

DSPL9

Primary Behaviour Partnership



Information Booklet for DSPL9
Primary Schools

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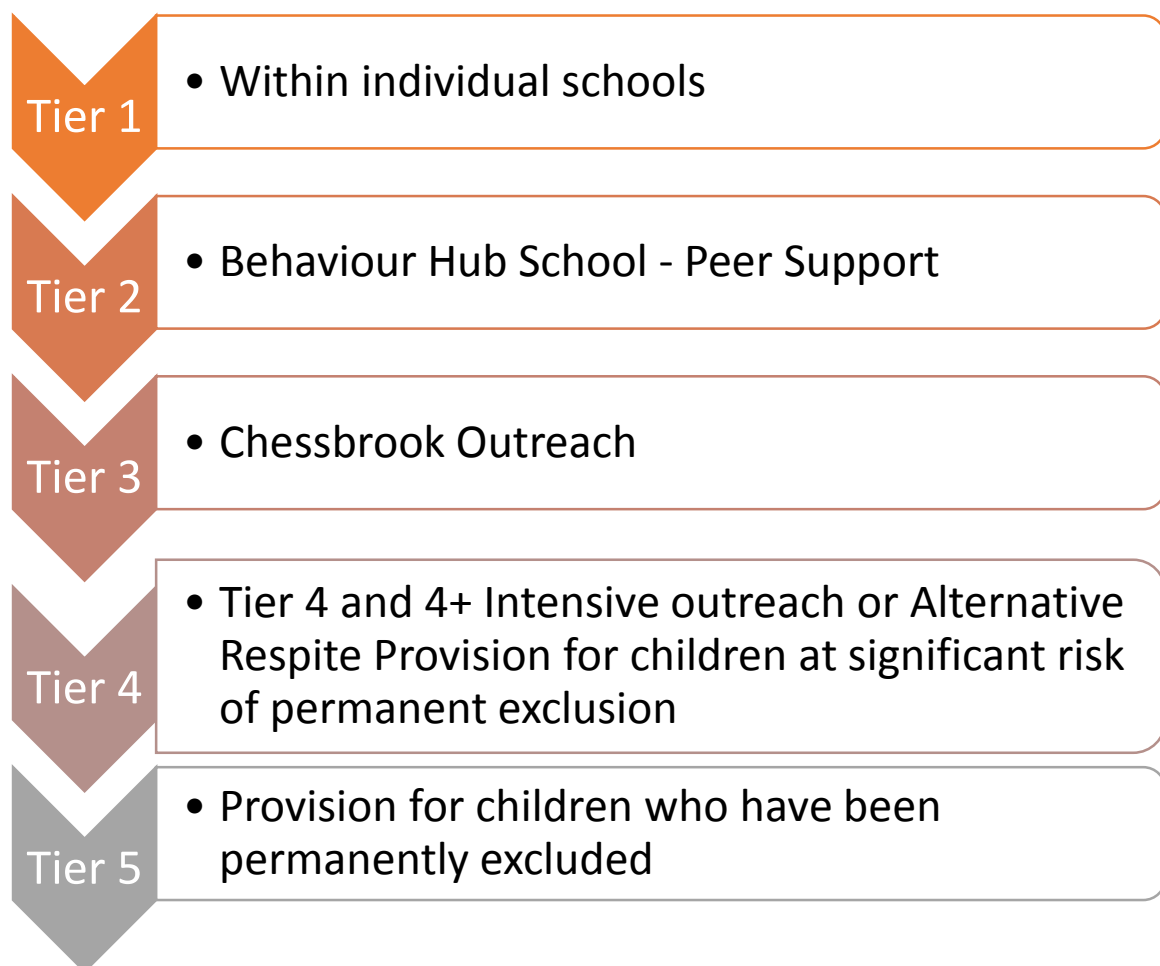
Introduction

DSPL9 have adopted a tiered approach to support social, emotional and behaviour in Primary Schools after consultation with Primary Head teachers.

This information booklet sets out the tiered approach the DSPL9 will be taking to support schools.

The aim of this approach is to support schools, children and families with a focus on early intervention to ultimately reduce the number of children at significant risk of or who have been permanently excluded

Model of Behaviour Support in DSPL9



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Tier 1: Within School

Individual schools' responsibility for behaviour includes:

- Behaviour policy
- Induction processes for all stakeholders
- Clear communication systems between home and school
- Pastoral support
- In-house support
- CPD
- Herts Steps training received and implemented (£300 subsidy from DSPL9)
- Family support workers

As outreach services become more limited, our aim is to build capacity within each school so that any additional needs for the majority of children can be supported in school and acted on quickly to prevent escalation. At tier 1 this is a whole school, holistic approach to children and their families. DSPL9 will continue to offer training that schools can access at a minimal or no cost such as attachment training.

DSPL9 has a triage service led by Jan Crook where schools can telephone and email for advice.

www.dsplarea9.org.uk (website)

Jan: jancrook@dsplarea9.org.uk

07715 415894

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Tier 2: Behaviour Hub Schools – Peer Support

DSPL9 Hub Schools:

Bushey & Radlett	Bournehall Primary School
Croxley Green & Rickmansworth	Yorke Mead Primary School
South Oxhey	Warren Dell Primary School
Watford	Central Primary School

Behaviour Hub Schools will offer peer-to-peer support, which could include:

- Generic support for teachers, LSAs, MSAs
- Resources to support positive behaviour
- Visits to hub school
- Basic training for MSAs, LSAs
- Peer observations
- Strategies for positive behaviour management, whole class input, transition times
- Inclusion checklist

Aim: To build capacity within schools and to offer strategies ‘in situ’. The support can be tailored to the requirements of each receiving school. Hub schools are not specialists but all staff involved have broad experience in strategies to support appropriate behaviour in the classroom and in the playground and have supported within their own school. This support is not for an individual child but supports a holistic approach within a school.

