

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

**To:** Cambridgeshire Schools Forum

**Meeting Date:** 15<sup>th</sup> January 2016

**From:** Helen Phelan

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.

**1. PROJECT OVERVIEW**

This project involves the setting up and running of two pilots to provide support for primary aged pupils with SEMH difficulties. One of the pilots is in Wisbech, “Ready to Learn” (R2L), to serve pupils from Fenland and one in Cambridge to serve pupils from Cambridge City.

Provision is short term and flexible, designed to meet the needs of each individual pupil. A co-ordinated, multiagency approach is adopted to support the child and family, as well as staff in the pilots.

A key principle of the project is to work closely with mainstream school staff in the child’s home school to enhance their knowledge and understanding of SEMH difficulties and effective interventions.

Funding has been secured for one year only, and both pilots are funded to run until the end of December 2016.

The effectiveness of the project will be evaluated, as outlined below and this will determine exploration of funding options for continuation of the provision.

**2. PROJECT OBJECTIVES**

- To support pupils with SEMH difficulties by means of individually tailored provision which is short term and flexible.
- To improve pupil’s behaviour so that they can be taught and can learn.
- To work with parents/carers to support their children.
- To support pupils to successfully re-integrate into mainstream school or setting.
- To develop the knowledge and understanding of mainstream school staff so that they are better equipped to work with children who have SEMH difficulties.
- To reduce fixed term and permanent exclusions of primary aged pupils.
- To evaluate the impact of the pilot.
- To explore options for future funding for the pilot.

3. KEY OUTCOMES				
	Key Outcomes	Measure	Baseline	Target & Timescale
a	Reduction in the number of primary pupils, in the areas served by the two pilots, who are permanently excluded from Cambridgeshire schools.	Exclusion data to be supplied by the Specialist Teaching Team.	Wisbech –R2L 2013-14: 2014-15:	2015-16: Target to be 50% lower than the average of the preceding two academic years.
			Cambridge 2013-14: 2014-15:	2015-16: Target to be 50% lower than the average of the preceding two academic years.
b	For the pupils who take part in the pilot- a reduction in the number of fixed term exclusions for each pupil.	Data for fixed term exclusions (From County Inclusion Manager).  (Individual data to be used)	Number of fixed term exclusions for 6 months prior to participation in the pilot.	Number of fixed term exclusions for the 6 months after participation in the pilot.  Target: 75% reduction on baseline figure.  Interim data also to be collected for fixed term exclusions during time of participation in the pilot.
c	For pupils who take part in the pilot and who are permanently excluded/manage moved - there will be a high rate of successful reintegration into a school.	“Behaviour Rating Inventory of Executive Function” (BRIEF).	Each pupil to be measured using this scale when they enter the pilot.	Target: 70% of the pupils will make some progress against the BRIEF scale by the time they have participated in the pilot for a maximum of six months. T score below 65 in all sub tests.
	Successful reintegration into school.	Teacher/parent reports Attendance figures	Attendance figures Number of hours of education	Target: 100% of those pupils permanently excluded are reintegrated into a school.
d	Once pupils have participated in the programme for six months they will have progressed towards an individualised target as informed by their scores on the WIAT.	Speech Language and Communication descriptors.	Each pupil to be measured using these descriptors when they enter the pilot.	Target: 70% of the pupils will make expected progress against these descriptors by the time they have participated in the pilot for a maximum of six months.

		Wechsler Individual Achievement Test (WIAT).	Establish baseline for each pupil using WIAT.	Target: 70% of the pupils will make expected progress against these descriptors by the time they have participated in the pilot for a maximum of six months.
e	For the pupils who take part in the pilot- They will demonstrate increased engagement and enjoyment in attending school and learning.	Fredrickson and Dunsmuir measures.	Establish baseline for each pupil using Fredrickson and Dunsmuir measures	Target: 70% of the pupils will make expected progress against these descriptors by the time they have participated in the pilot for a maximum of six months
f	School staff will report increased knowledge and skills in working with pupils with SEMH difficulties.	Target Monitoring and Evaluation (TME).  Narrative based around a simple set of questions.	Evaluation at outset of involvement with pilot.	Target: at least 70% improvement for each member of staff by the time they have participated in the pilot for a maximum of six months.
g	Parents / carers of pupils who take part in the pilot will feel better able to work with the school to improve their child's engagement.	TME  Narrative based around a simple set of questions.	Evaluation at outset of involvement with pilot.	Target: At least 70% improvement for each set of parents / carers by the time they have participated in the pilot for a maximum of six months.
h	For pupils who take part in the pilot- they will demonstrate improved attendance. This is to include attendance at the pilot add to attendance at their mainstream school.	CCC attendance data.	Baseline attendance for each pupil.	Target: each pupil to achieve improved attendance, or to sustain excellent attendance (98 % +) by the time they have participated in the pilot for a maximum of six months.

