

Department for Children and Schools

---



## Inclusion Service

---

Behaviour Strategy 2018/19

---

# Contents

- 1** Foreword
- 2** Statutory Requirements
- 3** Who are the pupils with Behaviour, Emotional Social Difficulties
- 4** Local Context
- 5** Key Agencies in Developing Support and Provision
- 6** Roles & Responsibilities of the Specialist Outreach Teachers and Youth Engagement Officers
- 7** Roles & Responsibilities of the Schools
- 8** The Team Around the Pupil Parent and Setting
- 9** Special Provision for Individual Pupils
- 10** Accessing Specialist Services and Provision
- 11** Monitoring and Evaluating Pupil Progress and the Effectiveness of School and Specialist Provision
- 12** Key Actions for the coming period (2018-19)

## 1 Foreword

- 1.1 The purpose of this document is to provide an overview of Pembrokeshire's strategy for supporting children and young people with Behavioural, Emotional and Social Difficulties (BESD) for all interested parties.
- 1.2 As a local authority we are required to provide a strategy that sets out arrangements for the education of children and young people with behavioural, emotional and social difficulties.

## 2 Statutory Requirements

- 2.1 *Section 527A of the Education Act 1996* (as inserted by Section 9 of the Education Act 1997) places a duty on local authorities to prepare a plan setting out their arrangements for the education of children and young people with behavioural, emotional and social difficulties.
- 2.2 To do this, the local authority has been guided by the Welsh Government document, *'Inclusion and Pupil Support', Circular 47/2006* and the *National Behaviour and Attendance Review (NBAR)* and associated plans.

## 3 Who are the Pupils with Behavioural, Emotional and Social Difficulties?

### Who are the Pupils?

- 3.1 The types of pupils covered in this strategy include: excluded pupils (permanent and fixed term); pupils at risk of permanent exclusion; persistently disruptive pupils; bullies; violent or abusive pupils; pupils repeatedly absent without permission; school refusers and school phobics; pupils with challenging behaviours (including that associated with learning difficulties); pupils with statements of special educational needs for behavioural difficulties; and pupils who have committed criminal offences.

### Different Types of Behaviours that cause Concern

- 3.2 Emotional, social and/or behavioural difficulties may become apparent in a wide variety of different forms – including withdrawn, depressive or suicidal attitudes; obsessional pre-occupation with eating habits; school phobia; substance misuse; disruptive, anti-social and uncooperative behaviour; and frustration, anger and threat of or actual violence.
- 3.3 Some pupils may demonstrate behaviours which are not so much disruptive as disturbing to others. Such pupils are likely to internalise their difficulties and, as a result, may become very withdrawn, depressed and find it very difficult to interact both with others of their own age and adults. They may refuse to attend school and, in extreme cases, develop phobias.
- 3.4 Other pupils may demonstrate behaviours which are disruptive and not only challenging of school rules and values, but those of the home and the outside community. Such pupils are likely to externalise their difficulties and, as a result, may become uncooperative, disaffected, aggressive, confrontational and possibly involved in delinquency or petty/serious crime.

- 3.5 The degree of difficulties may vary in both severity and complexity. Some pupils may, for example, display minimum but persistent levels of poor co-operation, disaffection or disruption. This may be because of a lack of motivation or limited access to the support necessary to overcome their difficulties. Other pupils may display more overtly disturbed and challenging behaviour, which may threaten the safety and security of the school community. Their behaviour may also interfere significantly with the rights of other pupils to be educated in a positive learning environment. Such pupils may require access to very specialised support to address their difficulties.

### **Association with other Needs**

- 3.6 Some emotional, social and/or behavioural difficulties may be associated with other exceptional needs being experienced by a pupil. For example, a pupil with a significant motor or sensory impairment, or a specific or general learning difficulty, may also display varying degrees of emotional and/or behavioural difficulties. Such difficulties may result from frustration with personal limitations or, in some cases, through a lack of understanding of what is acceptable behaviour. In some cases, a pupil may be exceptionally able and be frustrated from a lack of appropriate intellectual stimulation.

### **Social/Domestic Circumstances**

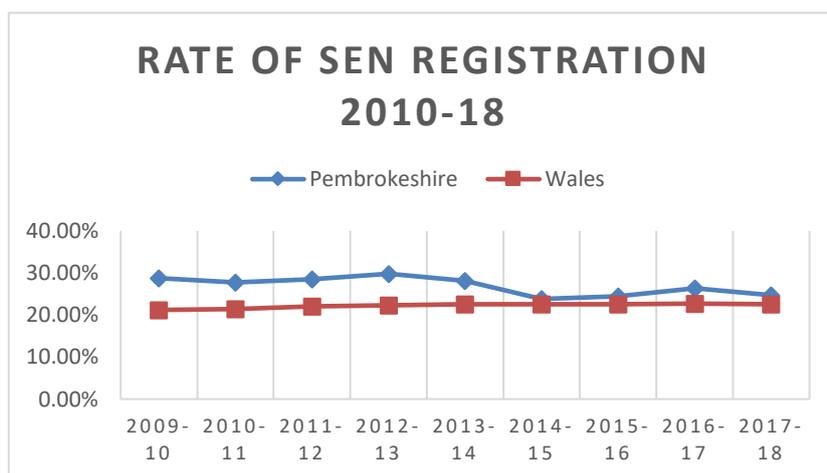
- 3.7 Some pupils may have special educational needs as a consequence of social factors that are largely beyond their control. In some cases, the circumstances may require the Social Services Department of the local authority to take special measures, under the Social Service and Wellbeing Act 2014, to protect the welfare of the individuals concerned. Pupils without the support of caring families may be at particular risk.

## **4 Local Context**

- 4.1 The County of Pembrokeshire has a population of around 122,400 and approximately 17,350 children between the ages of 3 and 19 are registered as pupils with Pembrokeshire County Council, with a small percentage of pupils taught within other local authorities or independent providers, due to the complexity of their special educational needs.

The method of collecting pupil SEN Need changed in 2017, so that all needs were recorded rather than just the Primary Need. Thus, pupils who previously would have been registered under a single, different Primary Need now appear on the BESD section of the register if they are recognised as having BESD as a primary, secondary or even tertiary need. This resulted in a significant increase in number of pupils identified with Behavioural, Emotional and Social Difficulties, therefore, these new, inflated figures are not comparable with previous years.

