

Item 4
TITLE OF REPORT: De–Delegation HINT SEMH Team (Previously Primary Behaviour Support)

Purpose of the Report

1. The purpose of this report is to bring to Schools Forum an update on the existing high incidentents needs team (HINT) social emotional and mental health (SEMH) service that they currently fund through de-delegation so that they can consider further de-delegation for the 2024/2025 financial year.

Background

2. Revenue funding arrangements for schools have changed. 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.

However, there are some areas that schools have the option for de-delegation.

These are: -

- a) School improvement services
 - b) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
 - c) Behaviour support services
 - d) 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)
3. 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.
 4. 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.
 5. Academies, special schools and nursery schools can buy back into these services if they wish too.

HINT SEMH TEAM

6. The HINT SEMH team (previously known as Primary Behaviour Support) work mainly, but not exclusively, on early intervention in the area of behaviour social, emotional and mental health with a specific focus on childhood trauma and

attachment. The team consists of five specialist behaviour higher level teaching assistants and three teachers. All of these staff are now Thrive trained.

7. The team work principally with primary and secondary aged children in their school setting offering direct intervention and support with children, modelling and coaching to staff, alongside consultancy for primary Headteachers and teaching staff. The secondary aspect has a particular focus on transition from Y6 to 7. 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.
8. 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 SEMH higher level teaching assistants' element of the team has been subject to a buy back arrangement. Since September of this year, additional funding has been provided from the High Needs Block for a teacher to work on transition from Y6 to Y7 and into secondary schools.

Service Summary 2022/2023

9. In 2022/23 48 primary schools in Gateshead accessed the service with appropriate referrals and several others requested advice. This is an increase of 5 schools accessing the service from the previous year and continues the year on year increase of schools requiring the expertise of the service.
10. This constituted a total of 82 children referred into service during 2022/2023. This was a rise of 49 per cent from the previous year when 55 children were referred. The rise in schools using the service and rise in cases referred is testament to the valued work of the team and the increase in social, emotional and mental health difficulties experienced by children.

Overall, schools continue to refer for:

- SEMH assessment and management – acting out, withdrawn, aggression, noncompliance, refusals, trauma and attachment needs.
- Thrive assessment.
- Social skills.
- Self –esteem and anxiety.
- Feelings management.
- Friendship/social problems.
- Advice with issues such as ADHD.
- Emotional support.
- Teacher and whole class support.

Staff are astute in gauging when a full and thorough assessment is required and when a consultation with advice is the more efficient and appropriate route.

Breakdown of year group referrals -

	2019/20	2020/21	2021/22	2022/23
Reception:	15%	22%	28%	16%
Year 1:	24%	18%	16%	22%
Year 2:	15%	9%	17%	2%
Year 3:	9%	16%	16%	15%
Year 4:	18%	13%	7%	16%
Year 5:	16%	15%	13%	17%
Year 6:	4%	7%	3%	12%

Training

11. Last year the team offered a number of bespoke training packages to individual schools as well as training focussed on creating an effective classroom climate and using positive behaviour strategies. Going forward into 23/24, we have a comprehensive training package delivered at one of Gateshead Council's training centres. Titles are as follows:-

- SEND - An introduction to managing classroom behaviour.
- SEND - An introduction to restorative approaches for behaviour management.
- SEND - Creating effective classroom climates for positive behaviour in Early Years and Key Stage 1.
- SEND - An introduction to adverse childhood experiences and insecure attachment.
- SEND – Understanding ADHD.
- SEND - Understanding relationship difficulties and the role of the key adult.
- SEND - Understanding sensory processing and creating a sensory friendly environment.
- SEND - Creating effective classroom climates for positive behaviour in Early Years and Key Stage 1.

“Drop in” Surgeries

12. The drop-in surgeries are hosted by the service team leader and the specialist teachers. They allow school staff to attend online sessions with SEMH specialists to discuss issues and solutions for pupils experiencing difficulties with SEMH. In 2022/3 there were 55 SEMH-specific surgeries accessed by 23 schools.

Primary Fair Access Panel

13. 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.

