

Schools Forum 30th November 2017

Intensive Outreach Support Service (IOSS)



Context

The following report provides an overview of the work and outcomes achieved by the IOSS for primary aged pupils delivered by Chestnut School on behalf of the Local Area. The Service has been in place since September 2016.

The service had been previously funded as a Schools Forum project, however recently the cost of the service is being met by the Troubled Families Grant received by Torbay Local Authority. Although no longer funded by DSG, the impact of the service is of significant importance in reducing demands on higher needs funding and for this reason, forum will continue to monitor the service.

What is the service and what does it provide?

The small service has a core of two full time workers (reduced to 1x FTE from 31st August). The current vacancy is being recruited to.

The service works with those children at risk of permanent exclusion and with the most complex behavioural needs. Each package of support is bespoke and includes work with families.

The impact of the work is being monitored and measured in several ways.

- Does the child maintain their school placement or move to a more appropriate educational provision
- Does the child show progress on behaviour thresholds
- Does the child show progress on their Thrive assessment
- Does the feedback from the schools show positive changes
- Does the feedback from the families show positive changes
- Are the advised strategies being implemented
- Are the advised strategies still being implemented on the post service monitoring visit

Impact to date

The service has worked with nine schools and are part way through work with one more school. To date, the service has worked with 12 children and families in total.

Summary of Impact Chart

School	Worker	Time allocation	Child remained in school or moves school to a specialist provision	Actions implemented by the school	Reduction on behaviour threshold	Increase in Thrive assessment level	Action still in place on monitoring visit	School Feedback	Family feedback
A	1	44 days	Yes 2 children	Some	N/A	N/A	Some	Positive for all aspects	Positive for all aspects
B	2	23 days	Yes	Yes	High 4 to low 3	10%	Yes	Positive for all aspects	Positive for all aspects
C	1	13 days	Yes	Yes	High 4 to high 3	30%	No	Positive for all aspects	Positive for all aspects
D	2	18 days	No (Parent removed child)	Some	High 4 High 4	5%	N/A	Positive for all aspects	Work not able to continue
E	1	24 days	Yes 2 children	Some	High 4 High 3	35%	Yes	Positive, school felt service was not long enough	Positive for all aspects
F	2	59 days	Yes	Yes	Mid 3 to high 2	18%	N/A	Positive, school felt withdrawal should be dovetailed	Positive for all aspects
G	1	69 days	Moved to Chestnut	Yes	High 4 to Mid 4	7%	N/A	Positive, more monitoring needed	Breakdown of relationships due to SG concerns
H	2	33 days	Yes – managed move in progress	Yes	High 4 to low 3	13%	5/12/17	Positive, monitoring sessions useful, more capacity needed	Felt strategies supported child in home; breakdown of relationships due to SG
I	1	18 days	Yes – IOSS to continue following Summer	some	ongoing	ongoing	ongoing	ongoing	ongoing
J	2	38 days	yes	Some	To come	28%	To be arranged	Positive	Positive

The table demonstrates that the service is supporting the maintenance of Children in mainstream offer in the majority of cases. Early follow up meetings indicate that there continues to be a positive impact with strategies being continued or stepped down when appropriate.

Whilst working with individual pupils, there has also been a noted benefit for whole school approaches to working with children with SEMH (Social Emotional Mental Health). Reporting from schools have indicated the following benefits.

- Staff training impacting on understanding and whole school approach to SEMH and a transference of strategies for a range of children
- An improved management of unstructured times resulting in fewer individual incidents
- Improved positive behaviour for learning plans
- Improved communication across schools
- Improved parent engagement
- Improved transitions

To ensure this benefit is experienced by all schools, the service has updated the SLA which is agreed prior to commencement of work. This should enhance the development of a sustained approach.

To move the service forward it is proposed that the following next steps are implemented:

- Facilitate schools to become more attachment aware
- Update the IOSS policy
- Improve strength of child voice in evaluations
- Evidence time spent in each school by each worker
- Exit and entry from the end of a piece of work to the start of a new piece of work will be dovetailed
- Plan for the continuation of family support when the Outreach worker finishes

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