Overall the number of pupils in Pembrokeshire placed on the Special Education Needs (SEN) register recorded through PLASC has decreased from 5,366 in 2009/10, a rate of 28.8%, to 4,590 in 2016/17 (26.3%). This fell further to 4,291 pupils in 2017/18, a rate of 24.7% against a national rate which has remained static at around 22.6% over the last five years.



- 4.2 In January 2018, the percentage of pupils with BESD in Pembrokeshire was 6.1% compared to a national figure of 4.9% (2017). Further work is taking place by the behaviour outreach team to ensure the records are accurately maintained within schools

## 5 Key Agencies in Developing Support and Provision

- 5.1 There are a number of services and voluntary agencies in Pembrokeshire who contribute towards the provision for children and young people with behavioural, emotional and social difficulties. These include:

### Behaviour Outreach Services

- 5.2 Specialist teachers from the Inclusion Service are attached to a group of primary schools and are part of a wider 'team around the parent, pupil and school' (TAPPAS). They work on a regular basis with schools to provide practical support in the development of early identification and intervention programmes; monitoring and assessing pupils with BESD; developing whole school approaches for managing the needs of BESD pupils; providing professional development support for teachers and teaching assistants; working with groups and individuals to support specific needs.

### Primary Mental Health Care Team

- 5.3 Primary Mental Health Workers (PMHW) are part of the Specialist Child and Adolescent Mental Health Service (CAMHS) and work with Primary Care, Schools and people who work with young people on a day to day basis. PMHWs support primary care workers in empowering young people, promoting emotional health, identifying mental health problems at an early stage, and identifying the most appropriate action or intervention. PMHWs offer:

- **Advice and consultation** about work with young people's emotional health and assist in referring onto specialist services
- **Joint assessment and support**
- **Training** regarding emotional and mental health issues
- **Support and supervision** offering staff an opportunity to increase skills

## Healthy Schools Initiative

- 5.4 The Welsh Network of Healthy Schools Schemes (WNHSS) consists of 22 local healthy school schemes, one in each local authority in Wales. In Pembrokeshire 100% of maintained schools are actively involved. Schools appoint their own in school co-ordinators who work with the Healthy Schools co-ordinator to plan and implement actions identified by the school. As schools progress through the scheme, health improvement measures are expected to make a lasting difference to the way in which school life is organised.

In order to ensure consistency of achievement, the WNHSS National Quality Award was introduced in 2010. This has clear indicators for four aspects of school practice Leadership and Communication, Curriculum, Ethos and Environment and Family and Community Involvement for seven health aspects: Mental and Emotional Health and Wellbeing, Food and Fitness, Personal Development and Relationships, Substance Use and Misuse, Environment, Safety and Hygiene.

A Health promoting school is one in which all members of the school work together to actively promote and protect the physical, mental health and wellbeing of their community through policies, strategic planning and in meeting health-related goals. Core values include equity, sustainability, inclusion, empowerment, democracy, participation and a whole school approach to health.

## Safeguarding

- 5.5 The Pembrokeshire Local Safeguarding Children Board is the multi-agency forum for agreeing how local child protection services should be planned, delivered and monitored.

Safeguarding children and promoting their welfare is everyone's business. Sharing information and practice across agencies helps protect children.

It is the responsibility of Pembrokeshire's LSCB to co-ordinate local arrangements to safeguard and promote the welfare of children, and to make sure they are working properly and well.

Partners in Pembrokeshire Local Safeguarding Children Board include, among others, senior representatives from:

- Children's Services Authority
- Hywel Dda Health Board
- Dyfed Powys Police Pembrokeshire Constabulary
- Pembrokeshire Area Probation Service
- CAF/CASS (Children and Family Court Advisory Service)

## School Based Counselling Service

- 5.6 The School Counselling Service offers independent confidential therapeutic counselling support to young people aged 11 to 19 as well as children in their last year of primary school. The service operates within a professional framework and provides a valued component to the pastoral support available to young people in schools. Counselling provides a regular safe space to talk and think about the worries or difficulties young people may have. Counsellors, utilising non-directive, person-centred methods provide an opportunity for young people to explore their feelings and

look at how they might want things to be different by talking and using a range of activities. Counselling sessions may be about developmental issues, resolving problems, improving relationships, making choices, coping with changes, gaining insight and understanding, growing as a person. This service is popular with pupils and demand is high.

## Educational Psychologists

5.7 Educational Psychologists offer specialist assessment, advice and intervention strategies to support children and young people with behavioural, social and emotional difficulties. The most effective interventions are those made at a systemic level through a whole school or setting approach involving teachers, parents and children themselves. The Educational Psychology Service offers support to help understanding of why children are engaging in inappropriate behaviours and to develop strategies that will work for children and young people in their context. Educational Psychologists may work at any or all of the following levels to work to bring about positive change for children and young people who are experiencing difficulties:

- Whole school/setting work to increase capacity to meet the needs of pupils experiencing BESD (training and staff development, teacher coaching)
- School clusters work to prepare for particular issues experienced by BESD pupils on transition
- Work with staff and parents (consultation, support groups, mediation work)
- Direct work with children and young people (individual assessment, personalised intervention programmes including therapeutic interventions, counselling support).

## Child and Family Service

5.8 The Childcare Management team work with children who are "looked after" by the County Council, coordinate the child protection plans for children who are on the child protection register and implement multi agency children in need plans. The team also provide support and assessment for Private Foster Carers and Step-Parent adoptions.

### **Children who are 'Looked After' by Pembrokeshire County Council.**

If a child has to live away from their own home and is cared for by the Local Authority Social Services Department, this is known as being "looked after".

### **Children on the Child Protection Register**

Children and young people up to the age of 18 may be placed on the child protection register due to concerns relating to their welfare and well-being. There are 4 categories under which children can be registered: neglect, physical abuse, emotional abuse and sexual abuse.

### **Children in Need**

Children in need are a wide group of young people about whom there are concerns that they may not achieve or maintain a reasonable standard of health or development without access to services.

In particular, the Children Act 1989, identifies all disabled children as being children in need as are children on the child protection register.

### **Step-parents who request an assessment to adopt a child**

When a parent of a child marries, the new spouse may adopt the child, and the child

then becomes the child of both spouses. The adoption process may include a change of name for the child.

