

TITLE OF REPORT: De– Delegation Primary Behaviour Support

Purpose of the Report

1. The purpose of this report is to bring to Schools Forum an update on existing Primary Behaviour Support Service that they currently fund through de-delegation so that they can consider further de-delegation for the 2023/2024 financial year.

Background

2. Revenue funding arrangements for schools have changed following the last school funding review. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
3. However, there are some areas that schools have the option for de-delegation.

These are: -

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
 - b) Behaviour Support Services
 - c) Support for minority ethnic minority pupils or underachieving groups
 - b) Free School Meals (FSM) eligibility
 - c) Insurance
 - d) Library and museum services
 - e) Licences/subscriptions
 - f) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
4. For each of these areas, it is for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 5. The decision would apply to all maintained schools in that phase and would mean that the funding for these services was removed from individual school budgets before they are issued to schools. There can be different decisions for each phase.
 6. Academies, special schools and nursery schools can buy back into these services if they wish too.

Primary Behaviour Support Team

7. The Primary Behaviour Support Team work mainly, but not exclusively, on early intervention in the area of behaviour. The team consists of five specialist behaviour teaching assistants and two teachers. A number of these staff are now Thrive trained.

8. The team work principally with primary aged children in their school setting offering direct intervention and support with children alongside consultancy for primary Headteachers and teaching staff. This work includes assessment of pupils' needs, strategies, whole class modelling, small group and individual support and training for staff where this is identified as a need.
9. The work of the team is non-statutory. Since April 2013 funding has been provided from the High Needs Block for the two teacher posts (to maintain consultancy and guidance for all primaries) and the specialist behaviour teaching assistants' element of the team has been subject to a buy back arrangement.

Service summary 2021/2022

10. In 2021/2022 43 primary schools in Gateshead accessed the service with appropriate referrals and several others requested advice. This is an increase of 4 schools accessing the service from the previous year and continues the year on year increase of schools requiring the expertise of the service.
11. This constituted a total of 55 children referred into service during 2021/2022. Although the number of referrals is lower than the number seen before the pandemic this is, in part, a result of the online behaviour surgeries run by the service which have been very successful. Schools have benefitted considerably from this online support and advice which has supported very early intervention. Many teachers have reported that this method of working has meant that referrals have not been required into service for individual children. This also means that we are supporting the focus on inclusive learning environments and supporting school colleagues more efficiently and effectively to develop their own capabilities, skills and knowledge.
12. Overall, schools continue to refer for:
 - Behaviour assessment and management – acting out, withdrawn, aggression, noncompliance, refusals, trauma and attachment needs
 - Thrive assessment
 - Social skills
 - Self –esteem and anxiety
 - Anger management
 - Friendship problems
 - Advice with issues such as ADHD or social communication difficulties
 - Emotional support
 - Teacher and whole class support

Breakdown of year group referrals

	2019/20	2020/21	2021/22
Reception:	15%	22%	28%
Year 1:	24%	18%	16%
Year 2:	15%	9%	17%
Year 3:	9%	16%	16%
Year 4:	18%	13%	7%
Year 5:	16%	15%	13%
Year 6:	4%	7%	3%

Training

13. The service have devised an online short training session for **lunchtime supervisors** which was rolled out in 2021/2022 to a large number of schools. This has proved extremely popular and continues to be requested. The service have also provided training on adverse childhood experiences (ACES) to requesting schools as well as bespoke training such as that delivered with regards to children struggling to manage their emotions and strategies around more difficult cohorts.

“Drop in” surgeries

14. The drop-in surgeries are hosted by the service team leader and the specialist teacher and have been a huge success. They allow for staff to come online and ask questions or explore an area of difficulty they are having in the field of SEMH. More and more schools are requesting an appointment at the surgeries and, in a very busy recovery year, they have provided something of a lifeline.

Primary Fair Access Panel

15. The service team leader continues to attend and contribute to the Primary Fair Access Panel and the team have also supported a number of referrals through this route.

SEN Panel

16. The service team leader continues to be an active member of the SEN panel. Additionally, joint work has been undertaken to evaluate our SEMH Primary ARMS provision and create a service level agreement. The service team leader has been integral to the changes within ARMs provision and will support with its monitoring and evaluation in 2022/2023.
17. The service have supported a number of children in ARMs provision and many have reintegrated back into mainstream school. The service have also supported the ARMs process by carrying out several observations on behalf of the SEN panel to ensure that children struggling in a mainstream primary, with an EHCP already in place, receive the correct provision and placement.

Professional Development

18. The team constantly strive to upskill, improve and keep abreast of recent developments in education, behaviour and social/emotional aspects of learning. In 2021/2022, two more of our teaching assistants trained to become Thrive practitioners, additional to the three staff already trained.

Closed Cases 2021/2022

19. 53% of all referrals (9% of whom were EHCP) returned successfully to their mainstream educational provision during 2021/2022. This demonstrates the team's ability to maintain improved outcomes for children within their mainstream settings.

20. Additionally, the team have been astute in recognising when they are able to advise and give strategies without needing to carry out a full assessment. Some children may also be signposted on to more appropriate teams such as when identifying that a child's main difficulties are social communication.

De-Delegation

21. Primary Behaviour Support there is a projected overspend on the budget and therefore it is proposed that this overspend is mitigated against so that the rates will be increased from £5.50 per pupil to £6.00 per pupil and an increase of £8.00 on the lower prior attainment factor from £30 per factor to £38.

Proposal

22. It is proposed that Schools Forum de-delegate funding for 2023/2024.

Proposed de-delegation values are:

- Primary Behaviour Support (five TA's) £6 per pupil (primary only) 2023/2024 estimated funding £67,500
- Primary Behaviour Support (five TA's) £38 per low prior attainment pupil (primary only) 2023/2024 estimated funding £120,687

23. These amount could change if the data in the updated APT is significantly different to 2023/2024 APT data.

Recommendations

24. That School Forum approves the de-delegation of funds for the Primary Behaviour Support Team special needs assistants.

For the following reason(s):

To ensure that all children in Gateshead receive an education that is suitable and appropriate to their aptitude, needs and abilities.

To enable schools to receive support to accurately identify the needs of children and implement support strategies as/when appropriate to maintain them in a mainstream setting.

CONTACT: Julie McDowell

ext. 8644