

Schools Forum Meeting Agenda

Thursday, 9 March 2017 at 9.00 am
to be held in Mezzanine Room 3 - Tor Hill House, Union Street, Torquay, TQ2 5QW

Membership

Roger Hughes (Chair & Pr Maintained Head)	Clive Star (Sec Academy Gov)
Maurice Codd (Pr Maintained Gov)	Jan Chopping (Sec Academy Gov)
Dan Hallam (Post 16)	Jim Piper (Pr Academy Head)
Adam Morris (Pr Maintained Head)	Julie Shears (PRU)
Lynsey Kings (Sec Academy Head)	Tim Stephens (Early Years)
Mike Lock (Vice Chair & Sp Academy Head)	Simon Niles (Pr Academy Gov)
Daneian Rees (Sec Maintained Head)	Stewart Biddles (Pr Academy Head)

1. **Apologies/Changes to Membership**

2. **Minutes of the last meeting**

3. **Matters arising**

4. **Financial Issues**

(a) **Report on DSG 16/17 and forecast out turn** (Page 3)

(b) **Statements/EHCP 16/17** (Page 4)

(c) **17/18 School Allocations** (Pages 5 - 6)

A year on year comparison.
Explanatory note on allocations.

(d) **Report on unallocated reserves** (Page 7)

What has been used since 2010/11
Planned usage
Any balances remaining

For information relating to this meeting or to request a copy in another format or language please contact:

Mike Freeman,

5. **Report from the working party on a response to the National Fair Funding Formula Consultation** (Pages 8 - 12)
6. **Post 16 Working Party report** (Pages 13 - 14)
Presented by Dan Hallam
7. **Standing Items**
- (a) **TESS** (Pages 15 - 16)
Presented by Roger Hughes
- (b) **CAMHS** (Pages 17 - 19)
Presented by Roger Hughes
- (c) **Autism** (Pages 20 - 31)
Presented by Roger Hughes
- (d) **Challenging Behaviour Project** (Page 32)
Verbal update from Adam Morris
- (e) **Chestnut - Intensive Outreach Support Service (IOSS)** (Pages 33 - 36)
Presented by Adam Morris
8. **Items for next meeting**
Financial Issues
- I. Report on 16/17 out turn
 - II. Report on 17/18 DSG and forecast out turn
 - III. Statements/EHCP 17/18
 - IV. Report on unallocated reserves
- Report on Sexual Identity and Orientation Project
- Report on ALFEY spending 14/15; 15/16; 16/17 and projections for 17/18
- Update on DfE consultation on Fair Funding (if available)
9. **Future meeting dates**
29th June 2017, 09:00, Mezzanine 3, Tor Hill House
12th October 2017, 09:00, Mezzanine 3, Tor Hill House
30th November 2017, 09:00, Mezzanine 3, Tor Hill House
18th January 2018, Venue TBA
8th March 2018, Venue TBA

To – Schools Forum – 9th March 2017

2016/17 Dedicated Schools Grant (DSG) – Forecast Outturn

Introduction

The DfE confirmed that the 2016/17 Dedicated Schools Grant (DSG) is £90m of which an estimated £53m is deducted to fund Academy Schools leaving £37m for our maintained schools and education services.

Dedicated Schools Grant (DSG) funded activities are forecast to **overspend by £404k**. This is the first time since the inception DSG that this is likely to be the case.

The main areas of under/overspends

Joint funded placements and Independent special school costs are a volatile area; at this stage these services are forecast to **underspend** by £82k.

Other smaller **overspends** across Children's including SEN, and recoupment totalling £9k

Statementing / EHCP contingency (in-year adjustments to statementing / EHCP) is forecast to **overspend** by £143k – see separate paper on detailed analysis.

Special Schools Contingency is forecast to **overspend** by £264k due to increasing places and top up costs.

Early Years – SEN inclusion – nursery provider is forecast to **overspend** by £70k due to increasing eligible pupils taking up nursery places and increase in the hourly rate to providers.

Implications

The volatile position of the DSG budget and in particular the pressure on the High Needs Block is of national concern and debate. Sharing of information across LA's demonstrates a similar emerging trend, actions being taken by other LA's includes the top slicing of the DSG budget resulting in a reduced rate per pupil.

Torbay is using the DSG reserve to manage this overspend, however this action is not sustainable into future years and will require decisive action to bring the budget to a breakeven position.

Agreed actions

That Schools Forum agree to use the DSG reserve to address the overspend, and continue to work determine a longer term solution.

Rachael Williams
Head of Education, Learning and Skills

Statementing / Education, Health & Care Plan Funding for 15/16 & 16/17

	15/16	16/17	Increase / (Decrease)
Number of pupils with a statement	353	362	9.00
Number of FTE's with a statement	325	334	9.00
	£	£	£
Funding below £6k allocated through school formula elements	1,826,139	1,914,223	88,084
Funding above £6k allocated as a top-up per eligible pupil	733,446	926,146	192,700
Statementing / EHCP Contingency	211,600	238,400	26,800
In-Year adjustments			
April	50,118	110,476	60,358
May	62,034	23,628	(38,406)
June	7,714	19,756	12,042
July	10,711	8,445	(2,266)
August	23,130	114,700	91,570
September	21,280	63,804	42,524
October	43,397	34,132	(9,265)
November	(9,658)	(4,951)	4,707
December	5,680	19,419	13,739
January	9,739	(11,636)	(21,375)
February	11,323	11,323	0
March	(8,000)	(8,000)	0
Total - In-Year adjustments	227,468	381,096	
Projected (underspend) / overspend	15,868	142,696	

Notes

Based on April 16 to Jan 17 in-yr adjustments and the same allocation for the remainder of the financial year as 15/16, it is anticipated the statementing / EHCP contingency will overspend by £143k.