### **The Youth Offending Prevention Service.**

- 5.9 The YOPS provides assessments and interventions to children and young people who have offended or are at risk of offending behaviour from the age of 8 (prevention) up to 19 (if released from custody on licence). The YOPS is a multi-agency team comprised of criminal justice, social work, education, health, youth work, substance misuse and other professionals. YOPS works in partnership with other agencies and seeks to provide interventions that match young people's needs. Interventions will typically involve a Cognitive Behavioural Therapy based offending behaviour programme, diversionary constructive leisure activity, a reparation project that will benefit the community as well as support in accessing mainstream and specialist services. Working in partnership

YOPS also offer bespoke diversionary/residential programmes to identified groups of young people who are at risk of specific behaviours e.g. in partnership with Mid and West Wales Fire & Rescue Service and Dyfed-Powys Police on run up to Bonfire Night. YOPS also support a range of initiatives either directly or through funding arrangements, including Crime of Your Life and the School based substance misuse element of the PSE curriculum.

### **The Youth Service**

- 5.10 Pembrokeshire Youth Service offer a range of interventions which include a designated youth worker to deliver GCSE equivalent youth work programmes, accredited through ASDAN, which encompasses personal and social development. Many of the units within the qualification address independent living skills including financial literacy and accessing employment. This is delivered through non-formal learning working towards nationally recognised youth work standards and can be complemented by additional accredited programmes. Youth Service also offer bespoke support based on individual learning needs. Opportunities can be delivered within the school environment or through taking advantage of youth centres and other community provision.

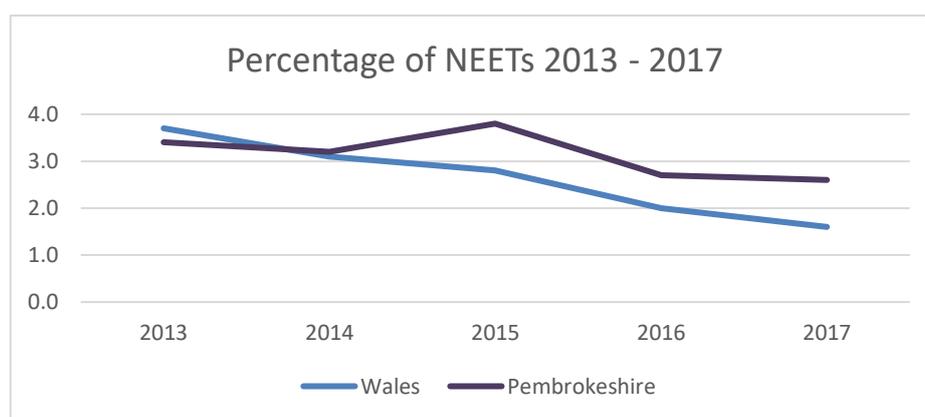
Pembrokeshire Youth Outreach team offer a range of support and opportunities for young people who are not engaging in education, employment or training. Responding to referrals from a range of partner agencies, their support includes an initial assessment and identification of needs, accessing appointments such as Careers and Job Centre Plus, providing information on and support to attend training providers, colleges and interviews.

### **Youth Engagement and progression**

- 5.11 Youth Engagement & Progression offer peripatetic alternative curriculum tutors who works across the 8 secondary schools and specialist units delivering BTEC Level 1 Work skills, BTEC Level 1 Vocational Studies and British Safety Council Entry 3 Health & Safety to learners identified as being at risk of disengaging from education and/or likely to leave school without a recognised qualification.
- 5.12 The qualifications are unit based and are tailored to meet the individual needs and interests of the learners, as well as providing them with specific skills the young people will need for life beyond school. The learners are able to progress from Award

level to Diploma level. The Youth Engagement team work closely with other PCC departments, employers, organisations and agencies to enhance the delivery of the qualifications.

- 5.13 The team work closely with the Targeted Youth Team and Careers Wales to provide early transition support for Yr11 learners identified as likely to leave school and become NEET.
- 5.14 Half termly multi agency panels are held in all the secondary schools and PLC to identify, track, monitor and broker additional support. A lead worker is allocated to each learner. This work has had a significant impact on the number of our learners becoming NEETS over the last three years



## 6 Roles & Responsibilities of the Specialist Outreach Teachers and Youth Engagement Officers

Positive behaviour at all key stages are pre-requisites to achieving improved standards of attainment in schools and are intrinsically linked to the work undertaken in schools and across the County to ensure pupils' emotional and social wellbeing (see the County's Wellbeing Strategy). The role of the Behaviour Service is outlined below:

- 6.1 To support schools in their effective early identification and intervention approaches for BESD and to closely monitor pupil outcomes.
- 6.2 To support schools in embedding a range of intervention approaches, ensuring the school workforce is appropriately skilled to meet the needs of learners with BESD.
- 6.3 To work in partnership with challenge advisors to implement a quality assurance programme for BESD, as part of the monitoring and school review process and to ensure gaps in provision are addressed.
- 6.4 To have in place a team of outreach support workers who promote effective learning and teaching strategies, in order to secure regular attendance and positive behaviour.
- 6.5 To build on the links between the agencies currently involved with vulnerable children, young people and their families to achieve joint services that are underpinned by a robust preventative ethos, provides good value for money and appropriately targets the most vulnerable pupils.

- 6.6 To provide a range of specific support for vulnerable young people at risk of becoming NEETS, linked to the Learning Pathways curriculum.
- 6.7 To ensure the roles and responsibilities of schools and specialised services for providing for pupils with BESD at each stage of the Code of Practice are adhered to (School Action, School Action Plus and Statemented), including criteria for accessing support and provision, roles and responsibilities of schools, services and agencies at the different tiers of need.
- 6.8 Through the Wellbeing and Behaviour Management Consultative Groups for secondary schools to work collaboratively to develop effective provision and support for pupils with BESD.

