

REPORT TO: Schools Forum

DATE: 16th March 2015

REPORTING OFFICER: Operational Director – Children’s Organisation and Provision

SUBJECT: Nurture Group (NG) Pilot Funding

1.0 PURPOSE OF REPORT

1.1 This report provides a summary of the proposed Nurture Group (NG) pilots and the associated costs to deliver from September 2015.

2.0 RECOMMENDED:

- a. Agree to fund £155,180 to implement a Nurture Group pilot in both KS1 and KS3 settings in Runcorn and Widnes (4 settings) from September 2015 to July 2016.
- b. If Schools Forum agrees to fund this proposal then expressions of interest will be sought from primary and secondary schools in Halton.

3.0 SUPPORTING INFORMATION

3.1 Further to the previous reports on funding for Pupil Referral Units on 19th March 2013, 21st January 2014 and 17th March 2014 a comprehensive strategic review of AP is now completed. A commitment to develop a borough wide strategy to support Emotional Health and Well Being was agreed following this review and a working party engaged with schools to identify gaps in provision. A draft document “Halton Emotional, Well Being & Health Approach” is in place and is aligned to the Mental Health Strategy 2014-2019 Action Plan. A key priority of this approach is to implement “A person-centred graduated response” through the development of (NG) practice in primary and secondary settings.

3.2 Exclusions from school in Halton are higher than national averages, both permanent and fixed term. In 2012/13, nationally 0.06% of the school population were permanently excluded whilst in Halton this figure was 0.09%. Fixed term exclusions in the same period were nationally 2.91% of the school population compared to with Halton’s figure of 3.97%. There is an expectation from DfE and OFSTED that schools continue to demonstrate ways to provide a range of inclusive approaches to engage those pupils identified to be at risk of exclusion. It is also expected that schools work in partnerships and localities to develop provision that can respond to need, build capacity within the sector and show improvements across a range of identified indicators; attainment, narrowing the gap, attendance and engagement.

3.3 Currently the costs of providing out-of-borough specialist provision for some Halton pupils is escalating. At KS1/KS2 in excess of £500k and at KS3/KS4 £1.2 million is spent from the High Needs Block of the Dedicated Schools

Grant. Additional transport costs are £1.8 million. It is envisaged that the NG Pilot will embed provision that can identify needs early and prevent pupil's needs from escalating to either exclusion or the need for specialist provision. This invest to save approach will show significant savings across the borough and build capacity in the universal settings.

3.4 The key principles of this NG proposal are: (Further detail provided in Appendix 1).

- Develop school-based learning environments specifically designed to address the unmet social, emotional and behavioural needs of children.
- Provide NGs at both KS1 and KS3. One of each in both Runcorn and Widnes – total of 4 NGs in Halton.
- Support up to 48 pupils and families during this pilot.
- Develop in-school provision delivered by expert staff in the classroom.
- Provide improvement against key performance indicators.

Nurture Groups are now a well established method of supporting children whose developmental needs are not met and as a result they are unable to engage fully in the school curriculum. OFSTED conducted a survey of effective Nurture Groups in 2011. Their key evaluation was:

When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.

The project will run for one academic year and be Evaluated using The Boxall Profile methodology. The Boxall profile is a resource that measures emotional and behavioural difficulties in children and young people and will be used to gather baseline data and monitor subsequent progress.

Upon successful evaluation the NG initiative will continue be broadened to include other schools. Funding to continue the project beyond 2016/17 would require an investment through savings made from the High Needs Block and Schools contributions.

3.5 Resources to run a NG (per group). Please refer to NG Specifications (Appendix 1).

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| NG KS1; Resources, including staffing, set up costs, training, curriculum equipment, evaluation, family resources and transport. | Cost;£82,590.00 |
| NG KS3; Resources, including staffing, set up | Cost; £72,590.00 |

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| costs, training, curriculum equipment, family resources and evaluation. | |
| Total Cost of proposal | £155,180.00 |

3.6 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

3.7 Children and Young People in Halton

The issues and services outlined in this report provide dedicated support for children, young people and their families. Improving the emotional health and well-being of young people is a key objective of the Children's Plan and the Health and Well Being Strategy

4.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

| Document | Place of Inspection | Contact Officer |
|--|---------------------|---|
| Special Educational Needs and Disability Code of Practice 0-25 years. | DFE website | Ann McIntyre – Operational Director – Children's Organisation and Provision |
| Halton Mental Health Strategy & Delivery Plan 2014-2019 | Halton BC Intranet | Ann McIntyre – Operational Director – Children's Organisation and Provision |
| Mental health and behaviour in schools – departmental advice for school staff. June 2014 | DfE website | Ann McIntyre – Operational Director – Children's Organisation and Provision |
| SFR/28 2014 – Permanent & Fixed Term Exclusions | Gov.uk website | Ann McIntyre – Operational Director – Children's Organisation and Provision |
| Supporting children with challenging behaviour through a nurture group approach. OFSTED 2011 | OFSTED website | Ann McIntyre – Operational Director – Children's Organisation and Provision |

