

<b>Schools Forum</b>			
<b>REPORT TITLE</b>	<b>New Woodlands Outreach Service – Outcome of the Review and Interim arrangements for 2018-2019</b>		
<b>KEY DECISION</b>	<b>Yes</b>	<b>Item No.</b>	<b>7</b>
<b>WARD</b>	<b>N/A</b>		
<b>CLASS</b>	<b>Part 1</b>	<b>Date</b>	<b>15 March 2018</b>

## **1 Purpose of the Report**

1.1 The purpose of this report is to provide an outline of the review undertaken by the local authority of the New Woodlands Outreach Service. This report also describes the second stage of the review which was based on the development, testing and implementation of a new model for behaviour outreach support in Lewisham. The final part of this report sets out the interim arrangements for the Outreach Service for 2018-2019.

## **2. Recommendations**

2.1 The Schools Forum is recommended to:

2.1.1 Agree that the New Woodlands Outreach Service remain under the management of New Woodlands School for 2018-2019, with the proviso that the New Woodlands Advisory Board led by the Chair and the Consultant Senior Education Advisor provide additional support the Outreach Manager to provide clear strategic objectives for the Outreach Service and provide oversight of its work for the interim period of 2018-2019.

2.1.2 Agree that the New Woodlands Advisory Board continue through to July 2019 to provide strategic direction and oversight to the Outreach Service.

2.1.3 Note that a decision about the longer term plans for the Outreach Service (September 2019 and beyond) will be made by October 2018. This will be considered in line with decisions about the primary PRU and other services currently under review.

2.1.4 Asks that the Advisory Board provide the Forum with termly updates on the progress of the Outreach Service during 2018-2019.

2.1.5 Note the work undertaken by the New Woodlands Advisory Board and thank members of the Advisory Board for their contribution to date.

### **3. Background**

- 3.1 The New Woodlands Outreach Service was established in 2003, originally to support primary schools. The service was extended to secondary schools in 2007 when the KS3 school was built at New Woodlands.
- 3.2 A two-day review of the Outreach Service was previously undertaken in January 2016 as part of a wider review of Alternative Provision (AP) in Lewisham. It focused primarily on providing developmental guidance and advice in order to further improve the service.
- 3.3 However, a number of issues prompted the commissioning of a more in-depth review of outreach provision in April 2017:
- *Funding* – pressure on the High Needs Block element of the DSG as a result of changes to the national funding formula (alongside ongoing budget reductions across all Council services)
  - *Strategic direction* – work to transition New Woodlands School from the current provision (PRU) to specialist provision for pupils with social, emotional & mental health needs (SEMH) is likely to have a significant impact on the way that the Outreach Service is structured and delivered
  - *Challenging behaviour* – high levels of permanent and fixed-term exclusions within Lewisham schools, more pupils in receipt of SEN support than the London average

### **4. The Review – Second Stage**

- 4.1 The second stage of the work focused on the development, testing and implementation of a new model for behaviour outreach support across Lewisham. The three key areas identified were:
- New model for behaviour outreach support – whole family, multi-disciplinary approach (including CAMHS, social care, health professionals) based on effective case management and achievement of identified outcomes by pupils, underpinned by the principles of capacity building, peer support and sharing of expertise across schools
  - Delivery mechanisms – with opportunities to charge (either for all outreach support or as an add-on to a basic offer) and/or develop a single outreach service (integrating different areas of need)
  - Strategic objectives – clarity on the strategic role of behaviour outreach support and how it fits with other services (linked to a partnership vision for SEMH/challenging behaviour and Early Help)

## 5. New model for behaviour outreach support

5.1 The two main principles which were considered in the design process were:

- Direct intervention – whole family, multi-disciplinary approach (potentially including CAMHS, social care, health professionals) based on effective case management and achievement of individual outcomes by pupils;
- Indirect intervention – focus on capacity building, peer support and sharing of expertise across schools.

