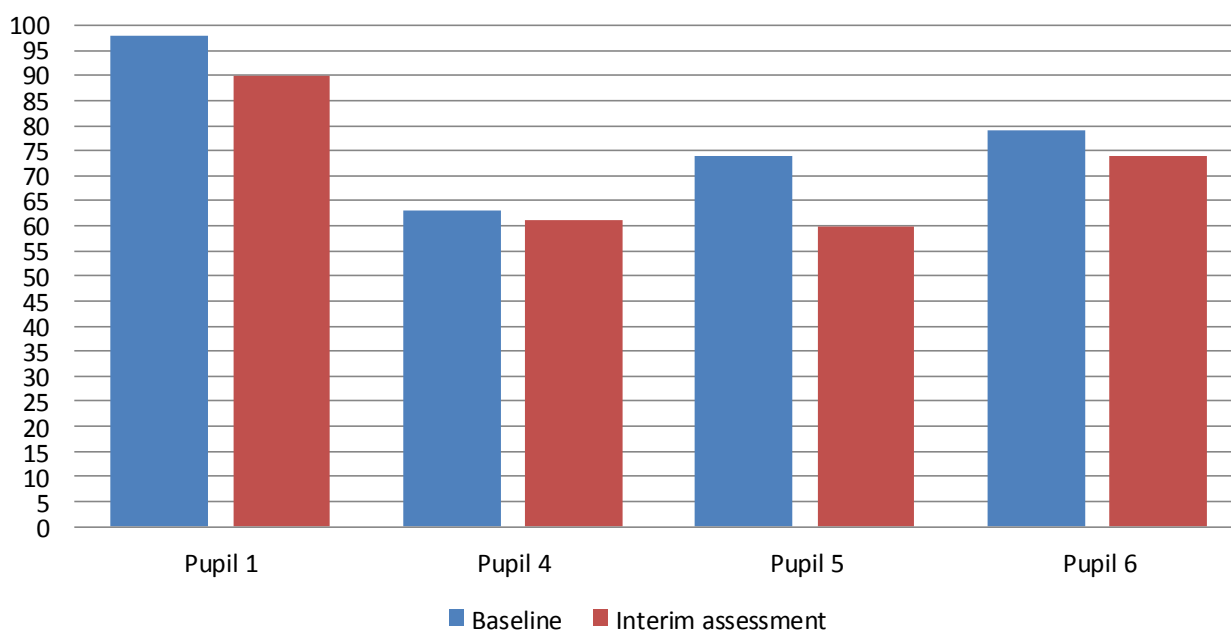
5.1 Assessment Findings

Behaviour regulation

Behaviour regulation, as measured using the Teacher and Parent versions of the Behaviour Rating Inventory of Executive Function (BRIEF), encapsulates the child’s strengths in inhibiting their behaviours and impulses, their ability to shift their attention from one task to another, and their level of emotional control.

Please note: data for two pupils has yet to be returned. The data will be analysed once it has been received.

