

**SOCIAL, EMOTIONAL AND MENTAL HEALTH PILOT EVALUATION**

*To:* Cambridgeshire Schools Forum  
*Date:* 14 December 2016  
*From:* Helen Phelan, Head of Special Educational Needs and Disabilities (SEND) Specialist Services/ Principal Educational Psychologist

**1.0 INTRODUCTION**

- 1.1 In response to an increasing number of primary aged children permanently excluded from school, it was agreed by Schools Forum to trial alternative provision and assess the impact of this on reducing permanent exclusions across Cambridgeshire.

Funding was agreed in 2015, with a start date of September 2015 for the pilots. This funding was short term for one year, but due to the delays in the pilots opening, the funding has continued until end of March 2017.

- 1.2 One of the pilots is based at the Fenland Learning Base in Wisbech, with day to day governance from the Wisbech cluster with support from the Tri-Borough Alternative Provision (TBAP). This pilot has a focus on early intervention providing support to children for up to two days a week for a maximum of two terms.

The other pilot is based at Shirley school in Cambridge and is run by Special Educational Needs and Disabilities (SEND) Specialist Services. The focus of this pilot is for children who are at risk of permanent exclusion. Pupils can attend for up to four days a week, depending on their needs.

Cambridge and Wisbech were identified as being the two greatest areas of need in the county.

- 1.3 Since the pilots have been in operation, there has been a reduction in the number of primary aged children permanently excluded across the county. This figure has reduced from 14 children in the academic year 2014 – 2015, to four children in 2015 – 2016 (two from Cambridge city; 1 from South Cambridgeshire; 1 from Whittlesey).

Currently there are no permanent exclusions of primary aged children in Cambridgeshire this academic year, 2016 - 2017. The pilots have been one aspect of a drive to reduce the number of primary aged children who have been permanently excluded from school. SEND Specialist Services are currently involved in supporting 30 pupils across the county who are at risk of permanent exclusion.

As part of the remit of the project, it was agreed to use some of the funding to run an accredited training programme for Teaching Assistants across Cambridgeshire. This started in September 2016 and has 65 TAs on the one year programme. There is funding for up to 160 TAs over two years. The delivery of the programme will be subsidised to run in 2016 – 2017 and 2017 – 2018.

- 1.4 As the funding for the pilots comes to an end, this paper presents a summary of the impact of the pilots and the continuation of the provision. Any future developments need to take account of the wider review of the alternative provision for children and young people with complex needs in relation to SEMH.

## EVALUATION OF THE PILOTS

### 2.0 WISBECH PILOT EVALUATION

Summary of key findings:

- Total number of referrals up to 1 November 2016: 16
- Total number of pupils accepted onto the pilot: 14
- 50% of the pupils have been reintegrated back to full time schooling to date
- % of successfully reintegrated pupils – 100%
- Those schools who responded to the survey/focus group (50%) were supportive of the continuation of the pilot, and an increase in the numbers of children who could attend.
- There was no significant difference in attainment of those pupils who had attended the pilot.
- There was improvement in teacher confidence to meet the needs of the pupils.
- Parents felt they had a better understanding of their child's needs.

2.1 The following table shows some of the characteristics of the pupils who have accessed the provision since December 2015:

Year group	No.	M/F	CAF	CIN/CP	Other service involvement	EHCP Y/N?
Year 1	0	N/A	N/A	N/A	N/A	N/A
Year 2	1	M	No	1	Social Care Child and Adolescent Mental Health (CAMH)	N
Year 3	3	M	2	1	1 x Family Intervention Partnership (FIP) 1 x CAMH	N
Year 4	4	M	3	1	2 x Specialist Teachers	N
Year 5	1	M	1	1	1 x Paediatrics	N
Year 6	5	M	5		1 x Specialist Teacher	N
TOTAL	14		11	3		

### 2.2 Progress towards key outcomes:

#### ***Reduction in the number of permanent exclusions in Cambridgeshire***

The following table shows the number of fixed and permanent exclusions for the 16 primary schools in Wisbech over a three year period. In both of the tables below the percentage rate of fixed term exclusions is based on number of children on roll:

Academic year	Fixed term exclusions	Permanent exclusions	Total number of exclusions	Fixed term exclusion rate
2013 - 2014	93	2	95	2.9%
2014 - 2015	72	2	74	2.3%
2015 - 2016	123	0	123	3.8%

Of the 16 primary schools in Wisbech area, 6 schools have accessed the provision. The following table shows the number of fixed and permanent exclusions for these 6 schools:

Academic year	Fixed term exclusions	Permanent exclusions	Total number of exclusions	Fixed term exclusion rate
2013 - 2014	59	1	60	6.2%
2014 - 2015	65	0	65	4.0%
2015 - 2016	64	0	64	3.9%

### 2.3 *Impact on exclusion and attendance*

The following table shows the number of fixed term exclusions and attendance rates for the eight pupils who have accessed the pilot for 2 terms. The figures are for when the pupil is attending their home school.

	Pupil A	Pupil B	Pupil C	Pupil D	Pupil E	Pupil F	Pupil G	Pupil H
No. of fixed term exclusions at school in the two terms prior to starting the pilot	6 4x 0.5 days 1x1 day 1x2 0.5 days  Total 4.5 days	2 at previous school not referring school	1 2 sessions	5 12 sessions	1 2 sessions	1 2 sessions	0	1
Number of fixed term exclusions at school during the two terms at the pilot	2 1 x 0.5 days 1x1.5 days Total 2 days	0	0	0	0	2 4 sessions	0	0
Attendance in the two terms prior to the pilot	89%	No data not at referring school	96.73 %	98.34 %	97.88%	99.44%	93%	91.45 % 22/01/16 – 10/06/16
Attendance during the two terms at the pilot (includes attendance at pilot)	83% Although this pupil had 10 days off due to tonsillitis so overall attendance was better if this illness isn't taken into account	97.5%	97.34 %	100%	100%	96.88 %	100%	20/06/16 (Started R2L) – 22/07/16 60.42%  05.09.16 – 04.10.16 72.23%  100% attenda

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## 2.4 **Successful reintegration into school**

- 50% of pupils accessing the pilot have reintegrated back into full time schooling.
- 100% of these have been successful, with sustained improvement to behaviour.

## 2.5 **Progress in attainment**

This was measured using standardised sub-tests from the Wechsler Individual Achievement Test (2<sup>nd</sup> UK edition) for reading, written and oral language attainment and numerical attainment.

Findings showed that there was no significant difference in these areas during the time the pupils attended the pilot.

This is thought to be due to the fact that the pupils only attend 4 sessions a week over two terms, where the focus is on engagement with learning and social skills.

## 2.6 **Increased engagement and enjoyment in attending school and learning**

A number of different measures were used to assess increased engagement and enjoyment of school and learning. These were:

- Behaviour Rating Inventory of Executive Function (BRIEF) – teacher and parent versions. This is designed to measure a child’s ability to inhibit inappropriate behaviours and impulses, their ability to shift their attention from one task to another, and their level of emotional control.
- Metacognition Index scores from the BRIEF. Teacher and parent versions of the BRIEF were used to assess a 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.
- The School Happiness Inventory, a non-standardised self-assessment for children that looks at environmental influences on happiness through a focus on experiences in the pilot over the previous week.

Key findings:

- There was a significant improvement in behaviour regulation for all the pupils;
- There was a significant increase in the scores on the Metacognition Index for four pupils;
- There was a significant increase in scores on the School Happiness Inventory with all pupils reporting greater engagement with learning and increased enjoyment of school.

## 2.7 **Increased knowledge of school staff**

Teachers of the pupils in their home school were asked to complete a questionnaire. Key findings are given below:

- **50%** of teachers felt more confident in ensuring the pupil makes good academic progress.
- **50%** of teachers felt more confident in their ability to improve the behaviour of the pupil.
- **50%** teachers felt more confident in their ability to keep the pupil safe and can minimise the impact of the pupil's behaviour on the learning of the rest of the children in the class.

