

4.7.2018

Consultation meeting at Beechwood

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

Present: Ann McIntyre (Operational Director), Anita Parkinson, Steph Kidd (Head) Catherine McCudden (minutes)

Agenda

1. Steph Kidd 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. Step– why we want a resource base in our school
6. Ann – the process, funding etc.

1st meeting with staff 4pm

Would school still get the top up for resource base children in addition to school funds? – Yes

Is funding dependent on an Education, Health & Care Plan (EHCP) and will children need an EHCP to access the base? – Yes, all children will need an EHC plan. The Local Authority (L.A) will calculate the top up funding depending on the number of children in the base at any one time. The inclusion of the base will not be financially detrimental to school budget.

If the plans go ahead what would be the agreed time scale? The build will not be practically possible before our next academic year. The building will need to be managed and staff need recruiting and training, ready for a start date of September 2019 at the latest. School are happy to accommodate the build throughout the school year to move the project forward.

Will the children in the Resource Base be included in the school data?

Yes children in the RB will be included into the Beechwood school data, presented as the base but under a school umbrella. It will be presented in a manner that separates the RB from school so any progress can be clearly identified. The L.A will always collect data to check the progress of the children in the base in line with the SEMH.

Will you set us targets or will it be school? The Boxall profile would be used as a measure to assess progress, but we will be looking at the other data in relation to the pupils. This would also include input from SALT (Speech & Language) covering social communication difficulties. The specialist teachers would come into the base to offer support and guidance. If a base teacher needs advice the L.A will give advice, for e.g. how to create and monitor a differentiated timetable, how to speak to children using reduced language.

Would RB children move into our mainstream or other classes? Initially children will be in the RB and staff would support transition into classes so that they are spending more time in mainstream, freeing up the base. Some may need to transfer to a KS2 base but others will re-integrate into the mainstream part of school. If parents of the RB children want them to remain at Beechwood school they will have that option.

Can the L.A overrule a parent? No, but we would try to help parents to understand our decision, persuading them that the best decision has been made for the child. If they need support at KS2 we would look at the appropriate resource provision for them e.g The Brow. A very considered plan would be looked at for every child. Some may move onto Woodside or Weston point with KS2 provision, otherwise we would like them to be integrated into mainstream at Beechwood. There would be some considerations for moving children e.g. siblings or issues with transport, but ideally children would stay at Beechwood.

Is transport provided for these children? Not necessarily (see transport policy).

Does school have an increase in budget to maintain their staffing and resources? There is £500,000 is capital for the capital development of the two

bases. The high needs budget would be used to support staffing and resources. The L.A would enter into a service level agreement, which would set out the arrangements, with expectations of the school and local authority. We would use a formula to recognise the funding needed. Funding would be in addition to the schools budget. In total as an LA we receive over over £16 million budget for SEN (Special Educational Needs) and part of that funding would be allocated to the school to meet the costs of the base.

Anita: As a local authority we have to make sure that our children get into the base. Once a child has an EHCP we can place in a base. Other LAs can apply to use our base so we should try to make our children a priority. If the RB at Beechwood school is named in their plan the L.A will have to accept them at the base.

How soon will it be before work can move forward? September 2019

How many staff? We would suggest 1 teacher and 1 teaching assistant (TA) so the equivalent of 2 staff. This has worked well Woodside and Weston point schools.

We are looking over the summer at the possibility of providing an Inclusion conference in October/November to discuss how we can all become more inclusive. Unfortunately SEMH is becoming a norm and schools are seeing far more than say 10 years ago. Our aim is to ensure that all mainstream schools will take responsibility for children with SEMH in particular.

Steph has commented that Beechwood school are running staff development training for working in a base for SEMH and looking towards wellbeing training during their inset day so come September 2018. Staff will have some guidance and support strategies for working with the Resource Base.

2nd meeting with Governors 5pm

Will there be certain expectation from school? The children that would come to the base would have an EHCP even if it was not finalised the L.A would have needed to name the setting. We would send paper work to Beechwood school to agree the decision.