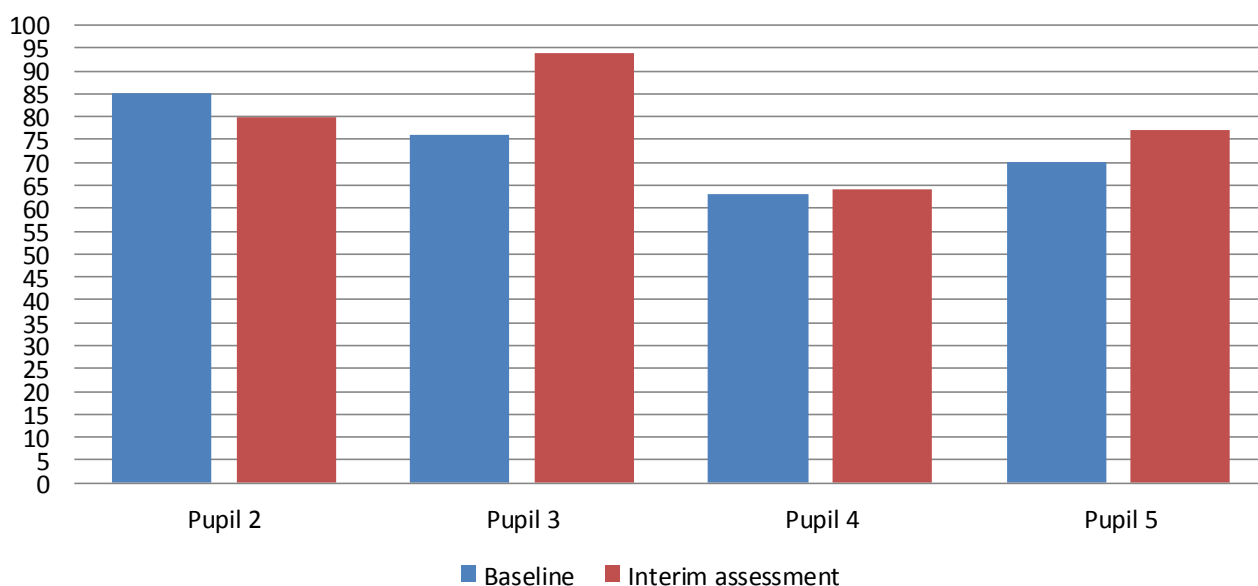
Teacher Version of the BRIEF – Behaviour Regulation Index Scores*



Note: A lower score indicates an improvement in Behaviour Regulation

Findings indicate some improvement in Teacher perceptions of behaviour regulation for all four children. These findings are unlikely to have statistical significance at the current time.

Parent Version of the BRIEF – Behaviour Regulation Index Scores*



Note: A lower score indicates an improvement in Behaviour Regulation

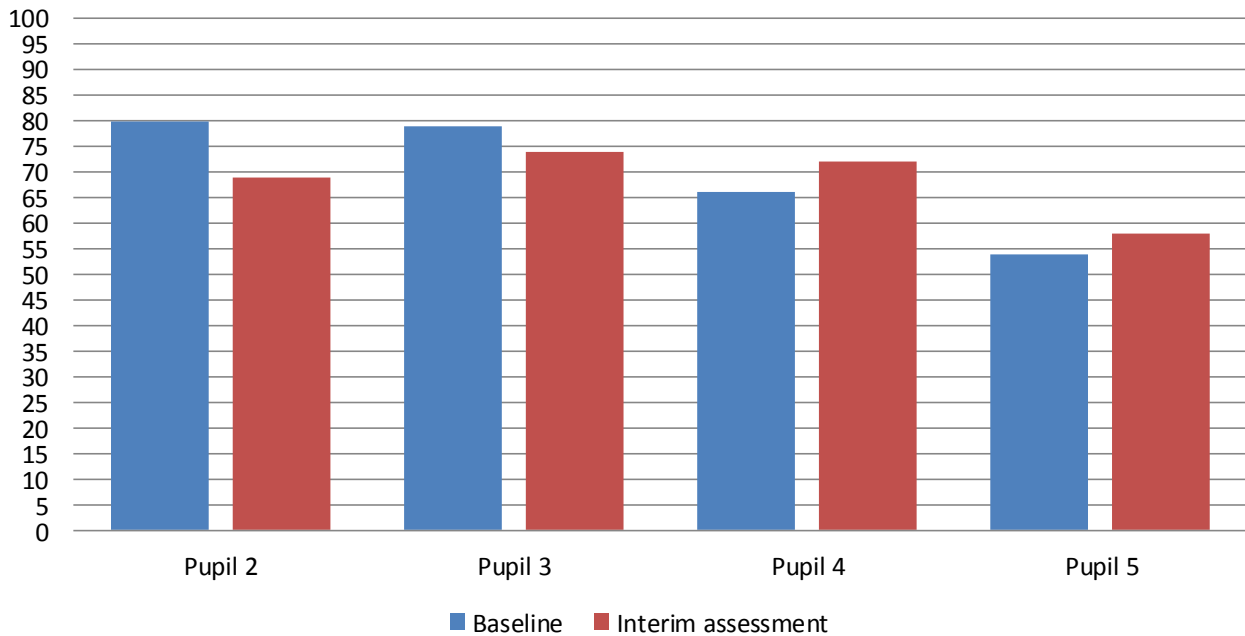
Parent perception of their child's ability to regulate their behaviour is mixed with three out of the four parents scoring their child as less able to regulate their behaviour. This may be explained by parents expecting to see greater change of their child's behaviour over a short period of time. It could also be explained by the children needing to have a release for their behaviour at home, having intensely focused on it during the school day.