Appendix 1

Emotional Health, Well-Being & Mental Health Approach

Specification

| Approach | Foundation Stage/Key Stage One Nurture Group provision |
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| Principles | <p>What is a Nurture Group? The classic model is a school-based learning environment specifically designed to address the unmet social, emotional and behavioural needs of young people. These 6 principles are essential components;</p> <ol style="list-style-type: none"> 1. Children’s learning is understood developmentally 2. The classroom offers a safe base 3. Nurture is important for the development of self-esteem 4. Language is understood as a vital means of communication 5. All behaviour is communication 6. Transitions are significant in the lives of children |
| Aims & Objectives | <p>To develop an in-school Nurture Group (NG) model in one school or a cluster of schools. The aims are to;</p> <ul style="list-style-type: none"> • Provide an aid to transition for pupils identified in Early Years Foundation Stage • Provide support at unstructured times all times • Offer a range of sessions throughout the school week • Provide a staffed, safe-base available throughout the day with support/sessions provided to small groups • Being the central part of a planned package with reintegration as the principle aim <p>Schools in the pilot would be expected to embed the provision in their practice following the pilot and support others to further develop NGs based on the evaluation of the pilot.</p> |
| Cohort | <p>Pupils will be identified by referral from STAMP panel and following an appropriate assessment. Needs identified may include;</p> <p>Attachment disorder Social and emotional – bereavement, family crisis, trauma, depression Difficulty in settling in the Foundation Stage Isolated, no friendship group Poor attendance/punctuality Fixed term exclusions Removal from class/seclusion</p> |
| Curriculum | <p>Each pupil has an identified plan focussed on individual assessment profile.</p> <p>Timetable in NG includes;</p> <p>E & M support Emotional literacy Social/life skills Breakfast/lunch club Self-esteem sessions Topic work Relaxation techniques Emotional resilience 6 EYFS Strands of Communication/PHSE</p> |
| The Group | <p>Each NG will include up to 6 pupils, 2 cohorts a week = 3 days in home school and 2 days in NG. One day a week will be for NG staff to visit home schools, engage with family, prepare reintegration plans etc. Total of 12 pupils a week in each NG.</p> <p>Time in NG is reduced over time to support reintegration. Length of stay is typically 2-3 terms including phased return. From September 15 to July 16 it is envisaged that up to 48 children and their families will benefit from NG support (24 in each pilot).</p> |
| Outcomes | <p>Improved social, emotional & behavioural functioning Improved self-management/awareness Improved confidence & skills for learning Successful transition/reintegration</p> |

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| | <p>Reduced exclusions Improved attendance Narrowing the gap Supporting Pupil Premium Improved achievement/attainment</p> |
| Planning | <p>Trained staff Engage with SENCO Assessment/selection process (Boxall (BPYP), SDQ, Readiness to Reintegrate etc) Balance the nurture curriculum within individual pupil's plans = (80%/20%) Informing/including parents Raise awareness – whole school, staff, governors etc.</p> |
| Environment* | <p>A dedicated room with work spaces, running water, food prep/kitchen area, soft area, 1:1 area, group work area. Creative area, sand and water play . Home corner. Access to outside play area. Agreed rules and routines for all involved. Identified roles and responsibilities as part of the group. Consider if a shared base is needed when developing a cluster model. Transport costs may be an issue – propose base is in pram pushing distance from home. Tables and chairs to be adult size for replication of home environment *There will be no capital expenditure to spend on converting school buildings.</p> |
| Staffing | <p>3 trained staff – 1 Teacher (MPS + TLR), 2 TA Staff need to have appropriate level of senior support/authority NG staff supported by middle leaders and subject leaders to deliver key aspects of the curriculum (E&M).</p> |
| Set up, support & governance | <p>Set up -to identify and agree the schools able to participate in the NG pilot (KS1 & KS3) support the staffing/recruitment, resourcing and facilities, agree the criteria for NG referrals. Agree a network meeting format and dates and evidence base required for monitoring. SENCO briefing. LA Nurture Group Networking Meeting – termly Educational Psychologist advice SLT involvement Briefing sessions for staff, Governors Reporting on KPIs to Governors.</p> |
| Training, development, networking | <p>Train the trainer Nurture Group Network – 3 day training HANEN Cover costs for above.</p> |
| Evaluation | <p>The school hosting the NG and any other school accessing the provision will be expected to work on evaluating the provision over the period of time. An LA Officer will support this evaluation. This evaluation will be informed by the Boxall Profile assessment tool and a range of agreed indicators. E.G. improved attendance, improved family engagement, reduced incidents and exclusions etc. Termly reporting will be required to monitor this progress and a formative assessment will take place at the end of the year.</p> |