COMPARISON BEWTEEN 16/17 & 17/18 SCHOOL ALLOCATIONS

DfE No.	School Name	Oct 15 Pupil Nos.	Oct 16 Pupil Nos.	Increase or (decrease)	16/17 Allocation Excluding PP £	17/18 Allocation Excluding PP £	Increase or (decrease) £	Increase or (decrease) %	16/17 MFG or Formula	17/18 MFG or Formula	16/17 Pupil Premium £	17/18 Pupil Premium £	Increase or (decrease) £	Increase or (decrease) %	16/17 Total School Funding £	17/18 Total School Funding £	Increase or (decrease) £	Increase or (decrease) %
2407	Furzeham Primary School	252	258	6	1,005,378	1,004,787	(591)	(0.06%)	Formula	MFG	98,580	98,880	300	0.30%	1,103,958	1,103,667	(291)	(0.03%)
2434	Curledge Street Academy	415	415	0	1,751,775	1,749,801	(1,974)	(0.11%)	MFG	MFG	257,240	249,760	(7,480)	(2.91%)	2,009,015	1,999,561	(9,454)	(0.47%)
2438	Oldway Primary School	630	622	(8)	2,174,617	2,127,709	(46,908)	(2.16%)	Formula	Formula	143,880	149,300	5,420	3.77%	2,318,497	2,277,009	(41,488)	(1.79%)
2439	White Rock Primary School	465	508	43	1,584,983	1,758,216	173,233	10.93%	Formula	Formula	106,080	148,020	41,940	39.54%	1,691,063	1,906,236	215,173	12.72%
2453	Cockington Primary School	501	528	27	1,926,794	2,051,898	125,104	6.49%	MFG	Formula	287,180	278,960	(8,220)	(2.86%)	2,213,974	2,330,858	116,884	5.28%
2454	Ellacombe Academy	330	348	18	1,470,967	1,583,387	112,420	7.64%	MFG	MFG	246,120	237,920	(8,200)	(3.33%)	1,717,087	1,821,307	104,220	6.07%
2455	Homelands Primary School	205	207	2	972,702	965,475	(7,227)	(0.74%)	Formula	MFG	97,520	101,620	4,100	4.20%	1,070,222	1,067,095	(3,127)	(0.29%)
2456	St. Margaret's Academy	405	406	1	1,626,842	1,597,137	(29,705)	(1.83%)	Formula	MFG	201,820	179,680	(22,140)	(10.97%)	1,828,662	1,776,817	(51,845)	(2.84%)
2460	Watcombe Primary School	200	198	(2)	991,344	960,727	(30,617)	(3.09%)	MFG	MFG	126,720	109,400	(17,320)	(13.67%)	1,118,064	1,070,127	(47,937)	(4.29%)
2464	Preston Primary School	290	306	16	1,230,398	1,302,204	71,806	5.84%	Formula	Formula	101,320	91,200	(10,120)	(9.99%)	1,331,718	1,393,404	61,686	4.63%
2468	Shiphay Learning Academy	426	424	(2)	1,581,793	1,566,896	(14,897)	(0.94%)	Formula	Formula	97,280	95,080	(2,200)	(2.26%)	1,679,073	1,661,976	(17,097)	(1.02%)
2469	Sherwell Valley Primary School	634	632	(2)	2,264,500	2,261,051	(3,449)	(0.15%)	Formula	Formula	133,080	121,800	(11,280)	(8.48%)	2,397,580	2,382,851	(14,729)	(0.61%)
2473	Roselands Primary School	317	312	(5)	1,136,987	1,120,032	(16,955)	(1.49%)	Formula	Formula	97,660	104,400	6,740	6.90%	1,234,647	1,224,432	(10,215)	(0.83%)
2474	Barton Hill Academy	585	570	(15)	3,001,015	2,880,416	(120,599)	(4.02%)	MFG	MFG	477,560	457,480	(20,080)	(4.20%)	3,478,575	3,337,896	(140,679)	(4.04%)
3103	Brixham C of E Primary School	210	210	0	898,331	890,877	(7,454)	(0.83%)	MFG	Formula	63,220	74,940	11,720	18.54%	961,551	965,817	4,266	0.44%
3119	Ilsham Academy	176	173	(3)	634,463	625,927	(8,536)	(1.35%)	Formula	Formula	39,600	47,520	7,920	20.00%	674,063	673,447	(616)	(0.09%)
3120	Upton St. James Primary	99	100	1	460,540	469,271	8,731	1.90%	Formula	Formula	64,680	68,640	3,960	6.12%	525,220	537,911	12,691	2.42%
3121	Warberry C of E Academy	380	384	4	1,438,524	1,484,410	45,886	3.19%	Formula	Formula	116,140	123,340	7,200	6.20%	1,554,664	1,607,750	53,086	3.41%
3600	Galmpton C of E Primary School	200	203	3	704,818	701,267	(3,551)	(0.50%)	Formula	Formula	46,940	53,240	6,300	13.42%	751,758	754,507	2,749	0.37%
3601	St. Margaret Clitherow Primary	120	146	26	475,222	572,275	97,053	20.42%	MFG	Formula	33,580	37,540	3,960	11.79%	508,802	609,815	101,013	19.85%
3613	Sacred Heart Primary	212	210	(2)	916,700	916,812	112	0.01%	Formula	Formula	103,680	97,080	(6,600)	(6.37%)	1,020,380	1,013,892	(6,488)	(0.64%)
3614	Queensway Primary School	197	197	0	807,778	791,596	(16,182)	(2.00%)	Formula	MFG	64,520	68,480	3,960	6.14%	872,298	860,076	(12,222)	(1.40%)
3615	All Saints Babbacombe C of E Primary	210	202	(8)	796,273	760,501	(35,772)	(4.49%)	Formula	Formula	76,860	66,160	(10,700)	(13.92%)	873,133	826,661	(46,472)	(5.32%)
3616	St. Marychurch C of E Primary	297	307	10	1,195,892	1,243,408	47,516	3.97%	MFG	Formula	124,680	119,280	(5,400)	(4.33%)	1,320,572	1,362,688	42,116	3.19%
3617	Priory Roman Catholic Primary School	202	192	(10)	795,022	768,629	(26,393)	(3.32%)	Formula	Formula	70,860	74,660	3,800	5.36%	865,882	843,289	(22,593)	(2.61%)
3618	Torre C of E Academy	271	287	16	1,138,831	1,201,830	62,999	5.53%	MFG	MFG	75,820	83,000	7,180	9.47%	1,214,651	1,284,830	70,179	5.78%
3619	Collaton St. Mary C of E Primary	209	201	(8)	754,477	718,639	(35,838)	(4.75%)	Formula	Formula	42,100	41,200	(900)	(2.14%)	796,577	759,839	(36,738)	(4.61%)
3751	Eden Park Primary School Academy	377	376	(1)	1,555,130	1,536,483	(18,647)	(1.20%)	Formula	Formula	181,720	194,920	13,200	7.26%	1,736,850	1,731,403	(5,447)	(0.31%)
3752	Kings Ash Academy	365	347	(18)	1,670,372	1,645,917	(24,455)	(1.46%)	MFG	Formula	304,920	285,420	(19,500)	(6.40%)	1,975,292	1,931,337	(43,955)	(2.23%)
5200	Hayes School	405	402	(3)	1,633,576	1,662,071	28,495	1.74%	Formula	Formula	214,720	202,840	(11,880)	(5.53%)	1,848,296	1,864,911	16,615	0.90%
TOTAL PRIMARY SCHOOLS		9,585	9,671	86	38,596,044	38,919,649	323,605	0.84%			4,096,080	4,061,760	(34,320)	(0.84%)	42,692,124	42,981,409	289,285	0.68%
4114	Torquay Grammar School for Girls	660	691	31	2,801,662	2,940,698	139,036	4.96%	Formula	Formula	39,800	50,685	10,885	27.35%	2,841,462	2,991,383	149,921	5.28%
4115	Torquay Academy	969	1,053	84	4,944,144	5,288,609	344,465	6.97%	Formula	MFG	415,035	409,690	(5,345)	(1.29%)	5,359,179	5,698,299	339,120	6.33%
4116	Churston Ferrers Academy	676	706	30	2,893,732	3,004,915	111,183	3.84%	Formula	Formula	67,405	63,635	(3,770)	(5.59%)	2,961,137	3,068,550	107,413	3.63%
4117	The Spires College	799	752	(47)	4,482,304	4,286,719	(195,585)	(4.36%)	Formula	Formula	328,380	288,470	(39,910)	(12.15%)	4,810,684	4,575,189	(235,495)	(4.90%)
4118	Brixham College	939	970	31	4,643,701	4,817,348	173,647	3.74%	Formula	Formula	248,340	238,955	(9,385)	(3.78%)	4,892,041	5,056,303	164,262	3.36%
4119	Paignton Community & Sports Academy	1,170	1,214	44	6,093,525	6,343,555	250,030	4.10%	Formula	Formula	417,465	430,920	13,455	3.22%	6,510,990	6,774,475	263,485	4.05%
4601	St Cuthbert Mayne Joint Catholic and C of E School	818	761	(57)	4,000,516	3,797,339	(203,177)	(5.08%)	Formula	Formula	239,025	227,470	(11,555)	(4.83%)	4,239,541	4,024,809	(214,732)	(5.06%)
5401	Torquay Boys' Academy	780	778	(2)	3,308,737	3,304,218	(4,519)	(0.14%)	Formula	Formula	55,430	62,275	6,845	12.35%	3,364,167	3,366,493	2,326	0.07%
	Devon Studio School	89	69	(20)	578,822	478,621	(100,201)	(17.31%)	Formula	Formula	21,505	19,935	(1,570)	(7.30%)	600,327	498,556	(101,771)	(16.95%)
TOTAL SECONDARY SCHOOLS		6,900	6,994	94	33,747,143	34,262,022	514,879	1.53%			1,832,385	1,792,035	(40,350)	(2.20%)	35,579,528	36,054,057	474,529	1.33%
TOTAL PRIMARY & SECONDARY		16,485	16,665	180	72,343,187	73,181,671	838,484	1.16%			5,928,465	5,853,795	(74,670)	(1.26%)	78,271,652	79,035,466	763,814	0.98%

Comparison between 16/17 and 17/18 Special School Allocations

	16/17 Jan Places	17/18 Jan Places	Increase / (Decrease)	16/17 Sept Places	17/18 Sept Places	Increase / (Decrease)	16/17 Jan Pupils	17/18 Jan Pupils	Increase / (Decrease)	16/17 Formula Allocation £	17/18 Formula Allocation £	Formula Allocation Increase / (Decrease) £	16/17 Pupil Premium £	17/18 Pupil Premium £	Pupil Premium Increase / (Decrease) £	16/17 Total Funding £	17/18 Total Funding £	Total Funding Increase / (Decrease) £
Combe Pafford	234	234	0	234	252	18	228	235	7	3,001,793	3,173,076	171,283	130,230	132,430	2,200	3,132,023	3,305,506	173,483
Mayfield & Chestnut	207	218	11	218	228	10	207	221	14	4,028,291	4,224,911	196,620	83,075	109,860	26,785	4,111,366	4,334,771	223,405
Torbay School	106	96	(10)	96	96	0	85	74	(11)	2,052,692	1,958,400	(94,292)	50,790	62,975	12,185	2,103,482	2,021,375	(82,107)
Totals	547	548	1	548	576	28	520	530	10	9,082,775	9,356,387	273,611	264,095	305,265	41,170	9,346,870	9,661,652	314,781

DSG Reserve and unallocated funding

DSG underspends from 07/08 to 15/16	£	
DSG underspend 07/08	396,039	
DSG underspend 08/09	312,980	
DSG underspend 09/10	267,702	
DSG underspend 10/11	489,485	
DSG underspend 11/12	164,525	
DSG underspend 12/13	443,199	
DSG underspend 13/14	800,309	
DSG underspend 14/15	180,349	
DSG underspend 15/16	130,004	
Total DSG underspend between 07/08 and 15/16	3,184,592	A
 In-year allocations back to schools / other project expenditure 10/11 to 16/17		
Total expenditure 10/11	176,000	
Total expenditure 11/12	489,485	
Total expenditure 12/13	471,206	
Total expenditure 13/14	223,257	
Total expenditure 14/15	130,192	
Total expenditure 15/16	405,241	
Total expenditure 16/17	71,173	
Total in-year allocations back to schools / other project expenditure between 10/11 and 16/17	1,966,554	B
 Balance remaining as at 9th March 17 - (A - B)	1,218,038	C
 Funding still to be allocated against the balance		
16/17 projected DSG overspend - discussed and agreed at previous Schools Forum	404,000	
Transitional funding to enable Early Years funding rate to remain at £4 per hr for 17/18	153,900	
Estimated CAMHS funding still to allocate in 16/17	167,000	
Additional funding for TESS in 16/17	40,000	
Estimated CAMHS funding still to allocate in 17/18 (Apr - Aug 17 only)	70,000	
Funding for TESS in 17/18	110,000	
Estimated funding required for Autism & Challenging Behaviour in 17/18	100,000	
Total Funding still to be allocated against current remaining balance	1,044,900	D
 Revised balance remaining in DSG reserve	173,138	C - D

To – Schools Forum - 9th March 2017

National Fair Funding Consultation Response

Context

In 2016, the Government committed to introducing a National Fair Funding Formula to address the unfairness in the current system used to allocate funds to the local area. In March 2016 the School Forum contributed to the stage one consultation and were broadly in agreement with the principles being proposed to ensure equity for pupils across the system.

In December 2016 the Stage 2 consultation was released. Below is a response created by a working party of school forum representatives.