5.2 Members of the NW Advisory Board explored four different options in respect of the future model of the service.

<b>Option 1 Proposal</b>	<b>Enhanced Current Model</b>
<b>Key Features</b>	<ul style="list-style-type: none"> <li>▪ Outreach Teachers and Behaviour Mentors grouped together into specialisms (EYFS, KS1/2, KS2/3, KS4)</li> <li>▪ Outreach Teachers continue to undertake classroom observations, provide assessment &amp; advice (incl reports &amp; strategies), plan and deliver interventions as well as attending TAFs and liaising with SENCOs, teachers &amp; other professionals</li> <li>▪ Behaviour Mentors continue to deliver 1:1, small group &amp; whole class interventions and provide feedback to schools (under the guidance of Outreach Teachers)</li> <li>▪ Development of more bespoke training courses/INSETs for teaching staff, support staff &amp; families, focusing on positive behaviour management</li> <li>▪ Introduction of trainee art and drama therapists who will work closely with Behaviour Mentors in specific schools</li> </ul>
<b>Costs</b>	1 x Outreach Manager = £80k 4 x Outreach Teachers = £264k 4 x Behaviour Mentors = £140k 6 x Student Therapists (supervision only) = £11k 1 x Drama Therapists (one day per week) = £8k 1 x Integrative Therapist (one day per week) = £8k Total = £511k

<b>Option 2 Proposal</b>	<b>Casework Model</b>
<b>Key Features</b>	<ul style="list-style-type: none"> <li>▪ Multi-disciplinary team of Behaviour Mentors and Social Workers, Therapists, CAMHS &amp; SEND professionals deliver a range of bespoke behaviour-related interventions, mentoring and coaching to individual pupils</li> <li>▪ Small number of Outreach Teachers support assessment &amp; planning activities (providing an academic framework for delivery &amp; links to schools)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Referrals made by schools via FAP and/or Early Help panel – if accepted, then TAF held (with outreach worker as lead professional) and formal plan agreed</li> <li>▪ Wider family involved at all stages – focus on Troubled Families outcomes (not just pupil improvements)</li> </ul>
<b>Costs</b>	<p>1 x Outreach Manager = £80k  1 x Outreach Teacher = £66k  5 x Behaviour Mentors = £175k  1 x Specialist Social Worker = £57k  3 x CAMHS Worker/Therapist/SEND = £180k  Total = £558k</p>

<b>Option 3 Proposal</b>	<b>Consultancy Model</b>
<b>Key Features</b>	<ul style="list-style-type: none"> <li>▪ Team of Outreach Teachers provide strategic assessment and advice (as outlined in Option 1), plus bespoke training &amp; coaching for individual staff (based on identified CPD needs), drop-in sessions, training for other agencies, whole school policy development (including review of existing policies, behaviour audits) and enabling peer support/sharing of expertise across schools</li> <li>▪ Limited direct intervention – only provided by Outreach Teachers (higher threshold for access)</li> </ul>
<b>Costs</b>	<p>1 x Outreach Manager = £80k  7 x Outreach Teachers = £462k  Total = £542k</p>

<b>Option 4 Proposal</b>	<b>Two-Team Model</b>
<b>Key Features</b>	<ul style="list-style-type: none"> <li>▪ Two separate teams deliver direct &amp; indirect interventions (drawing on key elements of other options)</li> <li>▪ Small team of Outreach Teachers work with schools, focusing mainly on capacity-building support (e.g. training, policy development)</li> <li>▪ Behaviour Mentors assess, plan &amp; deliver interventions to pupils, engaging with parents and establishing time-limited, outcome-focused plans (not necessarily full TAFs)</li> <li>▪ Interventions supported by a dedicated mental health worker, with other specialists utilised on a case by case basis (Behaviour Mentors act as lead professional where appropriate)</li> </ul>
<b>Costs</b>	<p>1 x Outreach Manager = £80k  3 x Outreach Teachers = £198k  6 x Behaviour Mentors = £210k  1 x CAMHS Worker = £60k  6 x Student Therapists = £11k  Total = £559k</p>

5.3 At the meeting of the Advisory Board on 25 January 2018, it was agreed that in light of the findings from phase one of the review Option 2 and 3 were ruled out as unsuitable. The general consensus was that Option 1 and 4

had particular strengths and were much more in line with what schools required to meet the needs of children and young people with who present with behaviours that challenge a setting.