## **7 Roles & Responsibilities of Schools**

- 7.1 It is expected that all maintained schools will have in place a clear policy for supporting pupils with behavioural, emotional and social difficulties. This should set out the schools' strategy for supporting pupils with behavioural, emotional and social difficulties and be linked to the strategies for wellbeing, anti-bullying and attendance.
- 7.2 Using Pembrokeshire's tiered provision document (which sets out the responsibilities of schools to provide for children and young people at Class Action, School Action and School Action Plus for children and young people with BESD) it is expected that schools will follow the guidance provided within the criteria document and will evidence how its intervention approaches are effective and provides good value for money.
- 7.3 Schools need to be able to evidence their use and the impact of early identification and intervention approaches to ensure children and young people's needs are met at the earliest point and the steps taken for those pupils whose needs have not been met.
- 7.4 Senior management teams within schools need to be able to evidence how they are monitoring behaviour, anti-bullying and attendance across the school through the effective use of a range of data, Pastoral Support Plans and putting in place appropriate interventions and a staff development programme to meet the needs of this specific group of learners. Schools should follow Welsh Government guidance when excluding children and young people titled "Exclusion from Schools and Pupil Referral Units" (Guidance 171/2015).
- 7.5 Senior Management teams need to be able to demonstrate how they are using their school budget to resource school-based support and provision and the impact it is having. In particular, how schools are allocating resources to manage pupil behaviour and attendance.
- 7.6 The School Special Educational Needs Policy and the School Governors' Annual Report to Parents should indicate the resources being allocated to address different types of special educational needs and their effectiveness, including behavioural, emotional and social difficulties.
- 7.7 Schools should be able to demonstrate effective partnership working with outside groups, to ensure the school workforce has the appropriate skills to support all its learners. Where pupils have received intensive specialist support, they should be able to demonstrate high levels of re-integration and increased attendance rates as a result of preventative and intervention approaches.

## Workforce Training and Development

- 7.8 In order to ensure that schools are able to meet the needs of all children and young people with BESD, it is important that the schools have an appropriately trained workforce. Specialist outreach teams, as part of the Team Around the Pupil Parent and School (TAPPAS) termly meetings with ALNCO's will review the workforce needs in order to ensure staff are trained to at least a minimum level.
- 7.9 In Pembrokeshire, the following training programmes have been developed to ensure staff are appropriately trained in specific areas. These include:
- Pivotal training - Understanding and Managing Behaviour in the Primary and secondary classroom
  - Incredible Years – for the early identification and intervention of BESD
  - The Emotional Literacy Support Assistant training (ELSA)
  - Assessing and monitoring pupils with behaviour, emotional and social difficulties
  - Team Teach – conflict de-escalation and physical intervention techniques for specific pupils with complex needs.
  - An introduction to Restorative Practice for supporting the social aspects of learning
- 7.10 In addition, it is important that for teachers working with children and young people with more complex needs, specific support and training is provided through the specialist outreach team. For those teachers beginning their teaching career, are in their early professional development or entering into leadership and management will require specific training and support to develop the necessary skills to support children and young people with BESD.

## Curriculum

- 7.11 *Achieving effective learning and teaching is ensuring that class teachers have the necessary skills to approach their teaching in ways that reduce the likelihood of children misbehaving. Teachers need to be equipped with effective skills and responses for those instances where difficult behaviour does occur. (Welsh Assembly Practical approaches to behaviour management in classroom 2012)*

Welsh Government guidance 001-06 states that “*effective teachers plan for good behaviour and follow a set of characteristics associated with effective learning. The school is a learning space that managed well, can reduce the likelihood of difficult and challenging behaviour and increase the chances of effective teaching and learning occurring*”. Behaviour and attendance is priority action to achieve effective learning and teaching in schools. (Welsh Government “Improving schools”, 2012)

Effective schools will also provide learners with a learning experience that is rich in opportunities to work with the wider community, provide community focused provision and work positively with parents. The Sutton Trust research has demonstrated the benefits of this approach in terms of making a positive impact on pupils' attendance and behaviour. This provision has significant benefits for vulnerable and disadvantaged groups of pupils.

- 7.12 It is the entitlement of all pupils, including those with emotional, social and/or behavioural difficulties, to access a broad and balanced curriculum that is suitable for

their needs. In managing the provision for pupils with emotional, social and/or behavioural difficulties, schools need to develop strategies in order to fulfil this statutory requirement. This presents a particular challenge with those pupils who are at risk of exclusion, either on a temporary or permanent basis.

- 7.13 Where alternative arrangements are being made for excluded pupils – e.g.: at the Pupil Referral Unit, it is important that a comprehensive curriculum information is provided by schools in order to plan effectively for the period away from school and to support early re-integration. In Pembrokeshire pupils' links are maintained with the mainstream school via weekly school attendance sessions whilst attending the Pupil Referral Unit and Vulnerable Groups Provision.
- 7.14 For disaffected pupils or those at risk of disaffection in Years 10 and 11, a supplementary curriculum may be more appropriate, with links being formed in bridging courses with a range of agencies.

### **Links with the Welsh SEN Code of Practice**

- 7.15 The Welsh SEN Code of Practice provides the framework in which to plan, implement and review provision for pupils with emotional, social and/or behavioural difficulties.
- 7.16 All schools in Pembrokeshire have Link Educational Psychologists and BESD Specialist Teachers and or engagement officers as well as supporting staff for school-based provision offering advice, guidance and specialist support for children with behavioural difficulties.

### **Funding Arrangements and Procedures for Accessing Support Services**

- 7.17 Under the Pembrokeshire Financial Scheme for Schools arrangements, all mainstream schools are expected to be able to justify and demonstrate that 5% of their Age Weighted Pupil Unit funding and any funding derived from the Social Needs Allocation (free school meals allocation) is being devoted to meeting special educational needs. This would include any special intervention strategies to address emotional, social and/or behavioural difficulties.
- 7.18 The provision of the services of the Educational Psychology Service and the Education Welfare Service are mandatory exceptions within the Pembrokeshire Financial Scheme. The Inclusion Service is a discretionary exception within the scheme. In effect, by holding funding centrally within the LA, the advice, guidance and support provided by all three services is free at the point of delivery to all schools.

## **8 The Team Around the Pupil, Parent and School (TAPPAS)**

- 8.1 TAPPAS is built upon Pembrokeshire's model for integrated working to provide universal multi-agency service for schools to meet the needs of children and young people.

The Team Around the Pupil, Parent and Schools is a group of educational professionals that support a cluster of schools. The TAPPAS can be defined as a revolving team who see the schools on a regular basis to provide practical support. Sometimes the team will be working directly with an individual child or young person, who has been identified as vulnerable or with complex needs and some of the time

working with schools to develop whole school practice through the building capacity programme.

The TAPPAS termly Consultative meeting held in each primary school is a means of considering referrals for TAPPAS support. It allows the locality team to consider the most appropriate actions to take and by whom. It is designed to provide interventions to address both the universal and School Action needs of schools/pupils. It is the first level of the referral route. A termly consultative meeting is held in each secondary school called the Secondary Additional Support Panel (SASP).