Will it take 6 children at a time? Maybe, but there may only be 2 initially so we can start with 2 and move up to 6. There may not be 6 children when you open the base. It is the thinking that these children could be in the base for 3 years before they will become part of the school. This is in the hope that they will feel they belong to Beechwood school and become part of the mainstream. If at the end of Yr. 2 they are not ready to move into the mainstream part of the school then a transfer to another KS2 base will be discussed. The ethos is with early intervention the children would remain here.

How many children are there in the authority? This year we have seen an increased number of children in primary permanently excluded, so far there are 8 pupils primary pupils many of whom have attachment difficulties. The hope is that the L.A will not have to place vulnerable children Out of Borough (OOB).

If we have space in our RB would we automatically let them in if they came from another base? No, not necessarily the Head would still have to look at the application.

Why didn't we have any interest from secondary schools? We do not know but we are hoping in the future we may see a better response. The challenge is who is willing to run it at KS3 & 4. There may be interest if asked again and the L.A may have more capital to offer in the future. It is a remains a challenge for High schools.

If we don't know where the children are coming from how will they access the RB? Ann explained the transport policy.

What action do we as Governors have to take? Respond to the consultation. Follow the link in the email.

Are schools going to see RB as a goal and put more time and effort into it? No not at all. The L.A are committed to making it work but not to the detriment of our children who are already based here. No focus will be taken away with the children without SEN.

Would the children in the RB be at the school fulltime? Yes we build facilities in the school to accommodate them. Children will spend the majority of their time in the base to start with and in time transition them into mainstream. When they are ready to come into mainstream class they will be well supported.

What happens at break and lunchtime? If they are not ready to go out to play at playtimes they will not go onto the playground, so they may play in the additional forest part on the periphery of the main playground.

Will the RB children be offered support outside of school? We are setting up a new service, Behaviour Support Team, including Teachers, Family Liaisons Officers that will link between the new provision and school.

Would the children in the RB all be the same age? No, you could get some Reception children in with some Yr 1, but ideally they will enter at Reception. The mainstream children will be aware that if a child comes and goes into their class there will be a reason and that they need extra help.

The model of a well behaved child helps the child placed in the RB to copy and model their behaviour.

3rd meeting Parents and others 6pm

You're looking at opening the RB in September 2019? We are hoping to, but need to consider staff training and facilities.

What skill set will you be looking at? Staff training will start this September around resilience and attachment. The L.A will look at provision both in Halton and beyond, e.g. Leap in Salford. We would be looking at providers with commitment to go the extra mile, who could do extra at weekends and evenings working with parents. We have time to invest in training, and we want all teachers to have the skills so that they could be rotated, bearing in

mind that ultimately children will be in the mainstream, so all staff will need specific skills and strategies.

How will the RB be staffed, what is going to be different about it, and what mental health support will be available for? A very specific skill set will be needed and we need to identify this and the availability of these skills set. Currently we are looking at issues around nurture, and have already invested a lot into schools, this will be an extension of the nurture strategy we have for our most challenging children. Staff will be dealing with very young children teaching them basic skills set, problems with turn taking, socialisation, issues around behaviour they have witnessed, may have led very troubled lives and the staff will have to unpick this.

What will the wraparound look like? The RB staff will need to be part of a team and look at skills set they can offer. In a sense they will need to be in the shoes of parents, as walking through the door of the RB for a child might be challenging, so parents and staff need to work together. It may be that staff have breakfast together with parents and children, could develop parents group, sharing experiences. Within this timeslot staff can signpost to agencies for e.g. Children's Centres around nurturing approaches, parenting courses etc.

How would parents go about requesting places for siblings? Would go through normal admissions process, advice would be to check on guidelines.

How are we going to make preparations for these children within our school community and change attitudes? The plan is to involve children in the process from the very beginning of the planned RB. We could approach the children in mainstream with the idea of the new base having exciting aspects to it for e.g. being involved in a Buddy Scheme. School will ask governors to be present at parent's meeting in the autumn term. SEAL work around kindness etc. could be included as part of preparation work.