## 6. Current Model

- 6.1 Members of the Advisory Board were also of the view that the recent changes made by the Outreach Manager which were implemented in September 2017 had been recognised as a step in the direction of a multi-disciplinary team. The changes made were as a response to some of the early findings from the review of the Outreach Service. The changes included increase in Behaviour Mentors and dedicated time from other professionals such as Integrative and Drama Therapists supporting children or schools around behaviour. The most recent change includes the introduction of 6 student therapists (from Goldsmiths University) working as part of the Outreach Service.

## 7. Proposed model for 2018-2019

- 7.1 The Advisory Board strongly supported the view that limited changes should be made to the model for 2018-2019 particular as some positive changes had already been made in September 2017.

<b>Outreach Model for 2018-2019</b>	<b>A combination of Option 1 and Option 4</b>
<b>Key Features</b>	<ul style="list-style-type: none"> <li>▪ Outreach Teachers and Behaviour Mentors grouped together into specialisms (EYFS, KS1/2, KS2/3, KS4)</li> <li>▪ Outreach Teachers work with schools, focusing mainly on capacity-building support (e.g. training, policy development)</li> <li>▪ Behaviour Mentors assess, plan &amp; deliver interventions to pupils, engaging with parents and establishing time-limited, outcome-focused plans (not necessarily full TAFs)</li> <li>▪ Interventions supported by a dedicated mental health worker, with other specialists utilised on a case by case basis (Behaviour Mentors act as lead professional where appropriate)</li> <li>▪ Outreach Teachers continue to undertake classroom observations, provide assessment &amp; advice (including reports &amp; strategies), plan and deliver interventions as well as attending TAFs and liaising with SENCOs, teachers &amp; other professionals</li> <li>▪ Behaviour Mentors continue to deliver 1:1, small group &amp; whole class interventions and provide feedback to schools (under the guidance of Outreach Teachers)</li> <li>▪ Development of more bespoke training courses/INSETs for teaching staff, support staff &amp; families, focusing on positive behaviour management</li> <li>▪ Introduction of trainee art and drama therapists who will work closely with Behaviour Mentors in specific schools</li> </ul>
<b>Costs</b>	<p>1 x Outreach Manager = £80k            4 x Outreach Teachers = £263k            4 x Behaviour Mentors = £145k            6 x Student Therapists (supervision only) = £11k            1 x Drama Therapists (one day per week) = £8k</p>

	1 x Integrative Therapist (one day per week) = £8k 1 x Admin Support (1 day per week) £6K CPD resources contribution to NW £60K Total £582
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## 8. Delivery mechanism

8.1 As key consideration for the NW Advisory Board included the delivery mechanism and strategic objectives for the outreach service.

- Options for delivery mechanism included:
- Single behaviour outreach service managed by the LA
- Integrated behaviour & ASD Outreach Service managed by LA
- Single behaviour outreach service managed externally (special school/PRU)
- Integrated behaviour & ASD outreach service managed externally (special school/PRU)
- Behaviour and/or ASD outreach service delivered by a social enterprise or commissioned by the LA

8.2 Members of the Advisory Board agreed that as this is an interim arrangement it would recommend minimal changes at this stage. Consideration has been given to management by the LA or Abbey Manor College.