Response to Schools National Funding Formula – Stage Two Consultation

Consultation question one

In designing our national funding formula, we have taken careful steps to balance the principles of fairness and stability. Do you think we have struck the right balance?

As a historically underfunded local authority, Torbay welcomes the additional investment that is being brought into the area from the introduction of the formula. However the Local Area considers that the formula falls short of addressing the principles of fairness and stability.

The current consultation is fixed on re-distributing existing resources across the system. The issue of fairness and equity can only be addressed if the funding formula is built upon a full analysis of the real costs of delivering high quality education, using wider operating factors.

Within the proposed model the continuation of an area cost adjustment using the hybrid methodology results in similar schools across varying geographical areas being funded at differential rates. For Torbay this would result in the majority of schools remaining below the funding rate of other comparable schools. A position that demonstrates continued unfairness for pupils.

With a national pay scheme and consistent regulatory system the continued implementation of the area adjustment creates limiting opportunities for schools to attract high quality teachers and places them at a disadvantage with the regulator.

The commitment to implement a 3% floor for stability will result in a reduction in the increase that the local area could receive if this model had not been used. Thus creating a further layer of unfairness where schools will continue to receive more funds that they would have done otherwise.

The Local Area does not consider a correct balance has been applied to the introduction of the national fair funding formula. The actions taken do not address unfairness and stability in a phased approach that would result in all providers being treated equally over the shortest period of time.

Consultation question two

Do you support our proposal to set the primary to secondary ratio in line with the current national average of 1:1.29, which means that pupils in the secondary phase are funded overall 29% higher than pupils in the primary phase?

Yes - The proposal is in line with local decision making. School Forum has taken action to move the ratio towards the national average. The maintenance of this ratio would support stability at a local level.

Consultation question three

Do you support our proposal to maximise pupil –led funding, so that more funding is allocated to factors that relate directly to pupils and their characteristics?

Yes – However the proposal falls short of the current formula applied for pupil led funding. The proposal would reduce the per pupil funding from 78% (local allocation) to 72.5%. The illustrative examples for the local area demonstrate that the reduction in the lump sum would impact upon schools within deprived communities and selective schools.

Consultation question four

Within the total pupil-led funding, do you support our proposal to increase the proportion allocated to the additional needs factors (deprivation, low prior attainment and English as an additional language)?

Yes the local area agrees with the principle. However the proposed implementation falls short of the current weighting that is applied. The proposal would reduce the rate from 9.9% (local allocation) to 9.3%. The illustrative examples for the local area demonstrate that the reduction in this weighting will result in some schools within deprived communities receiving a reduced rate of funding.

Consultation question five

Do you agree with the proposed weightings for each of the additional needs factors?

The Local Area would suggest an increased weighting to the additional needs factor and a further gearing of allocation to the higher levels of deprivation, however the local area recognises that it is a balance between meeting the needs of schools struggling to meet their core responsibilities for all pupils and the needs of individual pupils. Increasing the differential between the IDACI A band and IDACI F band could support the further targeting of resource to deprived communities/pupils.

Consultation question six

Do you have any suggestions about potential indicators and data sources we could use to allocate mobility funding in 2019-2020 and beyond?

The mobility funding applied needs to have sufficient flexibility to reflect local solutions. Torbay has previously applied the following factors back in 12/13 before the changes to the formula were introduced. We had 3 bandings for Primary and 2 for Secondary. The Primary bandings were a mobility % of between 17.34% to 20%, this generated £2,605 per eligible pupil, 20.01% to 25% £3,908 and 25.01% to 100% £5,210. For Secondary the bandings were between 7.20% to 10% £3,577 and 10% to 100% £5,366.

*A Primary example of an allocation to a school with 19.7% mobility would be:
273 pupils divided by 7 year groups = 39 pupils x £2,605 = £101,595 x 19.7% = £20,014
allocation.*

Consultation question seven

Do you agree with the proposed lump sum amount of £110,000 for all schools?

Yes – The reduction in the lump sum enables greater funds to be invested in pupil led factors. The local area recognises that schools face fixed costs, however changing governance arrangements/trusts enable greater opportunities for schools to share services and functions resulting in some efficiency savings.

Consultation question eight

Do you agree with the proposed amounts for sparsity funding of up to £25,000 for primary schools and up to £65,000 for secondary, middle and all through schools?

Sparsity funds are required, however the funds provided should not be significant enough to reduce the motivation of small schools to consider change that would bring about more sustainable and efficient models of delivery. The continuation of the status quo could lead to on-going investment where evident solutions are not being proactive considered.

This is not a factor that is of considerable local significance.

Consultation question nine

Do you agree that lagged funding pupil growth data would provide an effective basis for the growth factor in the longer term?

The change in position from historic levels of spending to the calculation of pupil number increases over a period of two years is welcomed. However the pressure to manage the growth fund at a local level should not be underestimated, higher pressure for growth in one year will create pressure as funding will not be received for an additional year. The implementation of the funding formula should be focused on providing the growth factor in real time based on more frequent calculations.

Consultation question ten

Do you agree with the principle of a funding floor that would protect schools from large overall reductions as a result of this formula? This would be in addition to the minimum funding guarantee.

No – The proposed 3% funding floor sustains some of the historical differences for those schools that have been overfunded for many years. The implementation of the floor funding drives significant cost into the overall budget and limits the redistributive impact. The resulting factor being the continuation of different funding level across similar schools that will not be addressed. The impact of the introduction of the formula needs to be mitigated against but not at the expense of ever reaching a fair formula outcome in the shortest period of time.

Consultation question eleven

Do you support our proposal to set the floor at minus 3%, which will mean that no school will lose more than 3% of their current per –pupil funding level as a result of this formula?

No – For the reasons stated above. The Local Area would consider a 3% funding rate appropriate if a detailed plan had been developed to ensure all provisions moved to the baseline in the shortest period of time.

Consultation question twelve

Do you agree that for new or growing schools the funding floor should be applied to the per-pupil funding they would have received if they were at full capacity?

The proposed tailored approach for new schools that are still filling up, or new free schools that are not yet opened should be applied. We agree that they should receive higher per pupil funding in their first years (with the lump sum inflating their pupil funding).

The Local Area would like further reassurance as to how new or growing schools will be monitored to ensure that the lump sum inflation is reduced in line with anticipated pupil growth. New or growing schools that do not result in pupil numbers should not be protected indefinitely by lump sum inflation.

Consultation question thirteen

Do you support our proposal to continue the minimum funding guarantee at minus 1.5% per pupil? This will mean that schools are protected against reductions of more than 1.5% per pupil per year.

Yes – The proposal is in line with local policy and has been considered effective in managing fluctuations in budgets.

Consultation question fourteen

Are there further considerations we should be taking into account about the proposed schools national funding formula?

The proposed national funding formula seeks to re-distribute the current resources across the system rather than address the budget that is required to deliver high quality education. In creating the national rate the Department for Education/ Education Funding Agency should undertake to analyse and assess activity led funding to be factored into the funding formula rates prior to the implementation.

Consultation question fifteen

Are there further considerations we should be taking into account about the impact of the proposed schools national funding formula?

The “hard” introduction of the national funding formula will result in the demise of School Forum functions. These locally effective bodies maximize resources based on local intelligence for the benefit of pupils in real time. The removal of such a body will result in a loss of local expertise and collective decision making.

The potential of local areas to vire funds between blocks (DSG, Higher Needs, Early Years) will be removed, thus reducing the local areas ability to manage costs for vulnerable pupils. As a result this could drive costs into schools budgets that have previously been attributed to higher needs or create difficulties for the local area in balancing the allocated higher needs budget.

Recommendation

That Schools Forum agree to the proposed consultation response and its circulation to all Torbay schools, giving delegation to the Chair to make any final changes, in consultation with the Director of Children's Services, prior to final submission.

Rachael Williams
Head of Education, Learning and Skills

26th February 2017

To – Schools Forum - 9th March 2017

Post 16 Working Party Progress Report

Context

The Children and Families Act 2014 introduced significant changes in policy for children with special educational needs and disabilities (SEND). The new system extends the rights and protections to children and young people by introducing streamlined, integrated education, health and care plans, extending provision from birth to 25 years of age. The reforms that came into force in September 2014 have been systematically introduced at a local level through close work with the NHS, Schools and Post 16 settings.

Torbay has a high proportion of children and young people with Statements of Special Educational Needs/Education, Health and Care Plans. This equates to 4.4% of the pupil population compared to 2.9% nationally.

In December 2016, School Forum discussed the challenges faced by Torbay in meeting the demands placed on the Higher Needs Block. These arise in the main from the increased number of requests for assessment of young people and the increasing complexity of needs of some children. A key area of increased demand has been for assessment and on-going support for post 16 young people.

To address some of the key challenges School Forum requested that a working party was established to measure the effectiveness of post 16 packages for pupils with Special Educational Needs.

This report sets out the steps taken by the group.

Progress Report

The group met on the 13th January and 24th February 2017.

Group Membership:

- Mike Locke Headteacher Combe Pafford
- Debbie Main Headteacher Roselands
- Dan Hallam Assistant Principal – South Devon College
- John Demeger South Devon College
- Dorothy Hadleigh Head of Service SEND (LA)
- Matthew Gifford SEND Reforms Project Manager (LA)
- Rob Parr Principal Accountant (LA)
- Rachael Williams Head of Education, Learning and Skills (LA)

First Meeting

The group established the principles of how we would conduct our task. The members agreed that pupil outcomes needed to remain as the first priority, whilst seeking assurance in relation to the current investment being made on post 16 packages.

Members reflected that outcomes for post 16 pupils need to be articulated clearly and form part of an expansive vision for SEND that is agreed across providers and partners. The discussion resulted in the formulation of a vision statement that has been included in the SEND Strategy 2016 -2020.