Schools in the Wisbech cluster were also sent an online survey to complete, and Head teachers and SENCOs of those schools who had used the pilot were invited to attend a focus group.

Five schools responded to the online survey; none had used the pilot.

Staff from three of the schools who had used the pilot attended the focus group.

Key findings:

- There was support from the schools who responded for the continuation of the pilot to become a permanent feature.
- Schools also thought that there could be a bigger capacity for the number of children able to attend, given the needs of the area and the number of schools.

## 2.8 ***Parents/ carers feel better equipped to meet the needs of their child***

Parents/ carers reported:

- Improved relationships with their child;
- A better understanding of their child's needs;
- The pilot had helped their child to trust adults;
- Most felt more confident to meet their child's needs.

## 2.9 ***Future considerations***

- Extend provision so the Lead Teacher works at least four days a week and can carry out in class support for teachers/TA's in the home school and have input into reviews and meetings; an increase would also enable more pupils to access the programme
- Appoint a permanent teacher and stabilise staff. Agency staff have been changeable.
- Provide a consistent approach for behaviour management between mainstream school and the Ready to Learn pilot.
- Continue to work with schools to ensure the message about the project, remit and expectations are clearly communicated to parents.
- Develop work with parents to look at consistent behaviour management techniques and how these can be transferred into the home.

- Supervision for staff in the pilot from an Educational psychologist has been very beneficial and is the preferred model for any future work.

### 3.0 CAMBRIDGE PILOT EVALUATION

The Cambridge pilot is located at Shirley school and serves schools in Cambridge city. Pupils attend for up to 4 days a week for a maximum of 2 terms. The threshold for entry into the pilot is for those pupils who are at serious risk of permanent exclusion and whose needs are at MOSI levels 3 - 4.

Summary of key findings:

- 12 pupils in total have accessed the pilot.
- 42% of these have been successfully reintegrated back into their schools to date.
- Of the seven remaining children five are likely to return back into their school with appropriate support for reintegration. The final two children are unlikely at this stage to be reintegrated into their schools and may require alternative provision.

3.1 The following table shows some of the characteristics of the pupils who have accessed the provision:

Year group	No.	M/F	CAF Y/N?	CIN/CP	Other service involvement	EHCP Y/N?
Year 1	0	N/A	N/A	N/A	N/A	N/A
Year 2	6	M	Y	1 x CIN 1 x CP	Locality family support Family Intervention Partnership (FIP) Social Care	2 x EHCP
Year 3	2	1 x M 1 x F	Y		Locality family support	N
Year 4	3	M	Y	1 x CP	Locality family support Social Care	N
Year 5	0	N/A	N/A	N/A	N/A	N/A
Year 6	1	M	Y	CP	Locality family support	N
TOTAL	14		14			2

3.2 Progress towards key outcomes:

#### ***Reduction in the number of permanent exclusions in Cambridgeshire***

Since the running of the pilot (Dec 2015 figures) there have been a total of 3 pupils who have been permanently excluded from schools in the South Cambs and City area. There have been no permanent exclusions of primary aged pupils in this academic year.

### 3.3 **Impact on exclusion and attendance**

The following tables show the number of fixed term exclusions over time, and attendance figures on entry to the pilot and at the end of the summer term 2016.

	<b>Recorded Fixed term Exclusions</b>		
	<b>Autumn Term 2015</b>	<b>Spring Term 2016</b>	<b>Summer Term 2016</b>
Pupil 1	4.5	5	0
Pupil 2	2	3	3
Pupil 3	0	8	0
Pupil 4	3	7	5
Pupil 5	0	0	0
*Pupil 6	0	0	10
*Pupil 7	11	5	15
	<b>Attendance</b>		
	<b>On Entry into Pilot</b>	<b>Summer 2016</b>	<b>Autumn 2016</b>
Pupil 1	87.18	89.21	85.56
Pupil 2	53.87	60.32	87.78
Pupil 3	93.53	93.69	55.26
Pupil 4	88.96	85.90	93.88
Pupil 5	63.06	60.79	61.52
Pupil 6	88.36	88.36	**78.89
Pupil 7	58.16	58.16	59.75

*\*Late entry pupils to the pilot*

*\*\*lower attendance figure due to illness*

### 3.4 **Successful reintegration into school**

#### **March to July 16**

There were a total of 7 children entering the pilot and all bar two were successfully reintegrated back into their school. Out of the 7 children 2 are receiving outreach support within their schools. The other 5 pupils have not needed any further intervention from services.