Metacognition

Metacognition, as measured using the Teacher and Parent versions of the BRIEF, indicates the child's working memory skills, their ability to initiate tasks, to set goals and anticipate future events, and to assess and monitor their own performance.

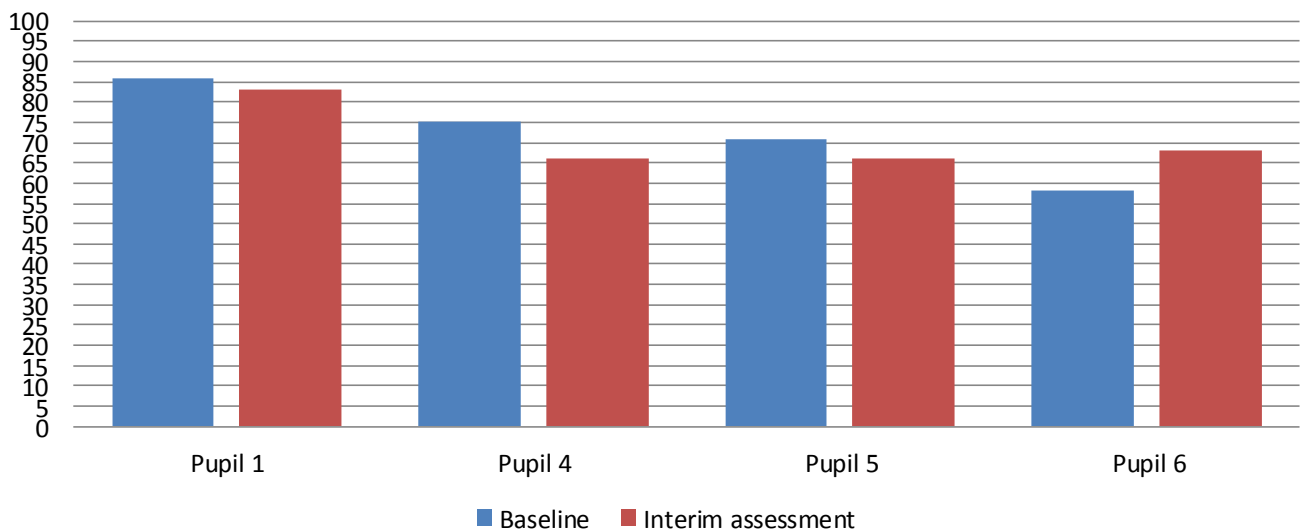
Please note: data for two pupils has yet to be returned. The data will be analysed once it has been received.

Parent Version of the BRIEF – Metacognition Index Scores*



Note: A lower score indicates an improvement in Metacognition

Teacher Version of the BRIEF – Metacognition Index Scores*



Note: A lower score indicates an improvement in Metacognition

Two of the parents had thought that there had been an improvement to their child's metacognitive skills and abilities, whereas two had not noticed progress in this area.

This is compared to the Teacher ratings for three of the children showing progress. One explanation for the parent ratings might be that there are not as many opportunities at home to see these behaviours in comparison to an educational setting.