Outcomes of the TAPPAS and SASP may include:

- School based visit from a member of the locality team
- School based training
- An Assessments
- Outreach Support (Primary)

Pupils with more complex needs in primary and secondary schools are discussed at the Inclusion Panel for PRU placements and a decision made based on the criteria set out in the Tiered Provision document.

### **Secondary Additional Support Panel (SASP)**

- 8.2 SASP is built on the Welsh Governments Youth Engagement and Progression Framework and Pembrokeshire's model for integrated working aimed at the early intervention, tracking and monitoring of learners at risk of disengaging from education, employment and training 11yrs-24yrs.

SASP is a multi-agency panel made up of various professionals from statutory and non-statutory organisations that support young people. Learners are identified and referred for panel using their Vulnerability Assessment Profile (VAP) and Professional dialogue. The aim of the panel is to identify, broker and coordinate support to meet the individual needs of the learners. A lead worker is identified for each learner who oversees their Youth Engagement and Progression Framework (YEPPF) plan. The plan is reviewed every half term.

SASP panels are held half termly in all the Secondary Schools and the PLC.

Outcomes of the panel may include:

- Additional internal support within the education establishment
- Onward referral to external agencies specialist services
- Onward referral to Inclusion Service panel for specialist education provision

- 8.3 A second tier of support is provided to clusters of schools via TAPPAS 2 termly meetings. This offers more generic support from similar multi-agency professionals, for groups of learners within a cluster of primary schools and their feeder secondary school to aid transition

## **9 Specialist Provision for Individual Pupils away from Mainstream Education**

### **Vulnerable Groups (Anxious and Phobic) provision (Key stages 3 and 4)**

- 9.1 The provision is aimed at KS3 and 4 pupils who are not attending school and may be experiencing high levels of anxiety/anxiety disorder, school phobia, depression or a mental health difficulty linked to CAMHS. Through multi-agency working and a wellbeing intervention programme, pupils receive intensive support and are re-integrated back into mainstream schooling where possible. The highly trained staff deliver a flexible curriculum and programme of support to help build resilience to manage their education. This provision delivers a wide range of GCSE and vocational courses and provides a supported transition back into mainstream or onto further education. Occasionally, pupils are able to remain beyond Year 11, for a further period of education and support

### **Fast track PRU (Key stages 2, 3)**

- 9.2 The fast track provision provides an intense period of assessment and intervention for pupils with behavioural, emotional and social difficulties of up to two terms. The highly trained staff deliver a wide range of National Curriculum subjects within a nurturing environment. Mainstream school staff, support their pupils while attending their placement by attending the setting or review meetings. This ensures close partnership working is maintained throughout the period. A built-in re-integration package is part of the approach used to support the successful transition. For a small number of more complex children and young people, there is a specialist class that provides wrap around support and provision for up to 8 key stage 2 and 3 pupils.

### **PRU provision (Key stages 4)**

- 9.3 A group of pupils at Key Stage 4 who attend the PRU provision are provided with a wide range of GCSE's, vocational programmes and intensive support. This provision is staffed by highly trained professionals who support the pupils with a range of qualifications and a learning pathway through key stage 4 and onto further education. This support is provided by the PRU, Youth Service, Careers Wales and 14-19 Pathways team.
- 9.4 Cynnydd is an ESF funded project aimed at pupils who are at the greatest risk of disengaging and likely to become NEET. Eligibility criteria for the project relate to three indicators, Attendance, Behaviour & Attainment. Pupils are identified for the project using the VAP (Vulnerability Assessment Profile) and through professional dialogue with the schools. The project provides a range of interventions from additional in-school support with literacy and numeracy to off-site vocational provision and supported work experience. The project aims to add value to the pupil's education by providing an individualised programme of interventions to meet their identified needs; the outcome being to improve their outcomes and reduce the likelihood of them becoming NEET.

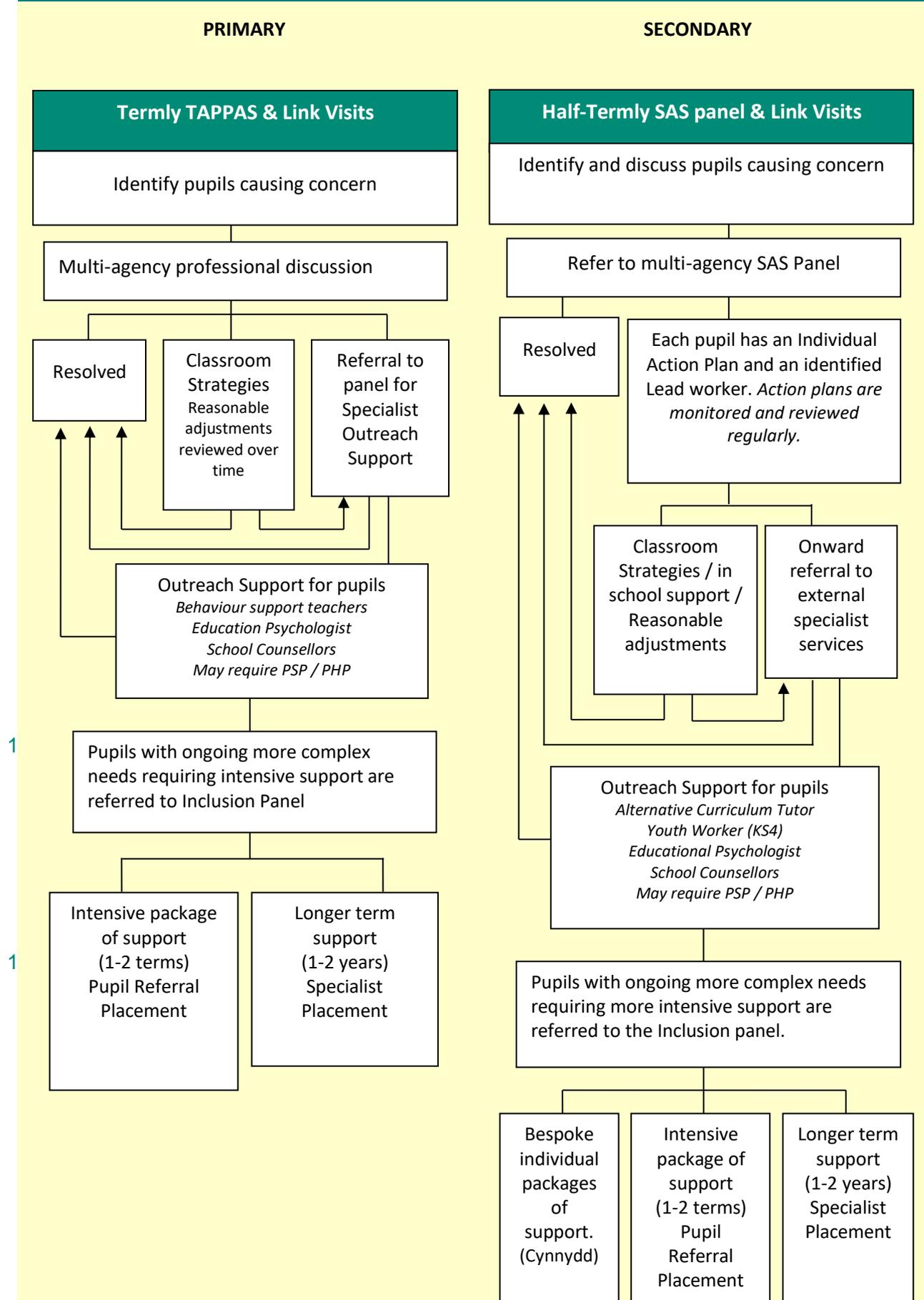
## **10 Accessing Specialist Outreach Support and Provision**