Our vision is to have effective services in place for young people with additional needs up to age 25. It is our expectation that the education and training offered by post 16 providers will take into account the assessment of pupils' needs and strategically plan to meet the aspiration of pupils during this phase and beyond. This will be reflected in the wide variety of high quality options for post 16 education and training, giving young people the choices and opportunity to work towards their aspiration, ensuring where appropriate that there are pathways into employment and independent living.

To ensure that young people are recognised as full citizens with their own contributions to make to their local communities and society, we will embed and strengthen the process of supporting their transition to adulthood. To do this, we will recognise the strengths of previous experiences, building on effective strategies for continuity and progression, ensuring that transition is a good experience for every young person, leading to strong outcomes.

The Strategy has been reviewed by the Councils Policy Development and Decision Group and is now subject to wider consultation.

Second Meeting

The second meeting focused on how to convert the agreed principles into an effective commissioning framework. The local authority proposed some quality and value for money measures that could be applied to all provisions.

Suggested measures include:-

- Total cost of provision (elements 1, 2 & 3)
- Average cost per student hour
- % of students who complete courses
- % of students who drop out
- % of students progressing in line with original plan
- % of students moving to employment/ training or apprenticeships
- % of annual review paperwork returns
- Ofsted grade

Next Steps

The complexities of measuring value for money across a wide range of providers, catering for varying pupil needs is understood by group. The group has committed to meet every three weeks and take action in between.

The next meeting is focused on the data collection and procedures that are currently used by members, with the aim of creating a consistent process that can be aligned to the original principles.

1. Purpose of report.

The purpose of the report is to provide an overview and summary of progress and developments to the Schools Forum since the last report produced in September 2016.

2. Development of service –staffing.

Recruitment has proved a challenge since a position became vacant in July 2016. Despite repeated recruitment campaigns, we did not manage to find a replacement social worker until recently still leaving a vacant post. Due to the difficulties in recruiting a social worker, we decided to acknowledge the level of safeguarding expertise held by other professionals, and widened the scope of the advert in January 2017. Ironically several social workers applied; however, we were impressed overall by the knowledge and skills of two experienced workers who have accepted the offer of Community Care Worker posts. One is an experienced Designated Safeguarding Lead (DSL), and another has significant safeguarding experience working for the local authority. These individuals will add depth and strength to the team. Both will be in post by the summer term.

3. Children's Services – Multi Agency Safeguarding Hub (MASH)

TESS remains a significant part of the MASH. Although the plan to subject all referrals to a "virtual MASH meeting" did not happen in September, this has been approved within the last week. In theory this should not duplicate requests for information from schools, as the social workers in the assessment teams will not need to send pro formae, having been provided with the MASH information. Schools have been outstanding in turning around short notice requests for information, some providing wishes and feelings from the child using the "Three Houses Model" and this has been invaluable in ensuring that the voice of the child is heard, particularly if there is no social care history for the family. It is appreciated that this proves a significant challenge for schools, but it cannot be overstated that this information can make all the difference to a child's life.

4. Referrals and conversion rates.

Schools are the highest referrer to the MASH. This is to be expected given that children and young people spend a significant part of their life at school. Referrals from schools which are deemed to meet threshold is 40%, this compares to 20% from other agencies. It is difficult to evaluate the impact of TESS on referral processes, due to the fact that only by going through the referral stage does information become available which might significantly affect the outcome of the referral. Previous analysis showed that the majority of referrals from schools met threshold for MASH or Early Help. Further analysis will hopefully become possible as capacity increases within TESS. MASH now notifies TESS of any referrals where consent has not been sought from families where there is no evidence of significant harm, or where the referral is deemed inappropriate for other reasons and these are followed up with individual schools.

5. Contacts with schools.

It was a worry that with only one social worker it would prove impossible to sustain the level of service to schools. This worry was not borne out as can be seen by the table below. (¹ 5 days annual leave ² 2 weeks school holiday) This figure is actually underreported as Natalie

(TESS administrator) also collects information for MARAC, strategy meetings and the Early Help panel which is not included here.

	Sep	Oct	Nov	Dec	Jan	Totals
2016/7	264	266	243 ¹	215 ²	326	1314
2015/6	193	182	120	128	152	775

6. Meetings at schools

In addition to contacts with schools, 78 meetings have taken place on school sites in the period Sep-Jan. These have been either Team around the Family meetings or meetings with parents when school have asked for support. Taken together with the contacts with schools, TESS has had direct contact with every school in the Bay during this period to offer advice or support or to provide information to Children's Services.

7. Future steps

Having now almost doubled our capacity and having maintained the advice and support role by withdrawing from forums where the benefits for schools were not really clear, there is an opportunity to return to the review of TESS and consider what schools would like from the service. For some schools, a regular presence was requested, for others supervision was asked for. Training has been requested on occasion. TESS still has a significant role in the Early Help process, supporting schools with their lead professional role, this despite the fact schools are now being invited to attend Early Help Panel and there is a Team around the Family Advisor (TAFA) in post to assist with complex TAF's. It would now be helpful for schools to reflect and guide the service in the direction where it can be most useful.

Sarah James
Education Senior Practitioner.
February 2017



Meeting Date:	February 2017
Title:	Update report to Schools Forum on CAMHS Primary Mental Health Workers (PMHW)
Purpose:	To provide a CAMHS PMHW summary of progress and developments to the Schools Forum - Sept 2016 to February 2017
Prepared by:	Corinne Foy – CAMHS Service Manager
Contributors:	Paul Winstanley – Team Leader PMHW Jackie Olsen-CAMHS Deputy Service Manager

1. Recruitment and staffing

1.1 Changes to PMHW's during this period were minimal Lorna Martin had left the service in May 2016 and her replacement Terry Beverton (0.5 FTE) started in November 2016. The service has therefore been at full complement since this point.

1.2 It has been identified that the Paignton cluster has the highest level of activity and therefore Terry Beverton has been allocated to support this cluster.

1.3 Previous gaps in service delivery, particularly to the Torbay School cluster led to a decision to reorganise the model of support to this cluster. The primary change is that in Torbay School itself a regular consultation clinic with the Primary Mental Health Service is offered to staff. This is now supported by established workers Kate Watkin & Claire Bird. This appears to be working well and has identified a number of areas where training input would be beneficial. Discussions are currently ongoing to assist in prioritising which areas for training should be delivered by the PMHW service via 'twilight' sessions.

2. Service Model

2.1 Regular cluster meetings are held with key staff from cluster schools where required. These are attended by cluster workers and the PMHW Team leader, and are invaluable in terms of gaining feedback and enabling a swift response to any issues. Cluster meetings provide a forum to discuss the provision of the PMHW resource within the clusters as well as providing joint opportunities to highlight training needs and any other issues pertinent to the cluster.

2.2 It is recognised that each cluster may have different requirements and the service will be flexible within the commissioning envelope to respond to this.

3. Performance

3.1 Detailed contact and activity data is available on a monthly basis from the CAMHS Service Manager. This shows statistical data relating to contact type and duration for all PMHW staff. The report also details the amount of contacts provided to each school.

A brief summary of year to date information September 2016 to March 2017 follows:

- ❖ A total of - 1268 contacts
- ❖ Total duration of contacts – 36795 hours

- ❖ Main location of contact – 72% school site, 14% home and 14% other
- ❖ Total number of referrals from Torbay Schools - 650
- ❖ Training sessions given – 7
- ❖ Number of training session participants - 81

3.2 The CAMHS service collect robust outcomes data from all young people who are engaged with the service. This includes regular self-assessments and session by session outcome ratings.

4. Communication

4.1 The Peri-Natal Practitioner continues to regularly join the early help panel to offer a CAMHS perspective on cases discussed and update on any current/previous CAMHS involvement. The Team Leader attends the pupil referral panel, where all young people at risk of exclusion from school or in need of medical school provision are discussed.

4.2 A CAMHS newsletter has been developed and is being circulated to schools to update on staff changes and general service information.

4.3. A CAMHS 'sustainability' event is planned for 21/2/17. This will celebrate the work of the Primary Mental Health Service to date and consider how best to support schools in their delivery of the mental health agenda post August 2017 when the School Forum funding for the PMHW service ceases.

4.4. The Primary Mental Health Team attended the Emotional Health and Well Being Event organised by Schools in October 2016. A stall was facilitated throughout the day and a presentation on the service was delivered. A second event aimed at parents and organised by Torquay Boys Grammar School was attended in January 2017. Both were well received.

5. Training/Workshop Development

5.1 Bespoke training programmes continue to be designed and delivered according to school clusters requirements. The team have delivered training, to include 'understanding mental health' sessions, self-harm, depression and anxiety, creative ways of working. In addition the team offer a number of training sessions to all professionals working with CYP as part of the wider CAMHS training offer. The team developed a new training session 'How to Help The Angry Child' which was provided to the Learning Pool for the first time during this period with extremely positive feedback received.

5.2 Understanding Your Child's Mental Health workshops for parents continue to be well attended. This is a five session programme (approx. 2 hr session) run every half term and aiming to provide parents with a more therapeutic framework for parenting.

5.3. A 'train the trainers' session to assist school based staff to deliver the 'Understanding Your Child's Mental Health Workshop' within their own schools is scheduled for late February 2017. School delivered versions of this workshop are available to those identified as potentially benefitting rather than limited to those who meet CAMHS eligibility criteria. Previous feedback from schools who have undertaken this training has been extremely positive. Several schools are now delivering their own UYCMH workshops to parents. The Primary Mental Health Team remains available to support these initiatives via consultation / advice.