Parents and teachers were asked to report their levels of confidence in supporting the pupils at home and at school. The changes in their baseline and interim results are as follows:

Teachers

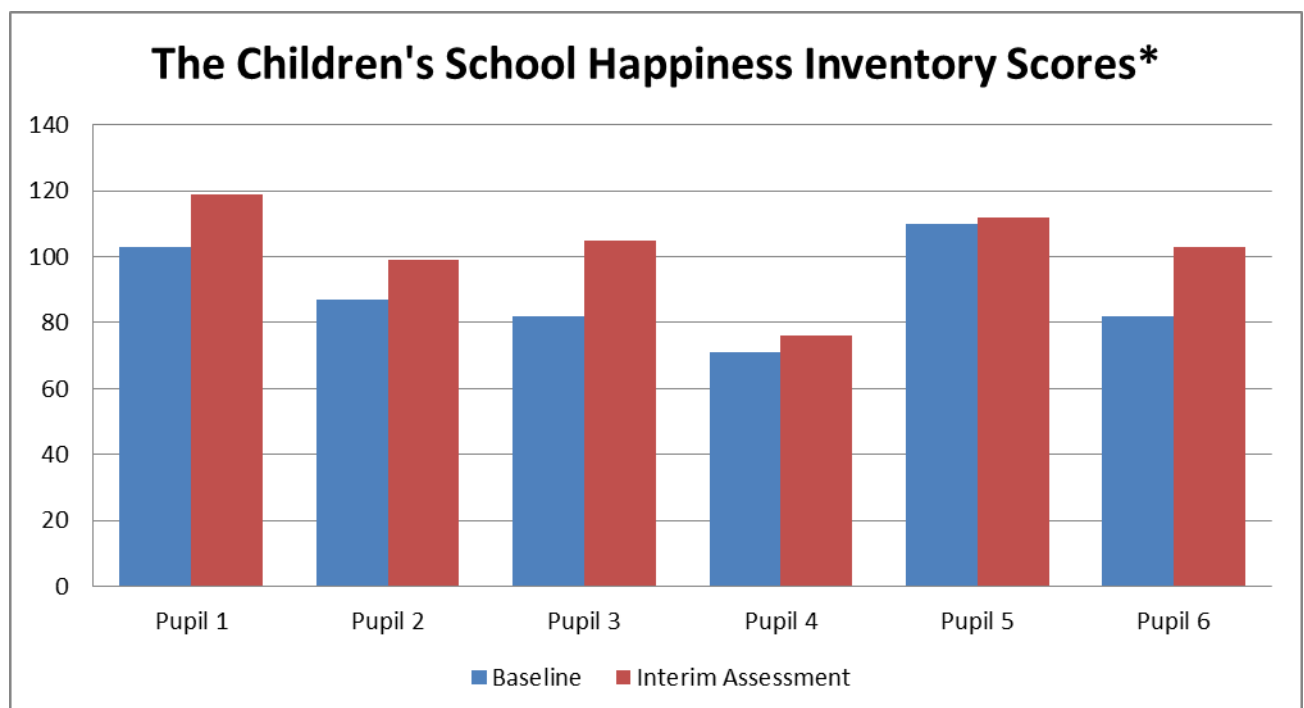
- **67%** of teachers felt more confident in keeping the other children in the class safe.
- **50%** of teachers felt more confident in ensuring the pupil makes good academic progress.
- **33%** of teachers felt more confident in supporting the pupil to improve their behaviour, keeping them safe in class, and minimising the impact of the pupil's behaviour on their classmates.
- **17%** of teachers felt better supported by the rest of the school in helping to meet the pupil's needs.

Parents

- One parent felt more confident in being able to help their child improve his behaviour.
- The other parents disclosed that they either felt less confident in supporting their child in improving their behaviour, keeping their child safe and minimising the impact of their behaviour on the rest of the family, or their feelings of confidence remained the same.

School Happiness Scores

The pupil's happiness within school was measured using The School Happiness Inventory, a subjective questionnaire designed to look at environmental influences on happiness through a focus on experiences in school over the previous week. Baseline and interim results are displayed in the graph below.