SEND Panel

14. The manager continues to be an active member of statutory SEND panel, providing guidance in the EHCP process for children and young people with SEMH needs.

SEND Thresholds

15. SEMH teachers have contributed to the writing of the new SEND thresholds (SEMH) which will be trialled in Gateshead schools from January 2024 with a full roll-out from September 2024.

ARMS

16. The service have supported a number of children in ARMs provision and there were successful reintegrations back into mainstream school.

Professional Development

17. The team constantly strive to upskill, improve and keep abreast of recent developments in education, behaviour and social/emotional aspects of learning.

18. All staff are now THRIVE trained. All staff are also Team Teach trained and undertook various training courses last year. Thrive is a leading provider of support for children and young people's social and emotional development. Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has been developed over the past twenty-five years and draws on a wealth of experience in social work, psychotherapy and education. Thrive provides adults with the tools, skills and insights needed to help children and young people become more emotionally resilient and better placed to engage with learning and life.

19. This past year the team have already been able to improve outcomes for children through the THRIVE approach and look forward to assessing and supporting many more children in your schools.

- Staff who are already trained practitioners have undertaken further training in several Thrive modules online. This includes: -
- Demystifying Shining the Light
 - Relate, Rupture, Repair
 - Softening the Prickles
 - Right here, Right now
 - Bridging the Gap

Closed Cases 2022/2023

20. 84% of all referrals (24% of whom were EHCP) returned successfully to their mainstream educational provision during 2022/2023. This is a significant increase from 53% the preceding year. This demonstrates the team's ability to maintain improved outcomes for children within their mainstream settings. There is a rise in children receiving EHCP's and staying within their mainstream setting and a reduction in children going into specialist settings (13% down from 19%). The team work hard to promote inclusion and to support schools to be able to better understand and manage different needs within their setting so that children can remain there and be successful.

21. Additionally, the team have been astute in recognising when they are able to consult 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 communication and interaction or cognition and learning.

School Evaluations relating to HLTA intervention:

22. *“Staff evaluated/assessed C efficiently and effectively – strategies were put in place immediately – support staff were allocated quickly and made excellent relationships with C. A weekly update was available and very helpful to staff – advice was taken on board by his 1:1 person x3 mornings per week and was found to be both effective and valuable – we have related some strategies with regard to other children in school. This is an outstanding service.” Roman Road Primary School.*
23. *“All staff members were helpful and supportive. They explained and modelled strategies suggested. As a school, we felt that we could ask for help if we needed it. Responses were given promptly and strategies put in place have been very successful. Overall, a very positive and supportive experience.” Glynwood Primary School.*
24. *“It felt like the HLTA became part of our own team and provided brilliant reassurance and on-the-job training for our SENTA. Having an additional member of staff was also very good to know what was possible with W. The HLTA quickly got to know W well and recognised his traits and quirks and was able to offer practical and theoretical advice to all staff. She also supported us when communicating with his parents.” Kelvin Grove Primary School.*
25. *“L has benefitted significantly from the SEMH interventions -they have given him a chance to discuss and reflect upon his behaviour, triggers and coping strategies which have had an impact both in class and on the yard. Since the beginning of this academic year L has presented as a calm and content young man who is happy and is making excellent choices around all aspects of school life.” Swalwell Primary School.*
26. *“Andrea I am speechless. You have really surpassed all expectations. I will share these with AA's teachers and LSA's and look forward to reading the material myself. Thank you. I am deeply grateful.” Keser Girls School*

De-Delegation

27. It is proposed that dedelegation levels are reduced to £4.00 per pupil and £35.00 per lower prior attainment factor for 2024/05 from £6.00 per pupil and £38 per lower prior attainment factor in 2023/24.

Proposal

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

Proposed de-delegation values are:

- SEMH Support (five HLTAs) £4 per pupil (primary only) 2024/2025 estimated funding £43,98070.
- SEMH Support (five HLTAs) £35 per low prior attainment pupil (primary only) 2024/2025 estimated funding £142,520.

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

Recommendations

29. That School Forum approves the de-delegation of funds for the SEMH Team specialist higher level teaching assistants.

For the following reason(s):

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

31. 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: Colin Jackson

EXT: 8446