5.4. In several clusters group work has been undertaken jointly with staff from education or other agencies thereby assisting with skills development across the system. In the Spires Cluster this has included a series of groups using a combination of cognitive behavioural and mindfulness approaches to enhance anxiety management skills. A group using the 'Decider' manual has been delivered and others are imminently planned in several clusters. In the Torbay Cluster a systemic approach to support staff via joint mindfulness groups and reflective practice sessions is now in place. Initial feedback on this approach has been extremely positive so discussions about potentially extending this to other clusters are ongoing.

6. Service Evaluation

6.1 The 'End of year' feedback questionnaire had previously been sent to all schools and feedback was provided in the report to August 2016. Due however to the low return rate it was decided to repeat this

evaluation exercise. Further returns were sought resulting in a total of 21 responders. This is a significant improvement on the initial response rate of ten (10). Responders were primarily extremely positive regarding the service received from the Primary Mental Health Service. Negative feedback regarding prior periods of staffing change and resulting uncertainty in response times was noted. This is available electronically on request from ecotaps@hotmail.com as Appendix 1

6.2 The wider CAMHS service asks CYP and their families to complete an experience of service questionnaire. This feedback incorporates the feedback from the PMHW service and historically has not been possible to separate from the broader CAMHS feedback provided. The questionnaire is confidential but recent process changes will now allow PMHW feedback to be analysed separately from the rest of the CAMHS service. Appendix 2. Available as above.

Overview summary report regarding impact measures for ASC developments

February 2017

The supporting documents, produced by Mary Bruton (Autism Friendly Schools Co-ordinator) which accompany this summary report, list a variety of impact measures which are starting to emerge from the 1st cohort of Autism Champions who are now in their 2nd year of training. The first cohort consisted of 17 teachers from 15 provisions who expressed an interest in enhancing the experiences and understanding for students with ASC traits / diagnosis within their establishments.

The Case Studies (below, pages 3 – 12) portray the variety of approaches and impacts which are emerging, and show that students are encountering a more positive and responsive approach. There is a greater understanding of the difficulties ASC students encounter, and how these impact on their day to day experiences. Students who were previously unhappy and struggling in their mainstream school environments are now far happier, and feel that they have staff who they can seek out when they encounter difficulties.

The ASC Champions have also cascaded information to staff and colleagues within their organisations and utilised the resources which have been made available. This has therefore created a wider impact within the schools, and more staff are becoming aware of the strategies and approaches which can be adapted.

Parents are reporting that they are noticing an impact on their children, and feel that they are better supported, and happier individuals.

Within the Bay we now have more schools who are more confident in meeting the needs of students with ASC.

The ASC Champions have direct access to the Autism Friendly Schools Co-ordinator, and the staff within the Enhanced Resource Provisions at Preston and Brixham College. This access to a greater level of expertise and knowledge ensures that they have immediate access to advice when they need it.

The 2nd cohort of teachers has also recently started their training and training for 33 TA's has also been put in place.

The range of approaches is providing a wealth of learning experiences and the staff who are undertaking this training are very committed and wish to make a difference for the students within their provisions.

Dorothy Hadleigh, Head of SEND

20th February 2017

Autism-friendly Schools Project Progress Report: Sept 2016 - Feb 2017

Seventeen Champions from cohort 1 took up the challenge of changing the culture within their schools and to improve their autism-friendliness. The schools are: Brixham College, Eden Park, Churston Ferrers, White Rock, Kings Ash, Oldway, Sherwell Valley, Torquay Girls' Grammar, Torquay Academy, Barton Hill, St. Marychurch, St. Cuthbert Mayne, Homelands, EOTAS and The Spires.

Each Champion has submitted an action plan which prioritises the needs in the individual schools. The plans are linked to the AET (Autism Education Trust) Competency Framework. The activities range from providing CPD to teachers and support staff, implementing new procedures and processes to support pupils with autism across the school, advising and providing guidance to colleagues who work with pupils with autism, direct work with pupils with autism to remove barriers to learning and participation and making links with parents. Case studies in the appendix demonstrate the impact of their work.

The Autism-friendly Schools Co-ordinator has visited each Champion in their schools on two occasions to discuss action plans and offer support and challenge.

Cohort 1 Champions may be contacted and visited by other schools for advice, guidance and strategies to support pupils with autism.

In November 2016 we ran a Tier 2 training day.. All Torbay schools were invited to participate in the training which was a repeat of training offered in December 2015. It was open to teachers and teaching assistants and there were two aims. One was to identify teachers who might wish to become an Autism Champion (preferably in schools without a Champion already), the second was to further promote awareness and knowledge of autism across the Bay in order to improve pupils' and their families' experience. There were 45 delegates, some of whom were teaching assistants.

From the training we have 9 further teachers who have started their Tier 3 Autism Champions' training. They are from: Combe Pafford, Torre, Preston, Torbay School, PCSA (2), Kings Ash (replacement) St. Cuthbert Mayne and Brixham College.

We are running a further Tier 2 training day on 23rd February specifically for teaching assistants in schools where we have existing or trainee Champions. This is to build capacity to further support pupils and improve the autism-friendly culture within the schools. At the time of writing 33 delegates are signed up.

In January 2 LEGO-based Therapy Workshops for teachers were run. LEGO-based Therapy is a small group (two or three pupils) intervention which works particularly well with primary-aged pupils with autism (although can be adapted for secondary-aged pupils) that promotes speech and language and social communication.

In conjunction with a Speech and Language Therapist, the SENDCo, the Autism Champion and Communication Lead at White Rock have put together a two hour

workshop which includes the theory of the intervention, how to set up an effective programme along with a video which exemplifies how it works. The workshops took place after school. There will be a further workshop in the afternoon for teaching assistants. Participating schools have been provided with a book and starter LEGO resources funded through the Project. The parent representative on the AIG approached Sainsbury's who provided some of the LEGO through their sale and made a £30 donation to the Project.

Twenty-eight schools have participated in the workshops and the feedback from the evening workshops has evaluated them 100% excellent in the areas of: meeting the aims of the event, materials supplied and overall evaluation. My thanks go to the Speech and Language Service and the staff from White Rock for their time and the excellence of the training. Schools will be followed up to examine the impact of the workshop in the summer term.

Autism Champions' Network meetings have taken place each half term since March 2016. Each meeting has a speaker and an opportunity for Champions to share any issues and discuss good practice. Champions have heard from Donna Mepsted, Portage Worker and parent of a child with autism, Charlotte Child, Speech and Language, Debbie Mansfield, EPS, Peggy Seddon and two Sixth Form students with autism from Brixham College. All speakers have enhanced the Champions' knowledge and understanding of autism and services that support families and individuals.

The most profound effect on Champions was when they heard the young men from the College whose parents were also there. One Champion refers to the effect in her case study. The parent of one of the students told me of the effect on her son of speaking to the group. She said, 'I perceive a little self-acceptance creeping in.' The significance of the comment is that her son has long believed that he should not be alive as he is 'a genetic mistake'. The opportunity for him to speak would not have happened without this project.

Mary Bruton

Autism-friendly Schools Co-ordinator

February 2017

CASE STUDIES

Mayfield Special School case study

I teach a yr. one class of nine pupils, seven with autism, at a special school in Torquay. I wanted to write a case study on the importance of transition.

I was advised that I had a new pupil starting with me on the Monday after the weekend. This was on the Friday. My deputy rang me at home (I do not work on Fridays) to inform me. I expressed frustration at the lack of any proper transition for L.Z. She explained that mum had visited Mayfield and had broken down in tears because her son was very unhappy at his current school and not coping. Management had decided that the move needed to be immediate because of this.

I have always felt good transition is paramount for settling a child's anxiety in any situation but especially when a child is moving from home to school or school to school. This is especially true of children with special needs and specifically autism. Having learned about the impact of 'social stories' on my autism champion training, I knew the importance of preparing a child with autism for change. I had previously made a 'social story' booklet for a pupil who was going to Euro Disney on the Eurostar. The parents of this child had found it incredibly helpful in preparing their child for this holiday and were grateful for the support. We then went on to make this same child a 'social story' for visiting the dentist and again, it made a usually traumatic experience, a positive one. I made 'social stories' for pupils moving up to the next class at the end of the year so that over the summer holiday, they could continue to understand and then accept the change which was going to happen and start to see it as routine.

With the permission of my deputy head teacher, I rang L.Z's family to ask if I could make a home visit at the weekend before he was to start. The family are Polish and have lived in the UK for two years. Polish is spoken at home within the family but English is understood and spoken, a little. The family were happy for me to visit and so I went to the family home on the Saturday afternoon.

When I arrived L.Z was playing with his father and a large assortment of small world animals. I went in to the main living space and spoke at length with his mother about L.Z's needs. She had already taken part in portage training and had contact with John Parke's unit for speech and language therapy and support. She was able to tell me about her son's sensory processing disorder and specifically about his behaviours. She shared his previous school's home school books. She told me, when he says 'papa' it does not mean 'daddy' it means 'finished'. This was very important as he was being misunderstood at school a lot over this word. She also told me 'thuli' means he wants a hug.

I played with L.Z for a short while, sharing his toys, letting him smell me and acquaint himself. I shared with him a simple 'social story' about him starting at Mayfield on Monday morning. He repeated some key words after me and took the book off to show Dad.

When he arrived with Mum on the Monday morning he recognised me, he smiled and took my hand. He had no issues in leaving mum. He stayed until 1.30pm for the first two days, 2.30pm for the next few and then started on school transport the following week.

His mother wrote in his home school book, that he said at home, that this was the best school he had ever been to.

L.Z's mother and I correspond daily in his home-school book and continue to discuss his behaviours and needs which are still prevalent. I do feel however, that the open communication between myself and the family, the attention we did pay to transition and the autism friendly environment all helped L.Z's anxieties to reduce during what could have been a stressful transition period.