An increase in scores indicates higher levels of happiness in school.

All the children rated their happiness with the educational setting higher than at the start of the input and support they received.

School feedback

- One teacher reported that having received support at Ready2Learn, the pupil is far less resistant towards completing tasks and is more concentrated on his work. He appears to be much more settled in the classroom and follows instructions well. The teacher said that the pupil's behaviour is no longer a barrier to his learning.
- Another teacher feels that the pupil is more focused when working with an adult, and has started writing more with fewer refusals. The Special Educational Needs Co-ordinator (SENCo) also highlighted that the pupil is more willing to 'have a go' and will now draw independently.
- Two pupils have recently started to be taught by a new teacher, who feels they have made progress as she has got to know them well and is aware of their triggers. Both pupils still display some challenging behaviour, but one pupil is better at utilising calming strategies to inhibit his own behaviour, and the other has built upon his social skills and is now widely accepted by his peers in his class.
- One teacher noted that the pupil has made positive progress through attending the base. She explained that the pupil got on well with the teacher and formed a good relationship with them. There are still some issues in school such as shouting-out and attention seeking behaviours; however, the pupil now has a daily report which his teacher feels has had a positive effect on his behaviour.
- One teacher discussed that the pupil is now less distracted during lessons. The teacher feels sitting the pupil at the front of the class has helped with this. She feels that there have been more instances where he is willing to complete a task when asked, and this is a great improvement since he has received support from Ready2Learn.

Parent feedback

- One parent noted that although her child's behaviour is still challenging, her child is more talkative and enthusiastic on days he has been at the pilot and is more communicative about his day when asked.
- One parent highlighted that their child is more comfortable in social situations due to him having the opportunity to work in small groups. This has been reinforced in his new school setting, where he attends social skills groups with his peers at lunch and break times. Parents feel that he is more aware of his feelings and has a greater sense of self and higher levels of confidence.
- One parent explained that their child has become more compliant since attending the base, and will often carry out requests when asked. The parent feels that her consistency with boundary setting and sanctions and rewards has helped improve her child's behaviour. The parent explained that there has also been a significant reduction in him hurting his siblings at home.

Pupil feedback

- 'I really did enjoy going.'
- 'Everyone treated me really nicely.'
- 'My favourite activities were the competition for adding up coins, and using computers and books to learn about planes.'

- 'I try to do my best there.'
- 'I'm good there; I'm trying very hard to be good there.'
- 'It's amazing!'
- 'I can concentrate more in class.'

Other things the children said they particularly liked were smaller class sizes, making new friends, and working with adults who helped them. They each talked about an activity that they particularly enjoyed, and said that they think that attending Ready2Learn has helped them to manage their behaviour.

6. SUMMARY

The data and information presented in this report gives a 'snap shot' of the progress made by some of the children attending the two SEMH pilots. Tracking of progress and evaluation of the pilots is ongoing and further data will be presented to Schools Forum in October. This will give a more complete picture of outcomes over a nine month period, with data relating to attainment, attendance, engagement with school, behaviour regulation, metacognition and happiness, as well as parental and teacher perceptions of progress, teacher reports of progress from the bases and confidence of school staff and parents to meet their child's needs.

Early findings from the data collected to date indicate a number of positive changes, including reduction in the number of fixed term exclusions, increases in behaviour regulation and problem solving, increased ability in listening skills and comprehension for children attending the Cambridge base and adults reporting on the positive changes in behaviour of many of the children.

How far the two pilots have contributed to the very low numbers of primary aged pupils permanently excluded this year is an unknown, as there is no causal relationship. The fact is that with these two pilots and intensive support provided by SEND Specialist Services to schools where children are at risk of exclusion, Cambridgeshire's figures for permanently excluded primary school children are significantly below those of other local authorities in the Region.

