

REPORT TO: School Forum

DATE: 16 June 2021

REPORTING OFFICER: Headteacher – The Bridge

SUBJECT: Outreach Provision – The Bridge

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To report to School Forum the current funding requirements for The Bridge School SEMH Outreach and Reintegration Service.

2.0 RECOMMENDATION: That

- 1) the report be noted; and
- 2) the Board approves the request for an additional £25K contribution to The Bridge School Outreach and Reintegration Service.

3.0 SUPPORTING INFORMATION

3.1 On 26th February 2020 School agreed to release £100K to support the start-up of The Bridge School Outreach Service (now SEMH Outreach and Reintegration Service) and the employment of three staff to cover roles within this service.

3.2 The purpose of the service is to:

- Reduce mainstream school exclusions at Key Stage 3
- Identify cohorts of students within mainstream schools who needed additional external support for their social, emotional and mental health difficulties.
- Provide a structured equitable pathway to supporting students in the Pupil Referral Unit
- Promote and ensure high levels of students returning to mainstream schools
- Support the development and implementation of a graduated approach to SEN identification and support
- Reduce costs and pressure on the High Needs Block budget

3.3 The service is monitored within a Halton Service Level Agreement that evaluates performance against agreed targets. The service evaluation is conducted once per school term by the LA as the commissioning authority. The service to schools commenced on September 1st 2020. The periods of 2020/21 school closures and partial closures due to the Covid pandemic have interrupted aspects of service continuity and availability, and have impacted outcomes. Although a complete set of

successive termly data is not fully available there exists sufficient data to support some evaluations. The evaluations below are a summary provided by the Divisional Manager for Placements. The full report is embedded below alongside the Headline Report by the service Lead Teacher.



SECONDARY SEMH
REINTGRATION SERV



HBC Reintegration
Service headlines.doc

3.4 The KPIs for this agreement are as follows –

- During the re-engagement programme and for 2 terms afterwards young peoples attendance will be above the criteria used to define persistent absence
This information will only become available from July 2021 onwards as first cohort started in September 2020
- No young person will remain on the re-engagement programme for more than 12 weeks
This KPI has been fully met to date (*however this has been impacted by the local lockdowns linked to COVID to enable best practice for reintegration to own schools)
- 100% of the young people entering the re-engagement programme will return to their home school either at the 12 week point or prior to it. In exceptional circumstances only the Panel may consider after evaluation that a student/YPs needs are deemed too significant to return to mainstream schooling. There will then be a review of the initial referral process to identify whether the original referral was appropriate.
From the first cohort who started in September 2020 this KPI was met fully with all 5 students returning to their host school
- In the 2 terms following re-integration back to the home school, there will be an improvement in the young person's behaviour regulation, engagement in their learning and in their academic progress, as evidenced by the home school's tracking systems.
This information will only become available from July 2021 onwards as first cohort started in September 2020
- Following re-integration back to the home school, each young person will have had no further fixed term exclusions for at least 2 terms, and no permanent exclusion for at least 1 academic year.
This information will only become available from September 2021 onwards as first cohort started in September 2020

- All schools will make appropriate and timely use of their Core Inclusion Placements and these young people have all been re-integrated back to the home school within the agreed time frame outlined above.
To date 5 of the 8 schools have made use of at least 1 reintegration placement
- There have been no breaches of the Home School and The Bridge School SLA and the specific stipulations contained within it.
This KPI has continued to be fully met
- For at least 1 academic year following re-integration no young person who has been part of the Core Inclusion programme will have accessed anything other than their home school
- **This information will only become available from January 2022 onwards as first cohort started in September 2020 and it's a 12 week programme**
- 90% of young people, parents/carers and schools have provided positive feedback as to the impact of the service.
Schools feedback survey January 2021 for cohort one - feedback within 'Headline data'
Parent/Carers feedback survey January 2021 for cohort one - feedback within 'Headline data'
Young peoples feedback December 2020 for cohort one - feedback within 'Headline data'
Young peoples session feedback for cohort on 89% scored across 5 sessions

3.5 Throughout the period since the service started there has been good engagement from the Outreach Mentors as well as the Outreach Lead Teacher with all of the schools
The feedback from the Young People linked to the work completed by the Outreach Mentors has been continually positive
Feedback from the schools have also been positive in terms of the impact the service and the support of it is having with the Young People as well as with the practice and teaching
Attendance during the 12 week placement has also been positive. In Term 1 this was 87.4% and in Term 2, 91%
In summary, from a Commissioning perspective, the service has established itself well as a different type of local offer. Take up of places could be increased within current capacity: In Term 1 this was 31% and subsequently 56%. However this may be linked to the impact of COVID restrictions and the further embedding of the service.

3.6 Headline data, that is not complete due to Covid, also identifies that for the academic year 2019/20 Permanent Exclusions at KS3 numbered 22. So far this year (2020/21) the numbers are 3. There are wider variables than just the implementation of the Reintegration Placements and Outreach Service but the correlation is clear. The SEMH Outreach and Reintegration Service is an opportunity to prevent escalation of High

Needs costs through permanent exclusions and restricted access back into mainstream provisions.

- 3.7 The Bridge School is requesting an additional £25K (additional to the initial £100K) to cover the actual staffing costs and to provide sufficient funds for resourcing work and meeting staff training needs. Staff wages with on-cost total approximately £123K. A further £2K is requested for the supporting costs.

4.0 POLICY IMPLICATIONS

- 4.1 Outreach and Integration provision aims to reduce the number of fixed and permanent exclusions and support schools to successfully reintegrate students with challenging behaviour back to their home school.

5.0 FINANCIAL IMPLICATIONS

£125K to cover staff costs (£123K) and additional resources and training (£2K).

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

To improve outcomes for students with challenging behaviour through the provision of appropriate support that ensures they can continue their education in a mainstream secondary school.

6.2 Employment, Learning and Skills in Halton

Reintegration to mainstream provision reduces the risk of re-integration students becoming NEET.

6.3 A Healthy Halton

N/A

6.4 A Safer Halton

N/A

6.5 Halton's Urban Renewal

N/A

7.0 RISK ANALYSIS

7.1 Prior to Covid-19 the PRU was operating over capacity and limited in the support it could provide to schools to prevent exclusion. Lack of reintegration was restricting the places available for preventative work with students. The Reintegration and Outreach Service, allows a more preventative approach to supporting pupils and is aimed at ensuring students needs can be more appropriately met locally earlier.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 The service is aimed at improving the outcomes for students with challenging behaviour.