EOTAS

1. Due to the nature of our service we often have students that go through the process of assessment for Autism very late. This happened to be the case for one family whose son had been referred to us for anxiety and depression. TF aged 13 (Child) had withdrawn from school in year 7 and mum had moved over to EHE but felt that her son required a higher level of educational input.

During the period of assessment TF really struggled with his siblings and mum grew concerned about many of his unusual behaviours whilst at home. TF rarely sleeps and goes into what the family have named 'T's World', in which he will jump, spin and make random noises at a loud level throughout the evening and night. TF struggled in the dynamic household and found change very difficult to accept. At times he heard good and bad voices telling him to do things (thoughts and trying to work out situations from his day).

As a result of the training I had undertaken whilst on the level 3 Autism course, I felt able to support mum and the family more than I otherwise would have been able. I was able to print and laminate now and then timetables; for help with change and short term planning structure within the family. I also supplied laminated emotion cards to the family, so mum could use visual stimulus when discussing what was upsetting him.

I was able to meet with mum at the family home and discuss options for helping TF prepare himself for the day. We looked at having a set menu and letting TF know what he would be having for tea that night in the morning. I felt able to give supportive comments and strategies that might be useful to them. I made sure that the family was aware that all of these strategies would be do no harm even if the diagnosis was not Autism.

TF has an Autism diagnosis and I am still in close communication with the family. We have recently had to make adjustments to his timetable, for a short period, whilst he was struggling with the changes in his school class members. Through the training I am able to talk with mum and offer solutions, something I would struggle to understand and complete without the knowledge I have gained.

2. Another case, in which I feel I have been able to have an impact, is also with a student who has only recently been diagnosed within the last 18 months; he is now a year 11 student. I have had to lead training through weekly meetings and also INSET to help staff understand Autism to a greater level. There was a feeling amongst members of staff that the young man was being rude and behaving in ways that were deliberately done for impact. I felt I was able in this instance to offer information into why certain behaviours may be escalating and also look for strategies (including a step by step flow diagram, of lesson instructions, staff have taken this structure message on board and now implement this in their own individual ways) which may help the student's engagement.

There was an occasion in which a member of staff was upset with the student for refusing to enter the room. In this instance I felt able to discuss the reasons this may be happening, such as the door was closed when he arrived, the desks were laid out differently, the student had to sit in a different seat or was another student in the room in a different space. I would not have been able to have this conversation with the staff member had I not been on the training.

I feel that through the training and advice I have offered, staff manage day to day situations with the student with a greater sense of awareness. This is particularly noticeable with the GCSE mocks that are currently being given. Staff are aware of the students' struggles with concentration and management of tasks and are working as a team to help him prepare for this period of time, they do not take it personally when he is over stimulated and needs a break.

The Autism training has given me the ability to guide and lead my team in working with Autism within their classrooms. I feel that I wouldn't have been able to do this with confidence previously. It has also made a difference to my own practice and understanding of the condition, which in turn has helped me work with different students in an appropriate way, which works for them. I have

found I notice more, for instance if I am not in the classroom before the lesson starts with the door open ready the student is not able to enter the room. Also that closing the door after the student has entered is important for them to be able to begin.

The Spires

BB tends to suffer from anxiety and panic attacks. This is exacerbated by the stress of approaching exams. I have met with BB and discussed what the triggers are for these attacks and what strategies we could put in place to help her. We meet fortnightly to discuss any issues that has arisen and I have given BB an exit card to use if her anxieties become overwhelming. I have created an 'Autism Base' which BB uses on a daily basis. She has a drawer with resources such as an adult colouring book, pens, sandalwood oil and a workbook giving information about Autism. I also emailed and spoke to all staff who work with BB to discuss how best to support her and provided resources to help teachers and support staff do this. I am in regular contact with home to keep her Mum up to date but also to ensure I know of any issues which may have arisen at home. BB seems much happier and is managing her anxieties well. She has also agreed to help create materials for a staff training session on Autism.

Parent feedback: As a parent of a child with ASD, the A room has been hugely beneficial for my daughter B. She was fortunate enough to be one of the first invited to the room in its infancy and as such she really does see it as a safe place to go. She feels she can go there when things get too much for her. B struggles with crowds and noises so break times and lunch times have been torture for her. She now goes to the A room and enjoys her break times. As a system within the school I cannot praise it highly enough and would like to thank everyone involved from the bottom of my heart.

'Calm and Quiet' club

I have created a 'calm and quiet' library session aimed at giving Autistic students a time every week which is in a safe and calm environment. Only invited students are allowed to attend and the library is closed to all other students. Initially it was four students with Autism or students who are going through the diagnostic process who attended the group. The students initially took part in individual activities (computers, board games and reading were all available). The students seemed to benefit from spending time with other students with Autism and gradually began interacting more freely. JT is a Year 7 student who is currently awaiting a paediatrician appointment. He was initially very quiet and did not engage with the other students but over time he has begun to chat and play games (Battleships is especially popular) and is gaining confidence all the time. The group has now widened to include a few carefully chosen students from the same year group and friendships are developing. I believe the group has enabled these students to interact more freely and with more confidence.

RC was recently diagnosed with Autism and struggles to focus in lessons and can become disruptive. I meet with RC every week to discuss progress and identify difficulties. We are using The Incredible 5 Point Scale to allow RC to manage his anxiety and to identify when his anxiety is building so that he can begin to self-manage the situation. I have given RC an exit card to use when he feels that he may reach the top of this scale. He will then come to me where he manages his anxiety by setting a five minute timer and either reading or working on 'Artistic Autistic' colouring. He is beginning to manage this without prompting. RC was part of the student voice group who planned the Autism Base and although he uses it only for meetings has said that knowing the room is there helps with his anxiety. I am in regular contact with RC's parents and ensure that any information is given to staff when needed e.g. when he has had a difficult evening/morning. RC has now been moved into my set for English and we have created an 'office' for him in the room to help avoid distractions. I also ensure that he has a schedule of the lesson available which has had a marked impact on his concentration and quality of work. I have emailed his teachers resources and ideas of how to support RC in lessons. RC also attends the 'Calm and Quiet' club which has enabled him to form friendships and interact with students in a safe space. RC is also helping to create resources for staff training and assemblies on Autism.

JT is a Year 7 student who is in the process of being diagnosed with Autism. He is a quiet boy who tends to bottle up anxiety until he gets home. Both JT and his Mum were very anxious about his move to secondary school. I have ensured I have contact with Mum every few days so that any issues can be dealt with quickly (for example, he struggled with doing his tie after PE and I emailed his PE teacher to explain this was a focus of his anxiety). JT is very literal and can get upset when general statements are made. I emailed his teachers and support staff to ensure that they were aware of this and to adapt their language for JT. I meet with JT on a regular basis. Organisation is a focus for our meetings and we have agreed that JT will attend homework club every week alongside one lunchtime and that homework will be kept in school to avoid it getting lost. I will email teachers to get any homework tasks which may have been misplaced. JT also attends the 'Calm and Quiet club' on a Friday. I am planning to continue working with Jake and his Mum whilst they complete the diagnostic process.

Parent feedback: Since before starting at secondary school, J has been very fearful of the change and all that came with it, so having Mrs H (Autism Champion) who we could both go to for any issues or worries has really helped J and myself. For J it has helped him for so many reasons;

- * he has a safe person to go

- * for help when something unexpected has happened and didn't know what to do

- * for lost homework/PE kit

- * looks forward to his Friday club with Mrs H as he knows he will enjoy this with no pressure or anyone being unkind,

- * to have someone he knows

For me it's lovely to have one person I can go to when J has come home with something that I can't help with, to know that J has a go to person is a great comfort for me, also for anything I think he needs or could do with extra help, Mrs H has always sorted it straight away, which puts my mind at ease.

RR is in the process of being diagnosed with Autism. He has accrued a large number of behaviour points and has been internally excluded. RR has now been moved into my tutor group and we are having weekly meetings to discuss any problems. His parents have said that they are struggling to cope at home and I have sent some resources to help support them. We are using the Incredible 5 point Scale and this seems to be helping him focus on when his behaviour deteriorates. RR has been given an exit card to use and has used this to try and manage his anxiety. I am in regular contact with home to ensure any issues can be addressed swiftly.

St Marychurch

CONTEXT - how he presented, his strengths and needs

S has attended our school since September 2014. I was his Teacher during Nursery and Reception. He was diagnosed with Autism in March 2015. S had a familiar adult appointed as his 1:1. He was very settled during his time in the Foundation Stage and made good progress both academically and socially and emotionally.

S has found settling into Year One hard. His Teacher met with the school Inclusion Manager and 1:1 to discuss concerns. Lots of changes were suggested and there were discussions of Special School. Some of the concerns are listed here:

- S walks around the school and interrupts others learning time.
- S wasn't going out to play as he wouldn't wear a coat.
- S having food as a reward.

ACTION - how the school has responded to his needs

Although I did not attend the meeting, I read through the minutes and the actions they had agreed and gave some ideas or suggestions.

- I believe that S should have a purpose to his walks sometimes, but he also used to use them as a sensory down time – does this still happen? I agree that he should not walk into other classes during learning time. However, part of this may be due to his anxiety around needing to know who and what is in that room, what it looks, smells and feels like to be in there – thinking especially about the office here as he used to love shredding – could he have this as a job, linked to one of his walks?
- Does S have to wear a coat? Some children with Autism can find it distressing to wear a coat, or some don't feel the cold.
- Food was not being used as a reward but as a motivator. The Early Bird book talks a lot about motivators. Some children with Autism do not understand emotions and feelings. Hunger could be something S is feeling but not understanding it and so he is displaying unwanted behaviours. Also some children with Autism like to have something to chew on as part of their sensory processing needs – I know S had a chew buddy in Foundation stage. If the food is taken away it would be imperative for S to have another motivator.