### **Admission procedures for Specialist Provision**

- 10.1 The map demonstrates provision at each tier and shows the movement through the pathway

The early identification process enables children who may benefit from whole school approaches to be identified early and through the support of the school, set out in an Individual Development Plan/Individual Education Plan to have their needs met.

## Pathway for Accessing Specialist Support



- Pupil Pen Portrait
- Transition and review checklist
- End of Year Report
- Last IEP/IDP/IBP
- Pastoral Support Plan
- Attendance Record
- PASS profile
- Boxall Profile
- Risk Assessment
- Educational Statement (where applicable)
- Reports from outside agencies

Each referral will be determined, and decision noted on the referral form to be placed on the house file.

Decisions will be made in accordance with the Tiered Provision Document and with collaborative discussion.

The decisions may include:

- School based visits from the specialist teacher
- School based training
- Specialist referrals
- Assessments
- Support for pupils (outreach, specialist support, specialist placement)

### **Review procedures**

**10.3** A review process takes place for pupils accessing specialist provision once a term.

Regular review meetings will include:

- A review of the IEP/IBP/IDPs, Boxall Profile and Re-integration Readiness Scale
- Specific targets on the plan are evaluated and outcomes noted in the education plan.
- Pupils should be actively involved in the review process through participation in setting and reviewing learning targets
- Parents should sign the IEP/IBP/IDP to confirm their participation. If a parent is unable to attend the review, a signature should be obtained. They can be asked to write their views to be discussed at the meeting.
- Parents should be issued with a copy of the IEP/IBP/IDP.
- Discussions will be held on the achievements of the IEP/IBP/IDP and the RRS targets, dates for reintegration back into full time mainstream education (where appropriate), with a plan to meet for a review before the child starts reintegration.
- A plan of reintegration should be formulated to help support the child or young person with their reintegration back into mainstream education.
- The next review date should be set

## **11 Monitoring and Evaluating Pupil Progress and the Effectiveness of School and Specialist Provision**

The Pembrokeshire Inclusion Strategy states the need to ensure that processes are in place to help schools, services and the Authority as a whole, to evaluate the effectiveness of policies and provision and to ensure children and young people with additional needs, including those with BESD, achieve the best possible outcomes.

### **Monitoring & Reviewing School Provision**

11.1 An Annual Review is overseen by the Head of the PRU and Behaviour support and the lead officer for Youth Progression, where the following areas are considered:

- wellbeing, behaviour, attendance and anti-bullying policies;
- early identification and intervention provision;
- nurture provision;
- accessing specialist support;
- exclusions and pupils electing to move elsewhere;
- IBPs, action plans, PSPs and IPPs;
- teacher knowledge and skills;
- incidents in relation to BESD;
- monitoring and tracking of pupils;
- links with outside agencies;
- pupil and parent partnership working;
- service level agreements (secondary).

The outcome of the reviews provides the basis for:

- The Specialist Outreach Teams and Youth Engagement Officers providing collaborative approaches that build capacity and ensure children and young people with BESD receive timely access to appropriate support and provision;
- Producing an action plan that addresses specific areas for development;
- Implementing a professional development strategy, using an 'action learning' approach, which targets teachers at the different stages of their careers and which takes account of support staff;
- Ensuring evidence-based early identification and intervention programmes for Behavioural, Emotional and Social Difficulties and are effectively targeting 'at risk' pupils as well as monitoring these pupils highlighted as requiring specialist input.

In addition, all secondary schools undertook a behaviour review in the summer/autumn 2017, led by the school improvement team. The review considered behaviour processes; universal approaches; processes for exclusions/pastoral support plans and incidents; training and development; interventions, lead officers, impact of additional funding, what's working well and set out key actions for the LA/School. A Deputy Headteacher has been seconded for two terms to support the secondary school with implementing the 'areas of development' from the reviews. During 2017-18, this work was further extended to develop a unified Pembrokeshire Behavioural Approach. This has initially been piloted in one cluster and is being gradually rolled out across all Pembrokeshire school clusters during 2018-19 with an intensive teacher awareness training event in November 2018.

### **Monitoring and Reviewing BESD Pupils at school action plus/statemented**

11.2 A reporting system for tracking pupils at School Action Plus is in place, which is monitored by the outreach team on a termly basis for pupils with BESD. The data collected includes standardised scores for cognitive ability and behaviours; curriculum assessment grades; attendance levels; literacy and numeracy scores; self-esteem standardised scores; achievement of IBP targets; reviewing additional levels of specialist support and resources.

- The tracking system forms the basis of the outreach team's work schedules and is reviewed on a termly basis to monitor pupil progress. Reporting of the tracking system focuses upon pupil outcomes and a RAG scoring system highlights pupils with complex needs who may require specialist provision and those pupils whose needs are such that they no longer require intensive support at School Action Plus, and whose needs can be met at School Action.
- Through termly TAPPAS meetings the training needs of the school workforce are discussed and specialist teams, in conjunction with schools, identify gaps in the school workforce's skills or capacity, in relation to the provision for BESD. Delivery of appropriate training and development programmes are provided through the outreach service to enhance the ability of the workforce to meet the needs of all children and young people.