7. ADDITIONAL NEEDS, ALTERNATIVE PROVISION AND THE WHITE PAPER

The Educational Excellence Everywhere White paper (March 2016) sets out proposals to reform alternative provision (AP). These include mainstream schools remaining accountable for the education of pupils in alternative provision and responsible for commissioning high quality provision.

This accountability extends to when a school has permanently excluded a pupil but the pupil has not subsequently enrolled at another mainstream school.

In the proposals, schools will be responsible for the budgets for which alternative provision is funded.

The Schools National Funding Formula consultation which ended in April 2016 aims to ensure that pupils with similar needs attract the same level of funding to their school, regardless of where they live. The proposed introduction of a national funding formula from 2017 will have a significant bearing on any future planning and proposals in relation to models of support for primary aged children in Cambridgeshire who present with behaviours that put them at risk of exclusion.

8. RECOMMENDATIONS

Given the national context, and proposed changes to funding, any future planning and continuation of a model of in-reach/ outreach support for primary aged children will need to take account of the national funding formula and what changes this will bring to funding of schools in Cambridgeshire.

It is recommended that a further paper is brought to Schools Forum in October 2016, containing the following:

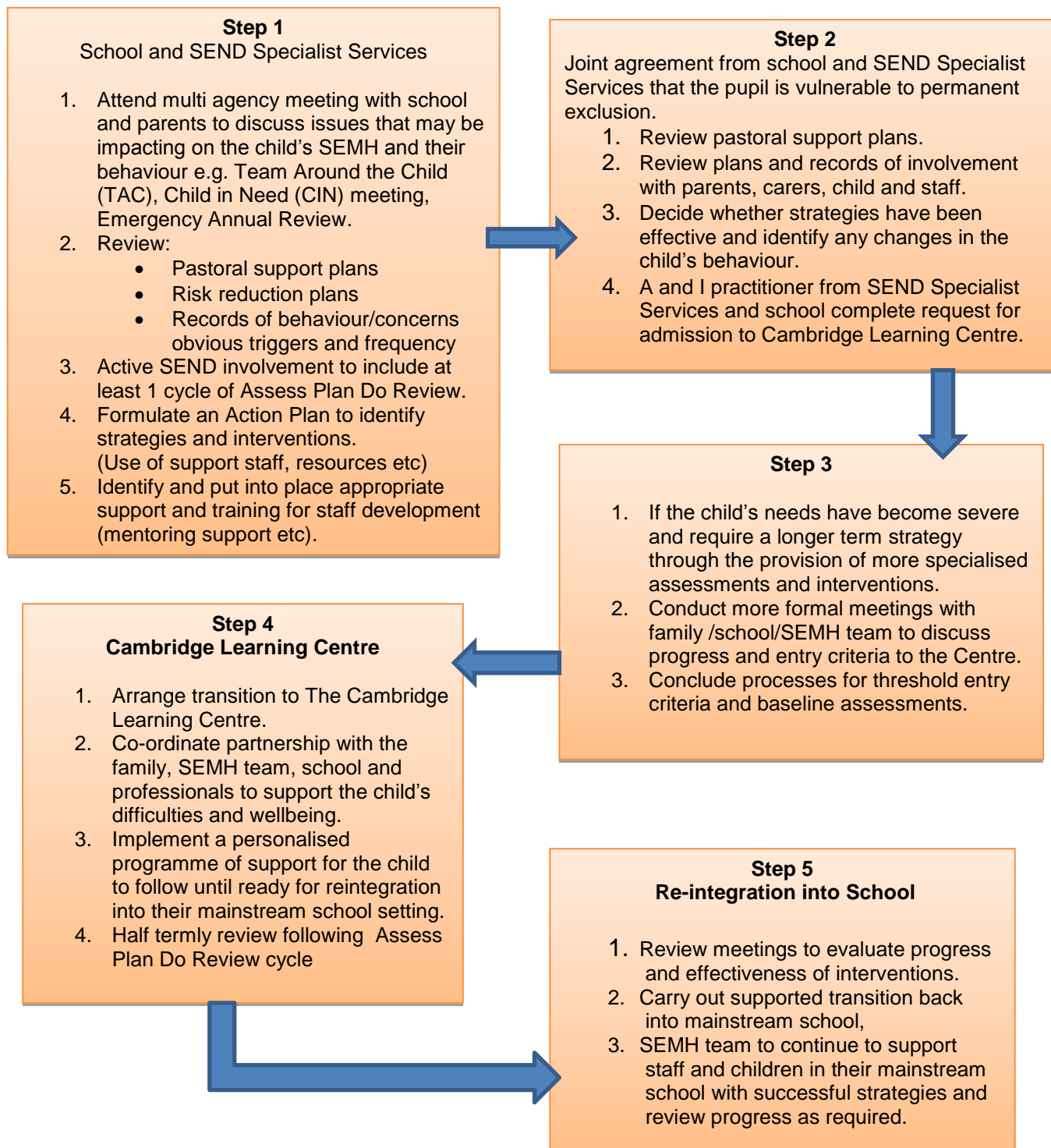
1. An evaluation report showing the impact of the pilots on all of the children and families that have been in receipt of support from the pilots. This evaluation will include measures of progress and impact from each child's home school.
2. A Business Case, outlining possible models of support and funding options.