IMPACT - how he presents now, his strengths and needs

- S now has a symbol on his visual timetable for when it is time to walk – whether that is a walk to complete a job or a sensory walk. He goes to collect printing as part of his day at school. There have been less interruptions to others learning as he is not wandering in and out of classrooms.
- S played outside without a coat for a number of weeks and then began wearing a coat again. Being able to play outside again allowed him to 'run off some steam' and increase his social interactions.
- Food is now not used as a motivator. Stickers and the use of LEGO are working instead. S uses his chew buddy during lesson time.

St Cuthbert Mayne

Background

AW is a year 8 boy who had perceived behavioural problems when he joined us at the start of year 7. Last summer, he received a formal diagnosis of autism. Over the first half term of this academic year, the SIMs behaviour log indicated key behavioural issues in the following:

- Not following instructions
- Fidgeting
- Disrupting others
- Refusing to work
- Arguing back
- Being rude to teachers in lessons
- English - refusal to write, resulting in several parkings
- D+T - being rude to the teacher, not following instructions and seeking distractions (particularly frustrating as in Art, with the same teacher, AW is quite pleasant).
- Science - not following instructions and writing very little in lessons.

Observation and intervention

Having reviewed the behaviour profile with the SENCO, I then observed lessons in late November where most of the incidents were taking place - Science, English and D+T. I looked at the teaching and learning atmosphere, routines and expectations and level/form of instruction. I then fed this back to the teachers and suggested strategies that could be used. Amongst others, here are the key ones:

- Slow pace down
- Keep to routine with the whole class
- Use visuals to support, especially printed sheets to reinforce whiteboard information
- Move to a seat with less visual stimuli
- Reduce verbal instructions and don't stack questions
- Wait for a response

- Praise processes and not outcomes (eg, making effort, social interactions, rather than the final grade)

Outcomes

AW has made positive progress since feedback to staff:

- Behavioural incidents have reduced (4 incidents in the last 4 weeks, rather than the 21 incidents in a 4 week period last November 2016)
- English: the teacher indicated that AW was more biddable and able to begin written tasks. Moving his seating position and using visual reinforcement to scaffold helped considerably.
- Science: more productive with knowing the sequence and order of work due to seating move and use of visuals.
- D+T: Teacher and student relationship improved when it was pointed out to AW that his Art teacher (whom he gets on with very well) was actually the same as his D+T teacher. In addition, the classroom environment was adapted to consider less stimulating 'office'-style spaces

Teachers have fed back through a survey to indicate positive impact of this approach by the Autism Champion at STCM.

Next steps:

- I will be observing AW in his literacy intervention session to see where we can develop opportunities for curriculum and learning around social interaction. To take place early February.
- Develop student voice to get more of AW's feedback on what is working for him
- Develop communication / forum with AW's parents to continue to work more holistically on routines, expectations and strategies

Torquay Academy

Since beginning my role as the Autism Champion for Torquay Academy, I have started running Social Stories with two key students. For the purpose of this case study I will focus on OG who I commenced Social Stories with back in October. This student is in the process of being diagnosed with Autism but the school is already treating him as if this is the case. The Social Stories sessions I have with him are part of this provision.

OG has had a difficult time at secondary school. He has been excluded many times – often relating to his reluctance to follow instructions – perhaps an element of his Autism. OG also finds it difficult to accept some rules and does not understand why he should sit through a class if he doesn't like the teacher. The Social Stories sessions are all planned around situations that OG might find it difficult to deal with in a classroom setting. Some difficulties are too ingrained to solve at this stage and therefore OG has been given a fresh start with a new teacher in some subjects, for example English. OG is pleased with this outcome and feels more comfortable in his lessons as a result.

Whilst no formal feedback has been gathered, OG has told me verbally that he finds the Social Stories sessions useful and that it helps him to imagine how different people in different situations can feel. Most of the sessions are aimed to develop his sense of empathy and this is something we are still working on. OG has been issued less detentions this year, which could be partly attributed to the Social Stories workshops.

In addition to this I created a 'One Page Profile' for OG to help teachers understand his needs. This has been a powerful tool and many teachers have appreciated the support with OG as his behaviour can be very difficult to deal with.

Eventually, I hope that the provision put in place will act as a preventative as opposed to reactive measure to help OG and his teachers build a positive relationship so that OG can achieve the good grades he is capable of at GCSE next year.

Sherwell Valley

1. JH is in our nursery and has only been recently diagnosed. Mum has found the diagnosis quite stressful and worrying. During a meeting, she mentioned that she would love to talk to other parents of children with Autism as one of her biggest concerns was how J would move through our school. I suggested a coffee morning for all our parents which would be an informal and relaxed time to have these discussions. This has proved really popular with all our parents and the first one is happening just before half term. It will be attended by both me and the SENCO and my hope is that our parents can discuss and ask questions of both each other and us, with the help of some coffee and biscuits!

2. KM is currently in Year 2 and can into Reception with his diagnosis. I previously taught K in both Reception and Year 1, so know him well. Over the last few months K's behaviour has deteriorated and his teacher came to me for help. I had a discussion with the teacher and quickly established that his home life is going through a difficult time and that his usual 1:1 is on long term sick leave. I have now re-established his reward chart that worked well for him previously, as well as allowing him time to come out of class. He loves cars and trucks, so when he needs some time, he can come and play with the cars in my classroom. I am also having regular drop in sessions with him to see how he is getting on. K's teacher has reported that there has been an increasing improvement in his behaviour, however he is still struggling. I am continuing to monitor him.

3. PG is in Year 5 currently and has a 1:1. His parents have expressed quite strong concerns about him going to secondary school. The main one is choosing the correct school for P as he is a shy and reserved boy who can struggle to make friends. The SENCO and I set up a meeting to discuss his transition to secondary school and I took some of the AET resources (a parents and carers guide to finding a school) to show his parents. I asked them to take them away and have a look and then we are meeting again in the spring term. I also suggested that I could come with them on some of the open days and I also gave them the names of the other Autism Champions in the secondary schools they were interested in. The parents went away more confident and I hope we can continue to help them in their decision.

Oldway Primary School

In a Stay and Play session, for our pupils who have autism and their parents, difficulties with transition from primary school to secondary school had been discussed. As part of my role of Autism Champion, I liaised with the Autism Champion at Brixham College, which has a specialist provision for pupils with autism, and arranged a visit for three of our Year 5 pupils and their parents. This was an extremely successful and positive experience for our pupils and a valuable opportunity for our parents to visit the school and the provision unit, meet key members of staff and ask any questions. Following the success of this visit, a parent had asked for another transition visit to Churston Grammar School, which again was a positive and successful visit and allowed the pupil and his mother to meet staff members and have a tour around the school. Due to the anxiety levels of these particular pupils, these transition visits were arranged for after school when the schools were quiet and not busy. Further transition visits will be arranged for these pupils throughout this academic year.

As part of my role of Autism Champion, I am now responsible for the performance management of key staff members who work directly with our pupils with autism. This has involved observing each staff member working with pupils, and providing support and resources for them. Two members of staff, who work directly with pupils with autism, had requested additional autism training as part of their performance management. Through the Autism Friendly schools' forum, three of these key staff have now attended Tier 2 Autism Education Trust training. This valuable training will enhance their knowledge and understanding, and provide support and resources when supporting our pupils with autism.

Eden Park

At the beginning of the year DC presented very challenging behaviours which posed a risk to himself (frequently running out of the building) and displayed very low self-esteem. Adults within the phase have been made aware of his needs, his risk assessment and ways to best support him. We have put into place 'box time' which is used in addition to a daily end of day treat (which must be earned and is related to being in the right place at the right time and doing the right thing) and regular brain breaks. Box time is used in the afternoon when DC has completed an appropriate amount of work. He has chosen what is in his box and can use what he likes during that time. We have also introduced an 'I'm amazing' book to boost his self-esteem. A social story has also been shared with him to help him to understand the danger he sometimes exposes himself to. Continuing from last year, he has a 'safe space' which he is encouraged to use once it is noticed that he is becoming anxious. He has a card to show adults to stop them from interacting with him while he is in a highly anxious state. DC also benefits from having quite a lot of adult support and has a particularly good relationship with one TA. All of these strategies combined have led to DC becoming more confident and showing risk-taking behaviours much less frequently. Writing was a subject that would once cause DC to become anxious as he would automatically assume that he wasn't any good at it and didn't want to fail. He now has a far more positive attitude towards writing and has even been heard to say, "I want to write!" This shows huge progress compared to the beginning of the year. In general he is now far calmer, uses his safe space less frequently and demonstrates risk-taking behaviour less frequently.

Churston Ferrers

JM has been struggling with friendships at school. His mother is considering pursuing a formal diagnosis, but is clear that something had to be done to support him and his peers in the short to medium term, diagnosed or not. I have structured a Lego Mindstorms club around JM and this has proven to be an effective way of allowing him to 'fit in' and experiment with different strategies that he might employ in order to work better with peers and get across his undoubted abilities in a more socially acceptable manner. A good relationship with JM has allowed me to take on a separate mentoring role so that we can explore ways of transferring his coping strategies to different school situations. Mum has reported the positive effect that the Lego club has had. Peers are also becoming far more accommodating and let certain behaviors go. Mum, JM and I have great hopes for ongoing mentoring.

Brixham College

L had a disrupted secondary school experience in KS3 and KS4, this led to him having increased anxiety and mental health issues. He came to us at Brixham College during Year 11 from an independent school out of area. He gained some 6 good GCSE results being mainly self-taught from January 2015. He started 6th Form in September 2016 based at Brixham College where he started Physics and Maths A-Level with Computer Science A-Level being studied at Churston Ferris Grammar School. He travels between the two sites by taxi.

