

DRAFT

Committee:	School's Forum
Meeting Date:	22 October 2015
Title:	The Behaviour Support Service
Author:	Georgina Green Head of Service Development SEN/AP
Decision making / consultative / information:	Information

What is the Forum being asked to decide?

1. The following paper provides an update and overview of the Behaviour Support Service. There is information provided on how the service currently operates, what support is delivered and the outcomes for Children and Young People. Included is also feedback from schools / academies who have used the service in the previous academic year.

There is also a proposal for the merging of the Behaviour Support Service and the County Inclusive Resource (CIR). The document details the reasons and advantages of combining the two services and also the associated risks if this proposal is not progressed.

Reason for recommendation

2. The recommendation is to continue the de-delegation of funding for the Behaviour Support Service for at least one more financial year to allow this service and the CIR to become one 'complex needs early intervention service'. However, it would be preferable if there could be a commitment from School's Forum to commit to the de-delegation of funds for two financial years to allow the new service to become properly established and a thorough evaluation to take place.
3. This vote will be taken as part of the following paper on de-delegation and centrally retained DSG.

Alternative options

4. To delegate the funding to schools. However, this would only produce a very small financial gain for LA maintained schools and would provide no support for schools who are working with children and young people demonstrating challenging behaviour. There is an inherent risk that this will result in an increase of exclusions and therefore a greater pressure on the HNB to provide alternative provision.

Who will be affected by this decision?

5. The Behaviour Support Service has a direct impact on all schools.

Main body of the Report

The Behaviour Support Service offers a range of support interventions which can help children on their way to successful learning alongside their peers. Aimed at realising success through early intervention, team members from the Service provide you with the strategies to support children with a range of difficulties.

The Service works with all key stages from Early Years to Key Stage 4. In 2014-15 the BSS worked with the following Key Stages:

Key stage	Number of pupils
Early years and pre-school	37
Key Stage 1	144
Key Stage 2	394
Key Stage 3	177
Key Stage 4	6

The service offers a flexible approach to meet the individual needs of both the pupil and the educational setting. They focus on barriers to learning such as: an inability to manage anger or resolve conflict; lack of emotional literacy and social skills; playground behaviour; bullying and friendship issues; low self-esteem and lack of assertiveness; concerns around transitions from school to school. The BSS also support staff with the management of an individual pupil's behaviour.

Referral system

The referrals for the Behaviour Support Service are processed in the following three ways:

- There is a referral panel meeting in the South, West and North each term which is attended by the Lead teachers from the service and the Local Offer Brokers.
- A 'Fast track' system is in place for pupils immediately at risk of exclusion. Essentially a school / academy will contact the Local Offer Broker (LOB), discuss the case and the support required and the LOB will commission a 'rapid response' service.
- Through the In Year Fair Access Panel (IYFAP).

The number of settings supported through the Behaviour Support Service has increased over the last three years.

Number of Settings supported

Setting	2012-13	2013-14	2014-15
EYS	19	15	15
Primary	122	125	156
Middle	6	7	3
High	13	13	7
Academies/ Free Schools:	11	22	16
TOTAL	171	182	197

Number of pupils supported in each setting

Setting	2012-13	2013-14	2014-15
EYS	73	59	37
Primary	1016	798	536
Middle	39	43	9
High	155	109	72
Academies/ Free Schools:	56	160	104
TOTAL	1,339	1,169	758

It is evident from the data above that there has been a reduction in the amount of pupils the Behaviour Support Service has been able to provide for because there has been a significant decrease in the budget between the financial years 2013-14 and 2015-16 and therefore a reduction in staffing.

Financial year	Budget	Staffing
2013-14	£1,063,419	4.8 teachers 30 TAs (13 part-time)
2014-15	£745,149	5 teachers 24 TAs (6 part-time)
2015-16	£669,794	5 teachers 21 (6 part-time)

There are approximately 60,000 pupils in the 247 LA maintained schools in Suffolk. If we split the current budget equally between the 60,000 pupils the unit cost would amount to an additional £11 per child. For small primary schools this would amount to very little additional funding. In addition, this amount would decrease as more schools converted to academy status.

Number of pupils by support type

Setting	2012-13	2013-14	2014-15
1:1	801	860	524
Pair support	57	39	4
Group	320	159	90
Whole class	71	5	58

There were also 70 pupils supported through consultation in 2014-15.

Number of Fast Track cases

Setting	2012-13	2013-14	2014-15
EYS	3	1	5
Primary	25	47	37
Middle	12	8	1
High	21	13	11
Academies/ Free Schools:	12	27	12

