

TITLE OF REPORT: De – Delegation Options FAP EP & Behaviour Support Team

Purpose of the Report

1. Over the past several years Schools Forum has agreed to the de-delegation of primary funding to support the existing Primary Behaviour Support Team (formally In School Support). Since 2014 School Forum also agreed to the de-delegation of funds to create a post for an educational psychologist to work to the primary Fair Access process.
2. The purpose of this report is to bring to Schools Forum an update on existing services (FAP EP and Primary Behaviour Support) that they currently fund through de-delegation so that they can consider further de-delegation for the 2017/18 financial year.

Background

3. Revenue funding arrangements for schools have changed following the school funding review which started in 2013/14. 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.
4. 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)
5. For each of these areas, it would be for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 6. 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.

7. Academies, special schools and nursery schools can buy back into these services if they wish too.

Primary Behaviour Support Team

8. The Primary Behaviour Support Team work with primary schools, mainly on early intervention in the area of behaviour. The team consists of 4 special needs teaching assistants and two teachers. They work principally with primary aged children in their school setting offering direct intervention and support with children alongside consultancy for primary Heads 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 and since April 2013, the special needs support assistants element of the team has been subject to a buy back arrangement.
10. The buy-back was calculated on the basis of a 100% uptake by the primary schools.
11. Since 2013 funding has also been provided from the High Needs Block for the two teacher posts (to maintain consultancy and guidance for all primaries).
12. Referrals to the team continue to rise; in the first ½ of the autumn term 2015/16 there were 9 referrals to the team, in the same time period this year the number of referrals has risen to 21
13. During the 2015/16 academic year over 50% of primary schools received input from the team, stating:

'We feel very lucky to have been given such strong support from PBS- without it I think the child would have struggled to stay in school without being excluded. Staff went over and above to support the child in school. We really appreciate all of the advice and support we have received over the course of the year. '
14. Advice and support has been provided in a number of areas including
 - Behaviour management, advice and assessment
 - Bereavement
 - Anger management
 - Self esteem, emotional support, friendship
 - Social skills
 - ADHD
15. The team worked with 93 children during the 2015/16 academic year. Of the 50 cases which were closed at the end of the academic year;
 - 35 children's behaviour had improved
 - 1 child was returned to school action following a managed move
 - 4 children were returned to school with a single plan
 - 7 children were placed in specialist provision
 - 3 children were placed out of borough

16. Of the remaining 43 cases which remained open at the start of the 2016/17 academic year:

- 20 remained open as work was still ongoing (Referred less than two terms previously)
- 10 were open for monitoring purposes only and were expected to close at October ½ term
- 6 were long running complex cases and required continuing support
- 7 were waiting for an EHCP and required continued support

17. Staff provide transition support in the summer term for Y6 children to aid in their successful transition to secondary school, all of which to date have made successful transitions into secondary school.

18. Staff have delivered training to school staff including NQTs on challenging behaviour, behaviour management and playground behaviour and to foster carers on anti-bullying and ADHD.

19. Staff also work alongside the primary Fair Access process in both the referring and receiving schools, supporting managed moves which have enabled the moves to be successful.

20. A more detailed breakdown of the work of the Primary Behaviour Support Team can be found in the annual report which was sent to schools in October 2016.

Primary Fair Access Educational Psychologist (FAP EP)

21. Every local authority is required to have in place a Fair Access Protocol (Schools Admissions Code 2012 article 3.9), developed in partnership and agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools.

22. The purpose of Fair Access Protocols is to ensure that, outside the normal admissions round, unplaced children/young people, especially the most vulnerable, are found and offered a place as quickly as possible to minimise the time they are kept out of school.

23. In 2014 Schools Forum agreed to de-delegate funds for an Educational Psychologist to work to the primary Fair Access Panel.

24. In 2015/16 academic year there were 102 referrals to the panel which was a considerable increase from the 60 children referred to the primary Fair Access Panel in 2014/15. Of these 102 children 91 were appropriate referrals. At the end of the 2015/16 academic year, of these 91 children 21 children have received input from the FAP EP. This is an increase from the 12 children seen 2014/15. There have also been a number of referrals made at the panels we have had in this academic year 2016/17.

25. Over the past two years there has been a steady increase in the need for EP assessments for the children placed by the panel. As one Headteacher stated

“The pupil... needed EP involvement ASAP; we could not have allocated our EP as her time had already been allocated to children here

26. With two of the 21, the referring school decided they were able to meet the child's needs following an initial discussion with the EP. This takes the number of appropriate referrals received to 19. Four of these are relatively new referrals so there are no outcomes to comment on as yet, nor are we yet able to confirm the exact nature of these children's needs. Of the remaining 15:

- 6 children have remained in their original school placements and their ongoing needs are being met within school
- 1 child had settled well into their school but has since moved schools
- 2 children are about to transfer to mainstream comprehensive schools
- 3 children have remained in their original school placements with additional support funded through a Single Plan
- 3 children have transferred into the special school system as a result of recommendations made following assessment.

27. Types of support/intervention from the educational psychologist included:

- Initial observations and assessment
- Advice to schools and staff
 - i. SEN needs
 - ii. Behaviour
 - iii. Anxiety
- Transition
- Training
 - iv. Behaviour
 - v. Attachment
 - vi. Anger management
- Problem solving workshops
- Attending TAF/review meetings
- Preparing resources to support children

28. Referrals continue to rise steadily in this academic year 2016/17 and because EP time is allocated on a weekly basis, this time is now used in a variety of ways. The time is being used to assess needs prior to a child coming to the panel as well as allowing EP's to be more proactive in supporting the needs of FAP children. This means using this time to provide direct support both to the child, while building up staff skills as well.

29. In addition whole cluster training has been delivered to schools on:

- Attachment
- Autism
- ADHD
- Bereavement, loss and change

30. Proposals for further work to develop the role of the FAP EP to ensure that the maximum number of children benefit include; proactive intervention to maximise the success of school placements e.g. FRIENDS programmes with children placed by the panel inot a new school, therapeutic group work, and work to prepare schools for working with refugees and asylum seekers. All of which will provide support to the school receiving a FAP pupil.

31. A more detailed breakdown of the work of the Primary Fair Access EP can be found in the annual report which was sent to schools in September 2016.

Proposal

32. It is proposed that Schools Forum de-delgate funding for 2017/18.

Proposed de-delegation values are:-

Fair Access Educational Psychologist	£ 4.50 per pupil (primary only)
Primary Behaviour Support	£ 7.50 per pupil (primary only)

Recommendations

33. That School Forum provides feedback from mainstream maintained primary schools and makes a decision on the de-delegation of funds to continue with the Primary Fair Access Educational Psychologist and the Primary Behaviour Support Team special needs assistants.

For the following reason(s):

34. To ensure that all children and young people in Gateshead receive an education that is suitable and appropriate to their needs and abilities.

35. To enable schools to receive the support to accurately identify the needs of children and young people and implement support strategies as/when appropriate

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