#### 4. PROJECT BOARD MEMBERSHIP

- Janet Copeland, Education Adviser, Schools Intervention Service
- Karen Crawley, Head teacher, Nene Infant School
- Marian Cullen, SEND Manager SEMH
- Tony Davies, Head teacher, St Matthews School
- Jane Heath, Project Manager
- Joanna Middleditch, FIP County Manager
- Liz Nutt, FIP Clinical Supervisor
- Helen Phelan, Head of SEND Specialist Services
- Sarah Sneap, HR Manager
- Sarah Spall, CPFT
- Robert Stephens, Finance E&PS
- Anna Wahlandt, County Alternative Education Manager
- Vicky Wales, SEMH Co-ordinator, Wisbech
- Carol Way, County Inclusion Manager
- Rebecca Wilshire, Head of Service, Access
- Louise Wood, CPFT

#### 5. DELIVERY OF THE PROJECT

KEY MILESTONES ACHIEVED				
Milestone Point/ Task/Phase	Date	Dependency / Interface	Overall Responsibility	Resources agreed? Yes/No
Project Start	24.06.2015			
Find and arrange set up of accommodation	11.09.2015	Affected by school term dates	Marian Cullen Jo Atlee Karen Crawley Jane Heath	Yes
Recruit staff	11.09.2015	Affected by school term dates	Marian Cullen Karen Crawley	Yes
Ready 2 Learn: plan for 100% provision.	25.09.2015		Karen Crawley Vicky Wales	Yes
Establish assessment and planning systems for pupils, including plan for after exit.	09.10.2015		Marian Cullen Vicky Wales	Yes
Establish process for re- integration into mainstream schools.	06.11.2015		Jo Atlee Vicky Wales (with Nemonie Grummett)	Yes
Set up process for working with families.	16.10.2015		Marian Cullen Vicky Wales	Yes

Establish system for working with staff in mainstream schools.	09.10.2015		Helen Phelan Marian Cullen Karen Crawley	Yes
Establish system to measure success of pilot.	25.09.2015		Helen Phelan Jane Heath	Yes
Explore future funding	26.02.2016		Helen Phelan Jane Heath	Yes
<b>Project End</b>	<b>31.12.2016</b>			

## 6. NUMBER OF PUPILS PARTICIPATING IN THE PROJECT TO DATE

There are six pupils accessing the Wisbech Ready2Learn provision. None have an Education, Health and Care Plan. They are attending for two days a week for two terms. There are two Year 3 pupils, one Year 4, and three Year 6.

Seven pupils have been identified for the Cambridge hub, and five pupils are currently attending the hub. One of these pupils has been permanently excluded and is receiving his education entitlement in the base. Another pupil is attending the hub as part of a package of support for a Managed Move. None have an Education, Health and Care Plan. There is one Reception aged child, two Year1 pupils, one Year 3, and one Year 5.

## 7. THERAPEUTIC SUPPORT

Both pilots are able to access Video Interaction Guidance (VIG) from allocated Educational psychologists from the service. This is an intervention for children and families where there are attunement/attachment difficulties. Work is undertaken with the child and the primary caregiver, and can also be used to give greater insight into the relationship between the child and those who provide daily support at school.

The Cambridge pilot is accessing support from a Human Givens Therapist to support families.

We are looking to adapt the Marlborough Systemic Therapy intervention to support families in Wisbech. This will run for two terms.

There will be a named School Nurse for each hub and there are ongoing discussions with CPFT about the most appropriate support for these pupils.

Staff at the Wisbech base are supported by a Specialist Clinician for one day a month to undertake group supervision and consultations.

Staff at the Cambridge base will be able to access support and supervision from the Clinicians attached to Think Family.

## **8. INITIAL FINDINGS**

Initial findings for the six pupils attending the Ready2Learn provision in Wisbech are from triangulated scores on the Target Monitoring and Evaluation (TME). With most of the other measures, there is a 6 month gap between pre and post assessment. Four out of the six parents have reported greater confidence in managing their child's behaviour and the family being more able to meet the needs of the child. The complete set of data for the pupils who have attended since late September will be available in March 2016.

Baseline assessments for the six pupils highlight the pupil's isolation at school, lack of friends, lack of confidence in relation to learning, gaps in learning, poor social skills and low self-esteem.

Attainment scores for five out of the six pupils are within the below to significantly below average range, with four of the pupils having literacy and numeracy skills at 4 – 5 years age equivalent (4 – 5 years below their chronological age).

Some baseline assessments have been undertaken for those pupils attending, or soon to be attending the Cambridge hub. All of the assessments will be completed by the end of January.

From those assessments undertaken for five pupils, attainment levels are slightly higher than those pupils attending the Wisbech provision, but literacy skills are still very weak for all except one. Scores are within the below to significantly below average range, with one pupil at the significantly low average level. The gap between attainment and chronological age are around 1 – 2 years on average.

## 9. FINANCE

### Overall Position

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

**Position by  
programme**

<b><i>Wisbech Pilot</i></b>	September 2015 to December 2016	
	Salaries	81,000
	Consultancy and Therapist	6,000
	Resources	38,000
		<b>125,000</b>
	Assumptions:	
	September 15 to November 15 (provision 2 days per week)	
	December 15 to December 16 (provision 3 days per week)	
<b><i>Cambridge Pilot</i></b>	September 2015 to December 2016	
	Salaries (reduction due to recruitment delay)	147,718
	Resources	3,000
	Room(s) rental/other support costs	6,000
	Therapeutic input/Assistant EP/Family Worker	40,000
	Transport	20,000
	Admin/business support/CPD/Training	10,000
		<b>226,718</b>
<b><i>Countywide</i></b>	Staffing to provide training and resources for schools, parents/carers	95,454
		<b>95,454</b>
<b>Total expected spend</b>		<b>447,172</b>

Teacher in  
Charge  
Teacher  
TA  
TA

Under spend

## Future Sustainability

<b>Wisbech Pilot</b>	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
		<b>127,779</b>
<b>Cambridge Pilot</b>	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
		<b>236,859</b>