### **Monitoring and Reviewing Excluded Pupils**

11.3 Monthly Management meetings take place by the Local Authority to review:-

- Pupil exclusions
- Pupil Support plans (PSP)
- Pupils with positive holding plans (PHP)

Weekly meetings take place by the Local Authority to:-

- Highlight pupils/schools who may be causing concern and to undertake appropriate early help.
- Identify good practice within schools and share it widely across the Authority's schools
- Review, scrutinise, and approve PSPs

### **Monitoring and Reviewing Specialist Provision**

11.4 Ongoing review and development of existing BESD support and provision is essential in ensuring it is 'fit for purpose' and linked to the Council's aspirations to maximise opportunities for all learners. Specialist services with built-in flexibility, combined with a robust review process, are crucial for ensuring resources are effectively targeted.

A quality assurance process takes place bi-annually to ensure the needs of the pupils within the specialist provision are met and that the resource offers good value for money. The range of data outlined for tracking pupils in mainstream at School Action Plus is reviewed and appropriate actions taken to ensure the specialist provision is meeting the needs of those learners with BESD and, for the majority of pupils, that transition back to mainstream is appropriately implemented.

The data and information reviewed forms part of the Inclusion Service annual report and the actions derived from the annual report form the basis of the key priorities for the team for the coming period.

The Inclusion Service annual appraisal scheme, which takes place in the spring term, provides the focus for professional development activities for specialist teams required to achieve these.

## 12 Key Actions for the Coming Period

- 12.1 The following data supports the monitoring and evaluation process and the quality of educational provision being made for pupils with emotional, social and/or behavioural difficulties.

### Exclusion Rates

#### Permanent Exclusions

		2014/15	2015/16	2016/17	2017/18	Target 2018/19
Pembrokeshire	Primary	1	2	1	0	0
	Secondary	1	3	1	7	0

#### Exclusions – 5 days or fewer

##### Rate of exclusion per 1000 pupils

	2015/16	2016/17	2017/18	Target 18/19
Pembrokeshire – all schools and settings	58.7	54.5	45.1	33.0

Pembrokeshire 2017-2018	Primary	*National average (2015/16)	Secondary	*National average (2015/16)
	10.0	9.4	96.1	56.6

\*comparative national data for exclusions is only available up to 2015/16

Secondary School	2015.16		2016.17		2017.18	
	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost
Ysgol Bro Gwaun	76	81.5	66	78.5	59	76.5
Ysgol Dewi Sant	16	25	44	69	41	79.5
Greenhill School	79	128.5	70	106	104	203
MilfordHaven School	127	217	237	421	185	458
Pembrokeshire School	434	628	245	543.5	215	435.5
Ysgol y Preseli	11	28	8	21	18	49

Sir Thomas Picton School	33	45	39	52.5	17	20
Tasker Milward School	42	66.5	29	39	34	53
Pembrokeshire Total	818	1219.5	738	1330.5	673	1374.5

**Primary schools which excluded on 8 or more occasions in the last 3 years**

Primary School	2015.16		2016.17		2017.18	
	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost
Ysgol Y Frenni	10	12	8	11.5	3	3.5
Ysgol Glannau Gwaun	3	7.5	12	14.5	1	2
Sageston School	10	8	11	12	0	0
Narberth School	10	18	11	15	9	16.5
Pembroke Dock Community School	2	8.5	8	22.5	5	16
Ysgol Gelli Aur	9	15.5	16	25	10	17.5
Milford Haven Junior School	9	23	30	44.5	2	3
Fenton School	10	30	16	48	6	11
Ysgol Wdig	2	2	10	14.5	1	.5
Gelliswick School	18	26	8	9.5	3	1.5
St Marks	4	12	5	3	8	14.5
St Marys	32	64	5	13	14	34.5

PRU	2015.16		2016.17		2017.18	
	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost
Primary	13	19	9	16.5	8	14
Secondary	42	71	33	44.5	35	47

**Published data Exclusions – More than 5 days**

**Rates per 1000 pupils**

National Average is 1.4 (2015/16 data)		2015/16	2016/17	2017/18	Target 2018/19
Pembrokeshire	Primary Schools	2.8	1.8	2.2	1.4
	Secondary Schools				
	Total number of exclusions				

Pembrokeshire 2017-2018	Primary	*National average (2015/16)	Secondary	*National average (2015/16)
	0.4	0.4	5.1	0.5

\*comparative national data for exclusions is only available up to 2015/16

Secondary School	2015.16	2016.17	2017.18
------------------	---------	---------	---------

	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost
Ysgol Bro Gwaun	-	-	-	-	2	9
Ysgol Dewi Sant	-	-	-	-	-	-
Greenhill School	2	15	-	-	3	20
Milford Haven School	1	10	1	7	18	162
Pembroke School	11	103	25	222.5	11	55
Ysgol y Preseli	-	-	-	-	-	-
Sir Thomas Picton School	1	6	-	-	-	-
Tasker Milward School	-	-	-	-	-	-
Pembrokeshire Total	15	134	26	229.5	34	246

Primary School	2015.16		2016.17		2017.18	
	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost
Stepaside School	-	-	1	7.5	-	-
Milford Haven Junior School	-	-	2	13.5	-	-
Fenton School	1	7	1	5.5	-	-
Ysgol Llandudoch	-	-	-	-	1	5.5
TenbyV.C School	-	-	-	-	1	5.5
Monkton	-	-	-	-	2	21

PRU	2015.16		2016.17		2017.18	
	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost	Number of Exclusions	Number of days lost
Primary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0

## B: Educational Attainments and Accreditation

Ref:	Key Performance Indicators	Actual 2014-2015	Actual 2015-2016	Actual 2016-2017	Actual 2017-2018
B.1	Percentage of pupils supported by the Pupil Referral Unit in Key Stage 4 who gain external accreditation	100%	100%	100%	100%

