

2.7.2018

Consultation meeting at Halton Lodge Primary school

Proposal to develop a Resource Base for up to 6 pupils in Foundation/Key Stage 1 with SEMH

Present: Ann McIntyre (Operational Manager), Anita Parkinson, Anthony Hildrup (Head) Eileen O'Brien (minutes)

Agenda

1. Anthony introduction
2. Ann – presentation
3. Anita – definition of SEMH. Everybody has SEMH needs and young children communicate how they feel through their behaviour etc
4. Ann – aim that majority of our children should be educated within Halton provision
5. Anthony – why we want a resource base in our school
6. Ann – the process, funding etc

1st meeting with staff 4pm

We would still get the top up for resource base children in addition to school funds? – yes

Is funding dependent on EHCP funding? Will children need an EHCP ? – yes, all children will need a plan. Will calculate the top up depending on the number of children in the base. We would make sure there is no detriment to the school

If go ahead is agreed what is time scale. Not practically possible before next academic year. Will need to complete building recruitment and training. Sept 2019 at the latest.

Talked about integrating the children, not a separate provision, would RBB children be integrated into our school or might it be dual registration? – more than likely to be integrated into this school. Might come from other schools. Want to build up skills and resilience of all of our schools, challenging behaviour is the new norm and all schools have to take a fair share to develop their skills. You will be working with a particular cohort. Initially they might spend a lot of time in the base, but over time will access more and more mainstream, hopefully in the future they may be ready for a mainstream offer. The LA will have a new Behaviour team in place to support managing challenging behaviour. They would be available for support alongside the Educational Psychology service and other services. Support would be available for all school staff. Training should equip you to manage the changes. These children will have an EHCP plan describing their needs, their progress will be taken into account by OFSTED.

Their data will still go on our school data? yes, but it will be taken into consideration. To be successful this has to be a whole school buy in. Children will take time to develop. New behaviour team is being established who will be able to work alongside the school and there would be a link

with the school the lead and the primary teacher. This will benefit both the school and the team in terms of sharing experiences. Anthony – by end of year 2 children would hopefully be ready to go back into mainstream. Really important to work well with parents

Turnover of children, they would start in RB and move into mainstream. We have full classes, would RB children move into our mainstream or other classes? RB staff would support into our classes

If children are successful and could reintegrate, they would reintegrate here because they would be settled here? yes, because of attachment etc would probably be best. Would be unsettled if they needed to move again. This could change, we will consider what good practice looks like. As we are developing new provision we will be looking at what works well elsewhere. Would depend where they are on their journey.

Does school have increase in budget to maintain their staffing and resources? £500,000 is capital so could not be used for staffing. The high needs budget would be used. The LA would enter into service level agreement with the school setting out the expectations of the school and local authority. The school would receive both place funding and there would also be a formula to recognise the top up funding needed. This is additional funding to the school's current budget and every effort will be made to protect the schools budget through the funding of the base.

2nd meeting with governors 5pm

Is that going to be a separate building? hopefully linked to the school, the children would be part of the school.

Would all primary schools be able to do the CPD? we would like all of the schools to be involved we will start with an event in Autumn term, talking to all the schools about what we are trying to achieve

How much of the decision making process does the school have, is it an external decision? The LA is the admissions authority and it is ultimately their decision. However, we wouldn't just place a child here and expect them to start on Monday. We use Placement and Provision Panel to discuss any children and how we could best meet their needs. We might say we think this child needs a little more expertise through a RB. We would send papers to Anthony and ask him to consider them. The headteachers usually agrees but sometimes may think there is something else which needs consideration. There is room to say, we do not think this would be best fit just now - this would be considered. There might be a request for additional advice and to discuss further. School can discuss any concerns.

Would those children be part of the school's data? Yes, but with an EHCP that would be considered by inspectors. They would have an EHCP describing their needs which would give context. Progress data would be disaggregated from mainstream children because of their plan. Most of the children will have attachment issues. Belonging is very important. They need to feel that they belong to the school

Is it likely that you might have a child for 3 days a week or 2 afternoons? Child needs to know where they are going, same staff etc. That model works for the Key Stage 1 assessment bases, but would not work for these children. They would need to feel they belong. Initially would spend a lot of time in the base to build up a relationship with RB staff, when they are ready they would access mainstream with support from RB. Skills transfer to mainstream staff by modelling, and a culture develops within school where staff are resilient, know how to react etc.