<b>Option 1</b>	
Management by the Local Authority – a model akin to: <ul style="list-style-type: none"> <li>• Specialist Teaching &amp; Educational Psychology Service (STEPS)</li> <li>• Access, Inclusion &amp; Participation Service</li> <li>• Virtual School</li> </ul>	This would enable the Outreach Service to be part of one of the existing services within the LA. Whilst it is accepted that there may be some synergy between the Outreach Service and these services, it would require further exploration to identify the most appropriate service to take on the management role. Further time is required to explore some comparative costs of such as model.
<b>Option 2</b>	
Management by an individual school or institution	This would enable the Outreach Service to be closely linked with an individual school or institution. There are a range of advantages to such a model but this would need to be explored further. This option would also require further exploration to see whether this would be cost effective.
<b>Option 3</b>	
Remain with New Woodlands	New Woodlands School is currently still working through the transition from a pupil referral unit to a special school for children and young people with social, emotional mental health (SEMH). A key priority for the school is to improve standards to a 'good' following the inspection in July 2017 when it received a 'Requires Improvement' (RI) judgement. Since September 2017 the Outreach Service has operated with the

	support and direction of the NW Advisory Board.

8.3 Options 1 and 2 above would have major HR implications as there would be a need to transfer staff from the Outreach Service over to the LA or to another institution. Given that this is an interim arrangement it would not be advisable to make such a major change at this stage.

8.4 It is recommended therefore that as an interim arrangement the Outreach Service should continue to be managed under the remit of New Woodlands School as outlined in Option 3 and that additional capacity should be put in place by the LA:

- To ensure support is in place to support the continued progress of the Outreach Service; and
- That there are clear strategic objectives in respect of delivery of the service for 2018-2019.
- Strengthen partnership working of the Outreach Service with other services such as those mentioned in Option 1 and 2 and other support services.

8.5 The fundamental principles which underpin the Outreach Service protocol are:

- To ensure that, wherever possible and appropriate, children and young people remain educated in a mainstream setting by supporting and promoting an inclusive education for every learner.
- To ensure that the work of the Outreach Service is underpinned by data and analysis that provides clear strategic direction to the work of the service.
- To provide direct in-reach/outreach support for pupils at KS3 and to ensure successful reintegration back into mainstream from the PRU or alternative provision.
- Work across all mainstream educational settings including early years, primary and secondary schools, free schools and academies.
- Devise modalities of intervention include providing quality individual, group and whole class intervention.
- Early identification and pathways for treatment or intervention
- Committed to promoting and facilitating the individual needs of children with a wide range of SEMH issues within the mainstream sector of Lewisham borough.
- Working in collaborative partnership with schools, parents/carers and other professionals.

8.6 The above list is not exhaustive but provide a broad outline of the fundamental principles of the service. Further work will be done on this to agree and finalise the principles through the NW Advisory Board in April 2018.

## **9. Next Steps**

- 9.1 One of the key areas that will be taken forward in the summer term will be exploration of the longer term plan for the Outreach Service. Further work will be undertaken to explore the best way forward for the Outreach Service. This will following the principles of transparency, equity and fairness but most fundamentally will consider what would be the best for children, families and schools in Lewisham. There are a number of different options for consideration including whether the Outreach should be aligned with the primary PRU or an existing service or those currently under review. A progress report of the future plans will be provided for Schools Forum in the summer term.
- 9.2 During the summer term 2018 preparation work will be undertaken to ensure that the Outreach Service continues to deliver a service to all schools under the new model as outlined in para 7.1 of this report. A key priority is to ensure that the work of the Outreach Service is underpinned by evidence and data that highlights the behaviour needs across all schools and that this should provide a basis for the strategic direction of the service.
- 9.3 Key elements of this work will include:
- Strategic work with other services such as Early Help, ASD Outreach, Access, Inclusion & Participation, Children with Complex Needs Service, Early Years and STEPS;
  - Team to work in a targeted way and to signpost schools in the right direction for intervention, prevention and targeted pieces of work to manage some of the difficult issues in schools;
  - Outreach/in-reach to support both primary and secondary reintegration including work with Parallel Learning Trust the current provider for Lewisham primary PRU children;
  - Having a clear consistent message to schools about what is available in terms of early intervention services.
  - Oversee the timescale for making a decision about the longer term future of the Outreach Service by autumn 2018.
- 9.4 The progress of the work will continued to be monitored by the Advisory Board and regular updates will be made available to future meetings of Schools Forum.

## **10 Further Information**

- 10.1 Should you require any additional information regarding the items contained in this report please contact:

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