APPENDIX 1: PATHWAY

The Cambridge Learning Centre

For children with SEMH difficulties it is important to recognise that provision will be influenced by the following factors:

- Persistence over time
- Frequency/duration/intensity of behaviour/concern
- Impact on child's educational progress
- Impact on the child's social, emotional, mental and physical wellbeing.



APPENDIX 2: FINANCE

Overall Position

Approved Funding		469,481
Original Budget		
	Cambridge Pilot	249,027
	Wisbech Pilot	105,006
	Countywide Training programme	115,448
	Total	469,481
Revised Budget		
	Cambridge Pilot	249,027
	Wisbech Pilot	125,000
	Countywide Training Programme	95,454
	Total	469,481

Position by programme

<i>Wisbech Pilot</i>	September 2015 to December 2016	
	Salaries	81,000
	Consultancy and Therapist	6,000
	Resources	38,000
		125,000

Assumptions:		
September 15 to November 15 (provision 2 days per week)		
December 15 to December 16 (provision 3 days per week)		
Cambridge Pilot	September 2015 to December 2016	
	Actual Spent Financial Year 2015/16	31,677
	Anticipated spend April 2016 to December 2016:	
	Salaries (reduction due to recruitment delay)	113,144
	Resources	10,000
	Room(s) rental/other support costs	4,050
	Therapeutic input/Assistant EP/Family Worker	30,000
	Transport	11,700
	Admin/business support/CPD/Training	10,000
		210,571
Countywide	Roll out of an accredited (Gateway) training programme for Teaching Assistants in schools across Cambridgeshire from September 2016)	95,454
		95,454
Total expected spend		431,025

Future Sustainability

Wisbech Pilot	0.6 FTE Teacher in Charge (UPS 3, TLR 2.2, SEN 2)	34,174
	0.6 FTE Teacher (UPS 3, SEN 2)	30,804
	0.51 FTE Level 4 TA (3 days per week, term time only)	12,801
	Consultancy and Therapist (based on budget allocation in pilot)	6,000

	Resources (based on budget allocation in pilot)	38,000
	Building Rental (not currently charged: estimate)	6,000
		127,779
Cambridge Pilot	1.0 FTE Teacher in Charge (UPS 3, TLR 2.2, SEN 2)	55,129
	1.0 FTE Teacher (UPS 3, SEN 2)	51,954
	0.83 FTE Level 4 Teaching Assistant (5 days per week, term time only)	21,888
	0.83 FTE Level 4 Teaching Assistant (5 days per week, term time only)	21,888
	Admin/Business Support/CPD	10,000
	Transport	20,000
	Resources	10,000
	Building Rental	6,000
	Therapeutic Support	40,000
		236,859