Staff involved in hub support are teachers and TA’s

Tier 2 request form to be completed and emailed to Jan Crook Triage lead, providing evidence of what the school has already put in place. (Forms available on DSPL9 website and in appendix)

Jan: jancrook@dsplarea9.org.uk

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Tier 3- Chessbrook Outreach

Chessbrook is the ESC for our area and also provides primary outreach support for all schools in DSPL9.

Within this new model the intention is that Chessbrook works with children with significant needs, who, even after the implementation of strategies from tier 1 and tier 2 support, are still causing concern and their behaviour is impacting on themselves and/or others. It may be that schools have also made a referral to/ have the involvement of their family support worker too.

Aim: To reduce the risk of fixed term and permanent exclusion (Support could include):

- Working to support schools with named children
- Working alongside teachers/TA's
- Counselling
- R&R or similar working with child and parents
- Observation and feedback
- Transition support

A referral form must be completed with evidence of tier 1 strategies and tier 2 support. (Available from Chessbrook, appendix or DSPL9 website)

Inclusion panel comprising of Jan Crook, Susan Miller (Chessbrook), Educational Psychologist and head teacher.

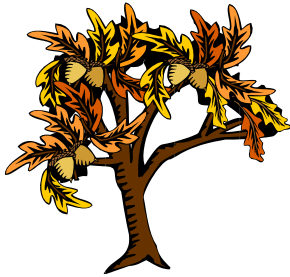
There will also be a specialist family support worker attached to tiers 3,4 and 5 that when appropriate will be able to offer outreach support to families.

The decision of the panel will be sent to schools, stating the outreach support to be provided, or whether tier 2 support or a referral elsewhere might be more appropriate initially.

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Tier 4 and 5 - The Acorn Centre



This is alternative respite provision based in a purpose-built building on the site of 'Farmyard Funworld' at the Lincolnsfield Centre. It is led by a DSPL9 area primary head teacher and comprises of:

- a Provision lead (experienced senior teacher)
- Deputy Provision Lead
- a team of Behaviour Support Practitioners
- an administrator.

The provision will be based around a 'nurture' model_(have a solution focused, holistic, nurture-based ethos). The provision is open from 9.15am-t 2.30pm, with lunchtime part of the learning curriculum. This is to enable parents/carers to drop off at and to collect their child from the Acorn Centre and to do the same for any siblings in their schools. Children will attend for part of a day or week based on individual need.

Children will remain on roll at their primary school with schools expected to be fully involved throughout their placement at the centre. There will be meetings to attend and regular visits by a keyworker once a child begins their journey to be reintegrated back into school. We are currently in discussion to ensure schools receive ENF for a child for 3 terms to support reintegration.

For some children, specialist provision may be more appropriate in which case, during the placement an EHCP will be applied for.

If a child is eligible for PPG schools will be invoiced each term for 1/3 of the child's PPG.

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There will be a specialist family support worker to work with families to ensure that there is 'joined up thinking' to support the child and the family. Parents/carers must agree to engage with this.

Parents will be expected to attend weekly meetings and parenting workshops. The Educational Psychology Service will offer VIG (Video I G) to support positive interaction and attachment. We are also building links with Middlesex University to include further work around attachment.

Various health teams will also visit the Centre to assess and work with children i.e. SALT, CAMHS, OT

There is a clear admission policy in place for:

- Tier 4, intensive outreach-children at significant risk of permanent exclusion
- Tier 4+ in reach- children at significant risk of permanent exclusion who have accessed intensive outreach at Tier 4
- Tier 5-children who have been permanently excluded

If a request is made at this high level of need it is expected that the school has identified a consistent person to work alongside the child throughout the week.

We recognise that schools have pressures of data, however if children are being supported at Tier 4 then initially the priority is meeting the child's emotion rather than academic needs.

Provision at Tier 4:

- Intensive outreach in school 2-3 session each week working alongside the child and identified TA/keyworker
- An understanding that the support will be based initially on relationship building and making the child feel secure in their learning environment
- Initial focus will be on supporting the child in being ready to learn
- An expectation that the identified school TA continues the agreed structure throughout the week and an understanding this may initially be outside of the classroom
- Half termly reviews

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- An expectation that strategies and advice will be put in place
- This could lead to in reach but will be dependent on the child's needs and school engaging fully in the process.

Provision at Tier 4+:

- Respite assessment place for 1-3 terms
- Pupils will stay on roll of current school at tier 4+
- Schools will attend regular meeting, identified keyworker will visit regularly
- Parents will be expected to attend weekly meetings/ group/individual work with their child
- Holistic, multi-agency approach to support each child and their family
- Carefully planned reintegration programme when appropriate

Admissions

- Request form to be completed and sent to Jenny Morley (Lead Head teacher) head@warrendell.herts.sch.uk, Warren Dell Primary School, Gosforth Lane, South Oxhey, WD19 7UZ. If all criteria are met, provision lead will arrange to come into school to observe the child and the head teacher/SENCo will be invited to attend an inclusion panel with evidence of support, interventions and impact to date.
- Inclusion panel to comprise of ISL manager, integration, Susan Miller(Chessbrook), Educational Psychologist, three head teachers

NB: there may be occasions when this provision is not appropriate for a child after a risk assessment: Referral form available on DSPL9 website and in appendix.

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