What if there was no space for reintegration? could go over numbers because the support is in place

Would be able to continue in this setting? yes, would want that to be maintained. Moving on would not work for this cohort of children. Are planning to visit other SEMH provision in local areas to see what their provision looks like. Ideally would want child to stay here in mainstream, though it may be the case that some children may need to move on to KS2 base in Weston Point or Woodside

Why not have KS1 and 2 here? this consultation is only about KS1. We could look at moving children into mainstream with funding, or moving on to another RB if support still required. KS1 bases would work closely with the established KS2 bases so that they have the same ethos, training, expectations, understanding etc. the hope would be for mainstream by end of KS1.

What actions do we need to take? respond to the consultation. Follow the link in the email.

How many more staff would you have for the 6 children? would have one teacher and one TA, but support may include other support staff in the school and other services, would need to start thinking about what is needed.

Who would recruit? school would recruit, but LA would support.

What are the timescales –ideally September 19 for recruitment, CPD and building. Build is the most complicated element. This has to happen while the school is still functioning. Do not want to rush. Just developing a skills base at Astmoor. Needs completing by September 2018.

What would be the impact on classes? Our children are resilient. Children would come in with support. With additional staff available, would be enough support in mainstream classes, or might deliver additional group work outside the classroom

What if one is ready to go to class, but teacher and TA are with other 5? Children here are used to seeing support and used to seeing behaviours and they would manage. Children would come at different times, they would not all be new at the same time. New children need more resources but those have been there longer are likely to be more settled and need less. Can look at other resource bases in Halton and see how they work.

What about the building, would it be self contained with toilets etc? They are going to be very small, lots of issues, they may be scared of the older children. have had meeting with builders looking at feasibility study. Have considered design, eg will need outdoor space etc. might want sensory room etc

3rd meeting Parents and others 6pm

You're looking at opening bases sept 19? We're hoping to. Urgent need, but need to consider staff training and facilities.

What skill set will you be looking at? Will start with all staff in sept training around resilience and attachment. Want to look at provision both in Halton and beyond eg Leap in Salford. Want someone with commitment to go the extra mile, who could do extra at weekends and evenings working with parents. Need to be open, experienced, with appropriate personal qualities. We have time to invest in training, want all teachers to have skills so that they could be rotated bearing in mind that ultimately children will be in the mainstream, so all staff will need these skills.

How will it be staffed, what is going to be different about it, what mental health support will be available? Very specific skill set. Need to look at what is available and what is the additionality that we need to identify. Are looking at nurture, have already invested a lot in schools, this will be an extension of nurture strategy for our most challenging children. They will be very young and will have to learn the basics, will have problems with turn taking, socialisation, issues around things they have seen, may have very troubled lives, need to unpick their baggage.

What will the wraparound look like? need RB staff to be part of a team and look at skill sets they can offer. Need to be in shoes of parents, walking through the doors for child might be challenging but for them the constant is their parent, but all need to work together. Maybe have breakfast together, could include parents. Look at their working patterns. Might be lonely and isolated, could develop parents group, sharing experiences. Signposting to agencies, want everything that is currently available in school to be available to RB children at a level that is appropriate to them. This new approach will evolve over time. Will start with one or 2, and slowly grow, children may move on. Will not be full straight away, so initially could be overstaffed, and flexible which will allow for personal support for parents. Need to bear in mind, children could be coming from another area, by taxi. Could work with children's centres around nurturing approaches, parenting courses etc. need to have consultation with other services and involve parents with those. School would want to be open and flexible to what is needed.

Potentially parents might want to request places for siblings. Would go through normal admissions process might need to check on guidelines.

Really disappointed that I am only parent here. Concerned about the impact on other parents. would like to prepare my children for this change. How are we going to make preparations for these children within our school community and change attitudes? We need to support children to show tolerance. Can involve children in process from very beginning, looking at design. Other children can look at 'exciting' aspects of new children starting, buddying etc. will ask governors to be present at parent's meeting in autumn term. Need more knowledge now in order to prepare. Could use SEAL work around kindness etc as part of preparation work