#### **September to December 2016**

During this period five new children entered the pilot and alongside the two children that remained from March through to July 2016 gave the unit a total of seven children. One of these children is now undergoing outreach support in their school with reduced dependency within the unit.

### 3.5 ***Progress in attainment***

Using the WIAT II standardised assessment of attainment:

- One pupil made significant progress on all four sub-tests pre and post assessment;
- Two pupils made significant progress on the Listening comprehension sub-test pre and post assessment;
- Two pupils had refused to participate in earlier assessments, so no comparison data. Both pupils had scores that were below those expected for their year group;
- The remaining pupils made no measurable progress.

### 3.6 ***Increased engagement and enjoyment in attending school and learning***

Using the teacher and parent versions of the BRIEF inventory, all except one child showed an increase in their ability to self-regulate, and have increased emotional control.

Using the School Happiness Inventory, scores over time increased, in some cases significantly over two terms.

There were no significant increases in Metacognition Index scores.

### 3.7 ***Increased knowledge of school staff***

- **50%** of teachers felt more confident in ensuring the pupil makes good academic progress.
- **60%** of teachers felt more confident in their ability to improve the behaviour of the pupil.
- **60%** teachers felt more confident in their ability to keep the pupil safe and can minimise the impact of the pupil's behaviour on the learning of the rest of the children in the class.

### 3.8 ***Parents/carers feel better equipped to meet the needs of their child***

Using Targeted Monitoring and Evaluation rating scale, all of the parents rated themselves higher in the following areas:

- Confidence in helping their child improve their behaviour;
- Confidence that they can keep their child safe;
- Confidence that they can minimise the impact of their child's negative behaviour on the family;
- Parents have commented that they feel well supported within the family unit.

### 3.9 ***Future considerations***

The ideal setting would include:

- Permanent staffing;



- Additional breakout rooms for interventions, sensory and therapeutic work;
- A group meeting room for parents and professionals;
- Extended outside provision to develop and extend the learning environment and curriculum;
- Permanent onsite facilities and resources, including first aid provision, health and safety, fire and evacuation procedures.

## **4.0 SUMMARY**

- 4.1 A total of 26 pupils have accessed the two pilots. All except two of these pupils have/or are expected to be reintegrated back into their home school.

Since the running of the pilots, there has been a significant decrease in the number of primary aged children permanently excluded from schools. This is not, however a causal relationship and other work undertaken by schools and services has contributed to the decrease.

Findings from the project suggest that there is support from schools in the two areas for the continuation of flexible short term provision for some pupils who have additional needs in relation to social, emotional and mental health (SEMH).

An in-reach/outreach model helps ensure successful reintegration back into the home school as well as providing targeted support for pupils accessing the provision.

Few schools were able to send a member of staff to the pilot to learn new strategies and techniques, although there were opportunities for sharing of good practice, and bespoke approaches when the pupils were reintegrated back into their home school.

Parents involved in the project have been in receipt of support from a range of co-ordinated partnerships with teams and agencies. This has helped to support the work of the pilots.

## **5.0 PROPOSALS**

- 5.1 Schools Forum is asked to consider if the model of targeted and flexible provision for primary aged children with SEMH but without an EHCP, such as that provided by the pilots should form part of the wider SEMH Review.
- 5.2 If the model of targeted and flexible provision is included in the wider SEMH Review, Schools Forum is also asked whether a short extension to the pilots should be considered in the context of the Review. This however has cost implications. Any extension to the pilot beyond March 2017 would need to be funded from the existing block by reducing spend elsewhere. A three month extension will cost £90,000.
- 5.2 If the provision is to continue and forms part of the continuum of support for primary aged children with SEMH, consideration should be given to having a base in the Hunts area, given the needs of the area.