Emotional Health, Well-Being & Mental Health Approach

Specification

| Approach | KS3 (year 7) Nurture Group provision |
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| Principles | <p>What is a Nurture Group? The classic model is a school-based learning environment specifically designed to address the unmet social, emotional and behavioural needs of young people. These 6 principles are essential components;</p> <ol style="list-style-type: none"> 7. Children's learning is understood developmentally 8. The classroom offers a safe base 9. Nurture is important for the development of self-esteem 10. Language is understood as a vital means of communication 11. All behaviour is communication 12. Transitions are significant in the lives of children |
| Aims & Objectives | <p>To develop an in-school Nurture Group (NG) model in one school or a cluster of schools. The aims are to;</p> <ul style="list-style-type: none"> • Provide an aid to transition into secondary school for pupils identified in year 6 • Provide support at unstructured times – morning, break and lunch • Offer a range of sessions throughout the school week • Provide a staffed, safe-base available throughout the day with support/sessions provided to small groups • Being the central part of a planned package with reintegration as the principle aim <p>Schools in the pilot would be expected to embed the provision in their practice following the pilot and support others to further develop NGs based on the evaluation of the pilot.</p> |
| Cohort | <p>Pupils will be identified by referral from form tutors and following an appropriate assessment. Needs identified may include;</p> <p>Attachment disorder Social and emotional – bereavement, family crisis, trauma, depression Difficulty in settling in yr 7 Isolated, no friendship group Poor attendance/punctuality Fixed term exclusions Removal from class/seclusion</p> |
| Curriculum | <p>Each pupil has an identified plan focussed on individual assessment profile.</p> <p>Timetable in NG includes;</p> <p>E & M support Emotional literacy Social/life skills Breakfast/lunch club Self-esteem sessions Topic work Relaxation techniques Emotional resilience Drug/alcohol awareness</p> |
| The Group | <p>Each NG will include up to 6 pupils, 2 cohorts a week = 3 days in home school and 2 days in NG. One day a week will be for NG staff to visit home schools, engage with family, prepare reintegration plans etc. Total of 12 pupils a week in each NG.</p> <p>Time in NG is reduced over time to support reintegration. Length of stay is typically 2-3 terms including phased return. From September 15 to July 16 it is envisaged that up to 48 children and their families will benefit from NG support (24 from each pilot).</p> |
| Outcomes | <p>Improved social, emotional & behavioural functioning Improved self-management/awareness Improved confidence & skills for learning Successful transition/reintegration</p> |

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| | <p>Reduced exclusions Improved attendance Narrowing the gap Supporting Pupil Premium Improved achievement/attainment</p> |
| Planning | <p>Trained staff Engage with SENCO Assessment/selection process (Boxall (BPYP), SDQ, Readiness to Reintegrate etc) Balance the nurture curriculum within individual pupil's plans = (80%/20%) Informing/including parents Raise awareness – whole school, staff, governors etc.</p> |
| What a school needs | <p>A long term and whole school commitment; The support of the governing body; Evidence of existing good practice in behaviour management; A large room that can be used flexibly; School's policy for SEN recognises the role of nurture groups within the Policy Framework; Good links for transition; Significant levels of deprivation; and A clear financial plan for sustaining the project for at least one year beyond the funded year.</p> |
| Environment* | <p>A dedicated room with work spaces, running water, food prep, soft area, 1:1 area, group work area. Agreed rules and routines for all involved. Identified roles and responsibilities as part of the group. Consider if a shared base is needed when developing a cluster model. Transport costs may be an issue - consider NG base in walking/bus/short taxi ride from home base. *There will be no capital expenditure to spend on converting school buildings.</p> |
| Staffing | <p>3 trained staff – 1 Teacher (MPS + TLR), 2 TA Staff need to have appropriate level of senior support/authority NG staff supported by middle leaders and subject leaders to deliver key aspects of the curriculum (E&M).</p> |
| Set up, support & governance | <p>Set up -to identify and agree the schools able to participate in the NG pilot (KS1 & KS3) support the staffing/recruitment, resourcing and facilities, agree the criteria for NG referrals. Agree a network meeting format and dates and evidence base required for monitoring. SENCO briefing. LA Nurture Group Networking Meeting – termly Briefing sessions for staff, gobs Reporting on KPIs to Gobs.</p> |
| Training, development, networking | <p>Train the trainer Nurture Group Network – 3 day training Cover costs for above.</p> |
| Evaluation | <p>The school hosting the NG and any other school accessing the provision will be expected to work on evaluating the provision over the period of time. An LA Officer will support this evaluation. This evaluation will be informed by the Boxall Profile assessment tool and a range of agreed indicators. E.G. improved attendance, improved family engagement, reduced incidents and exclusions etc. Termly reporting will be required to monitor this progress and a formative assessment will take place at the end of the year.</p> |