L settled into 6th form quickly and exceeded our expectations with regard to his ability to cope with the change and being part of a mainstream school. By half term he was, however, struggling with three A levels and complicated time table arrangements. He was finding Maths particularly difficult. This was caused by gaps in his knowledge due to being self-taught at GCSE. As Autism Champion, I am able to provide L with a personalised service, speaking to him regularly each week. I liaised with 6th form staff directly, reminding them of the barriers L faces and could advise them of how best to approach them. I was in frequent contact with his mother to explain what was being done to support L and to allay her fears. I worked with the LA, L and his family to remove him from Maths lessons this year with the aim of getting L to do a third year of A-Level Study to do his Maths A-Level.

He will start a Further Maths GCSE this year to help fill the gaps in his knowledge and he will have one-on-one tutoring sessions to help with this. The extra time he has will be used for private study for his Maths and his other A-Levels. The timetable for Liam is as follows:

Year 12 – Complete As in Physics and Computer Science, start Further Maths GCSE,

Year 13 – Complete A-Level in Physics and Computer Science and GCSE in Further Maths,

Year 14 – Complete Maths A-Level and an additional qualification to be decided in Year 14 with Liam.

I worked with L to find a quiet space in the College where he felt comfortable to undertake his private study.

This has reduced L's anxiety and he is currently working at a 'B' Grade level in Physics and Computer Science. His attendance is 100% and his punctuality is excellent.

L spoke to the Autism Champions at their network meeting.

Extract from an email from L's mother:

'I am sending a quick hello with a big thank you for setting up LS with a future!

He's not been managing A-level maths owing to the great gaps in his learning - (I appreciate Mr W for his straightforwardness - if there is such a word!) - And Mr N *- oh! my gosh! He has been sooo busy sorting things, all coming into fruition with Liam this evening agreeing to the proposal. (do Higher Level at GCSE and then stay on an extra year for A-level maths ... L could not be persuaded to the idea through me - Mr N* sorted it!)

*Autism Champion

Torbay Schools Forum
Challenging Behaviour Project Update
February 2017

Introduction

The Torbay Schools Forum (TSF) agreed to allocate £400,000 a year for three years to invest in a project to improve outcomes for vulnerable children with the expectation that this would also lead to cost savings with fewer children needing to use expensive out of county provision. Initial research led to a focus on two specific areas:

- Challenging behaviour
- Autism

Two task and finish groups of headteachers and others were established and their plans agreed by TSF in June 2015 with the projects commencing September 2015. An overall steering group and two implementation groups were established with £150,000 per annum allocated to each implementation group.

Actions

The steering group (chaired by Roger Hughes who chairs Torbay Schools' Forum and TAPS) provides the link between the implementation groups and the TSF and monitors and provides oversight for the overall project. Work includes:

- supporting a pilot for 'Stitch (in time)' which is an early intervention multi-therapeutic and intensive approach to working with very young children and their families where there are significant concerns about behaviour. It is intended that the pilot will take place after Easter in 2017.
- analysis of case studies, out of county placements and other information in order to inform future actions;
- developing ways in which the effectiveness of investment in these matters can be assessed;
- supporting the introduction of a head of service for vulnerable learners. The main purpose of the role will be to find ways of supporting children and young people who do not have SEND so that they are not excluded from school or placed in out of county provision. Part of this is the development of alternative provision in Torbay;
- establishing greater accountability for managing the exclusion process.

The Challenging Behaviour Implementation Group (chaired by Adam Morris of Watcombe Primary) has agreed an action plan the main points of which are:

- exploring how potential problems are identified in very young children, what steps are taken and how information is passed on. This is a multi-agency approach linked to early help and improved communications between health and education services;
- Implementing and monitoring effects of intense outreach provision from Chestnut; two staff have been appointed and are providing full time intervention with the child, family and school where there are extreme concerns about behaviour of primary aged children who are highly likely to be excluded from school;
- investing in a network (training, supervision and good practice) of FSWs to improve provision and impact;
- the network of behaviour leads from secondary schools are sharing good practice; investigating joint training with the intention of introducing good behaviour champions in each school; developing a joint commissioning approach to develop and quality assure providers of alternative provision to make sure that there is good value; training support assistants in emotional literacy to support the most volatile students; and informing the development of the assessment service.

If you would like further information or would like to get involved please contact the relevant chair.

Nona Rushton: Intensive Outreach Worker: Autumn term 2016
Chestnut Outreach



Days in school: 55 – by 23rd Dec (Kings Ash 16 days, Sacred Heart 15 days, Curledge Street 24)

Key: **School**, **Admin**, **Training**

School	Outreach Worker	Agreed actions implemented?	Impact R A G	Monitoring Visit R A G	Start date	Finish Date	Days/ Weeks	Other info
Kings Ash	Nona Rushton	some	A		2.09.16	27.9.16	3 weeks 17 days	1 day attachment training
Paper Work	Nona Rushton				28.9.16	30.9.16	3 days	End reports for KA & prep for S.H
Sacred Heart	Nona Rushton	Yes	G		3.10.16	2.11.16	15 days 3 weeks	3 days of training 2x Thrive 1x attachment, 21.10.16 Team Teach Training, Holiday (see below)
Paperwork	Nona Rushton				24.10.16	25.10.16	2 days	3 days holiday 26.10.16-28.10.16
Curledge Street	Nona Rushton	some	A		7.11.16	Planned end (25.1.17)	End of term: 24 days End of placement (6 weeks 32 days)	2 days of training Thrive 1 day safety training 1 day attachment training
Paper work	Nona Rushton				20.12.16	23.12.16	3 days	Attachment research, Report writing, 1 day holiday



55 days in school. Training 8 days. 6 days admin. 3 days holiday (during half term)

Admin: 6 days (reports, meetings,)

Training: 8 days (Thrive, Attachment, Personal Safety for lone workers, Team Teach)

56 days in school 14 days Admin/Training = 70 days

My first placement at Kings Ash ended earlier than anticipated due to the primary referral child moving to Chestnut. The second child made significant progress & was deemed to no longer be at risk of exclusion. In addition, a large amount of work had been carried out with the school during Term 3 2015-16, and work had continued with both families during the summer holidays.

Following a request for urgent support from panel, a time-limited piece of work was agreed to support Sacred Heart with a child at imminent risk of exclusion. Due to pre-booked training, Sacred Heart received 15 days of support, working with 1 child & supporting another within the same class who was awaiting intervention from the lower tier Outreach Team. Although there was opportunity for the family of the referred child to receive further support during the half term holiday, this was not accessed due to the family being away.

The work carried out within Curledge Street is due to end on 25th Jan. By the end of last term, the school had received 24 days of support (although I was unwell for 5 days).

Sam McGregor: Intensive Outreach Worker: Autumn term 2016
Chestnut Outreach



School	Outreach Worker	Agreed actions implemented?	Impact R A G	Monitoring Visit R A G	Start date	Finish Date	Days/ Weeks	Other info
St Margaret's Academy	Sam McGregor	Y	G	G	19.09.16	20.10.16	5 weeks 22/25 days	3 days of training 2x Thrive 1x attachment, 21.10.16 Team Teach Training
Paperwork	Sam McGregor				31.10.16	01.11.16	2 days	Weeks holiday 24.10.16-28.10.16
Galmpton C of E	Sam McGregor	some	R		02.11.16	25.11.16	3.5 weeks 16/18 days	2 days of training Thrive
Paper work	Sam McGregor				28.11.16	2.12.16	5 days	Report, Attachment research, Home support (ZB Galmpton) School prep, Observe Outreach, shadow Nona for Family support training
Thrive	Sam McGregor				5.12.16	6.12.16	2	
Chestnut	Sam McGregor	Y	G		7.12.16	9.12.16	3 days	2 days admin 12.12.16-13.12.16 Supervision, School Meeting, Observations
Watcombe Primary	Sam McGregor				14.12.16			16.12.16 Home visit, Lego Therapy, school prep.



Days in school: 42 (St Margaret's 22/25 days, Galmpton 16/30 days, Chestnut Annexe 3, Watcombe Primary 2)

Key: School, Admin, Training

2 week Induction: 12 days (Observations, Meetings, training, shadowing Nona Rushton, shadowing Outreach Team, initial school visits - 01.09.16-16.09.16)

Admin: 10 days (Office, observing other Outreach, reports, meetings, shadowing, home visits)

Training: 8 days (Thrive, Early help, Team Teach)

42 days in school 30 days Admin/Training = 72 days

My first 12 days start 1st September 2016 – 16th September 2016, comprised of induction and orientation. I shadowed the other IOSW, attended meetings with schools with Amanda, observed the lower tier outreach workers and prepared for starting at St Margaret's Academy. This is time which will not be repeated as it was a one off, 12 day period.

St Margaret's received 5 weeks of support due to my 2 week induction and half term. Of the 25 days they received 22 because of 3 training courses.

Galmpton Primary was due to receive 6 weeks of support plus an extra 3 days as I started 3 days early on the 2nd November 2016, this was the first week after half term following 2 days admin for paperwork from St Margaret's. They received 16 days of that support, 2 days were taken up with training, making 18 in total. The IOS was put on pause whilst ZB was removed from school by mum as a key adult who ZB could work with was sought due to staffing complications which arose.

Autumn Term 2016 had 56 days allocated to working in schools. 72 days in the term, minus 12 days for induction and 4 days of report writing in 2 blocks of 2 days. Of the 56 I worked 42 days in schools, 8 of those 56 were taken by training, 6 became unforeseen admin days. The 6 days extra admin consisted of report writing, home visits, self-study, meeting with a family support worker (Mark Kime), Observations of lower tier outreach workers and shadowing the other IOSW on a home visit (Continuing Professional Development). Due to absence of the IOSW Team Lead (illness) a decision as to where I could be best used was not reached until later on.