Ref:	Key Performance Indicators	Actual 2014-2015	Actual 2015-2016	Actual 2016-2017	Actual 2017-2018
B.2	The ratio of GSCE qualifications achieved in KS4 PRU per pupil.	1.5	1.3	4	3.5
B.3	The ratio of GSCE qualifications achieved in KS4 Anxious & Phobic per pupil.		0	3	2
B.4	The ratio of Level 1 qualifications achieved in KS4 PRU per pupil.	2.1	3.2	6.4	1.3
B.5	The ratio of Level 1 qualifications achieved in KS4 Anxious and Phobic per pupil.		0.25	2	0.75

### C: Re-integration Rates

Ref:	Key Performance Indicators	Actual 2014-2015	Actual 2015-2016	Actual 2016-2017	Actual 2017-2018
C.1	Percentage of pupils being supported by the Pupil Referral Unit in Key Stages 1-2 who are re-integrated into mainstream education within 4 terms	45%	78%	77%	81%
C.2	Percentage of pupils being supported by the Pupil Referral Unit in Key Stages 3 who are re-integrated into mainstream education	53%	53%	82%	71%
C.3	Percentage of pupils being supported by the Pupil Referral Unit in Key Stages 4 who are re-integrated into mainstream education or FE	75%	87%	90%	100%
C.4	Percentage of pupils supported by the Vulnerable Groups in key stage 3 who are re-integrated into mainstream education	N/A	25%	0%	20%
C.5	Percentage of pupils supported by the Vulnerable Groups in key stage 4 who are re-integrated into mainstream education or FE.	50%	60%	100%	100%

### D: Positive Handling Plans/Pupil Support Plans

Ref:	Key Performance Indicators	2016-2017	2017-2018
D.1	Number of Pupils being supported by a Pastoral Support Plan in Secondary School.	131	48
D.2	Number of Pupils being supported by a Pastoral Support Plan in Primary School.	21	22
D.3	Number of Pupils that made enough progress to come off a Pastoral Support Plan in Secondary School.	38	11
D.4	Number of Pupils that made enough progress to come off a Pastoral Support Plan in Primary School.	4	6
D.5	Number of Pupils with a Positive Handling Plan in Secondary School	13	16
D.6	Number of Pupils with Positive Handling Plan in Primary school	49	28

#### E: Incidents of BESD - *Data to be established 2018/19*

Ref:	Key Performance Indicators	Actual 2017/2018	Actual 2017/2018
E.1	Percentage of incidents of BESD in Primary		
E.2	Percentage of incidents of BESD in Secondary		
E.3	Percentage of incidents of bullying in Primary		
E.4	Percentage of incidents of bullying in Secondary		
E.5	Percentage of racial incidents		

### 13 Key Actions for 2017-2018 Behaviour Support Plan

Listed below are the key actions that are to be taken to support the implementation of the Behaviour Strategy. Also noted are the associated success criteria and the planned actions.

Target 1	Success Criteria	Actions
To implement a Secondary programme 'Pembrokeshire Approach to Behaviour & Wellbeing strategy' holding a county wide INSET day training for all Secondary Staff.	<b>All secondary school staff to consistent level of training across the Pembrokeshire Schools.</b> <b>Reduce the number of behaviour incidents and exclusions.</b>	Implement training and development programme
Target 2	Success Criteria	Actions
Work with a cluster of schools to roll out the 'Pembrokeshire Approach to Behaviour & Wellbeing strategy' across the primary and secondary school. Using a consistent tracking and monitoring approach.	<b>All schools within one cluster to receive consistent level of training and it is used through Primary and Secondary schools.</b> <b>Reduce the number of behaviour incidents and exclusions.</b>	Implement training and development programme
Target 3	Success Criteria	Actions
In conjunction with education partners to target specific schools causing concern through a school development plan; The roll out of Pivotal/Ainscow training and development programme; wrap around challenge advisor/inclusion support.	To reduce exclusions and schools causing concern	<ul style="list-style-type: none"> <li>Implement targeted training and development programme and wrap around challenge and support programme.</li> </ul>
Target 4	Success Criteria	Actions
To monitor the action plan to transfer the complex needs pupils from an education provision back into a LA run provision tailored to meet their needs.	Our most complex needs children and young people are able to access health, social care and education packages of care locally	<ul style="list-style-type: none"> <li>Identify and implement specifically tailored support and provision for small group of complex needs learners.</li> </ul>
Target 5	Success Criteria	Actions
To second a Secondary Behaviour Manager to support, track and monitor schools.	<b>A highly experienced practitioner supporting the Secondary schools to implement the 'Pembrokeshire's Approach to Behaviour Management' programme.</b> To reduce exclusions and schools causing concern	<b>Appoint a highly trained practitioner.</b>
Target 6	Success Criteria	Actions
To develop a 'Supported Transfer' policy with the Secondary Schools	Pupils transferring to a new secondary school is planned and appropriate support is in place.	<ul style="list-style-type: none"> <li>Agree an action plan with PASH on developing a 'supported transfer' procedure for pupils moving between schools and implement.</li> </ul>
Target 7	Success Criteria	Actions
To support the consistent application of sanction measures across schools	The introduction of agreed guidance in relation to exclusion sanctions	<ul style="list-style-type: none"> <li>To present proposal to PASH and at other identified Head Teacher forums</li> </ul>

		<ul style="list-style-type: none"> <li>To develop and introduce sanctions guidance for use by schools</li> </ul>
<b>Target 8</b>	<b>Success Criteria</b>	<b>Actions</b>
To measure the 'success' of exclusions in schools	Measurement tool developed and monitoring system implemented identifying pupils causing concern.	<ul style="list-style-type: none"> <li>To build a measurement tool in conjunction with schools and agree processes around the implementation of the system</li> </ul>
<b>Target 9</b>	<b>Success Criteria</b>	<b>Actions</b>
To embed the new reporting and monitoring system for early identification in secondary schools for monitoring exclusions, PSPs and PHPs	To identify early schools causing concern and put in place an action plan in conjunction with the Challenge Advisors	Implement the actions plans.
<b>Target 10</b>	<b>Success Criteria</b>	<b>Actions</b>
To redevelop the education facilities available to the pupils who access the Pembrokeshire Learning Service and the wider county for Emotional and Wellbeing Support.	Plans for the Neyland PDYC building complete. Successful bids for funding the projects. All work completed by September 2020.	<ul style="list-style-type: none"> <li>Complete the Feasibility Report for WAG and to submit the bid for funding.</li> <li>Meet with the Chief Executive to discuss the proposals and funding streams within the LA.</li> </ul>