Number of staff supported through consultation and training

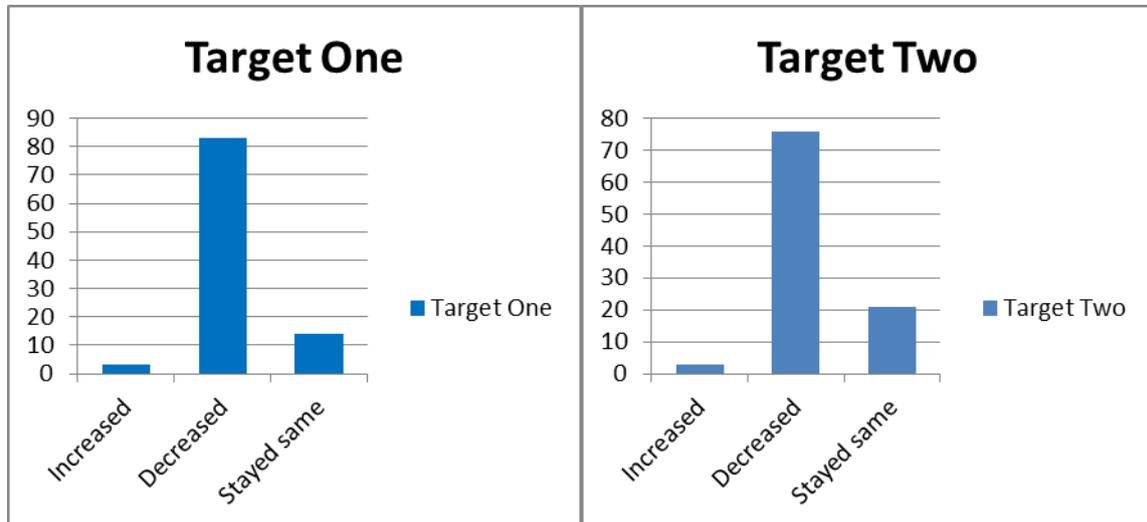
Setting	2012-13	2013-14	2014-15
EYS	30	33	
Primary	231	412	
Middle	14	12	
High	13	30	
Academies/ Free Schools:	11	0	

Number of training events 2012-2015

Number of training events	
School training events: 15	Outreach events: 31
Staff attending: 250 +	Staff attending: 376
Type of Staff: Teachers, TAs, HLTAs, MDSAs	Type of Staff: Teaching, MDS, TAs, and Parents

Impact upon pupil behaviour

For each pupil worked with two behaviour targets are agreed between the school and the service. The impact is measured by demonstrating a significant decrease in the frequency and extent of the behaviours for each of the targets. The following graphs illustrate the impact upon behaviour for the Summer Term 2015:



Feedback from schools

Feedback for the service has been very positive, out of the 197 settings supported in 2014-15 77 settings returned their feedback forms. The following questions were asked and the settings were required to rate them as either 'outstanding', 'good', 'requires improvement' or 'inadequate'. There were no inadequate ratings.

Aspect of service	% Outstanding	% Good	% Requires Improvement	No response
Response time to referral	47%	43%	1%	9%
Quality of support	53%	42%	0%	5%
Feedback from BSS specialists about pupil progress towards intervention targets	56%	36%	3%	5%
Helpfulness of the review and evaluation process in planning and next steps	48%	34%	1%	17%
Impact of interventions on pupil behaviour and progress	22%	66%	5%	7%

Written comments from schools

Excellent service ... with the workload of the transition I have not utilised the BSS team enough – Thurston College.

Staff are well trained and highly experienced and have offered excellent suggestions and support for our pupils – Leiston Primary.

BSS were responsive to our needs very quickly and the support received has been valuable. Thank you.– Handford Hall.

The support which has been offered to the school this year has been superb. BSS is the only service, it seems, upon which can reliably expect to get a meaningful response to a referral – St Pancras.

We have been extremely pleased with the work that Rebecca has done with our students and the resources she has provided especially the Calm Plans, Trick leaflets and ADHD strategy sheet – all of which we are continuing with. We have seen a positive change in their behaviour – East Bergholt High.

There have also been a number of positive comments from schools / academies about the service at the In Year Fair Access Panels.

Traded offer

The Behaviour Support Service is working closely with Schools' Choice and offer the following interventions to Academies and Free Schools under the traded offer:

- Solution focused consultations
- An allocated worker who will come into your setting to work with an individual, pair or group of pupils
- Support strategies for staff
- Bespoke staff training sessions (1 or 2 hours)
- Support for Early Years settings
- Fast Track responses (in partnership with key professionals)
- Massage in Schools Programme
- Restorative Approaches
- Nurture provision

There is a need to expand this offer and increase the charge for the service as the Local Authority is not achieving full cost recovery from the traded offer at this point.

Income from Academies

The current year to date income position is £35,532. This is a significant increase compared to last financial year and there is evidence that academies are purchasing the service at a greater rate. There is approximately £10k invoicing from last year, the final half term, so the income position for the first term was £25k. Therefore, Schools Choice has forecasted an additional £20,000 of income for this financial year.

Areas for development

At the recent Let's Talk event schools and academies have highlighted the following areas they would like the service to develop:

- Working with parents:
 - 1 to 1 sessions with them
 - Training on good behaviour skill
 - A booklet of 'tips and hints' for positive behaviour strategies
- Training sessions on:
 - Positive playground behaviour
 - E-safety
 - Successful transition from early years settings into Reception

Future proposal

However, the reduction in the budget and number of staff for the service is impacting upon their ability to deliver the additional support required by schools. However, they are not the only service valued by schools / academies who are struggling to meet the demand for their service. The County Inclusive Resource (CIR), the Local Authority outreach service for those pupils with a diagnosis of ASD is also experiencing a capacity issue as the CIR caseload has gone from 365 in 2010 to 967 in 2015 with same staffing compliment of 23 staff.

Both the BSS and the CIR work with a number of the same children because of the overlap in needs and therefore a significant amount of duplication occurs. Neither team works with the same pupil at the same time because they believe it would cause confusion to the school and pupil. However, children and young people will not experience their difficulties at different times on different days and therefore a much more holistic approach to the support of these pupils needs to be implemented.

Advantages of the new model

This would provide a combined team of 8.4fte staff serving each of the 5 localities, delivering a broad range of interventions across their schools / academies for vulnerable learners. This approach would have the following advantages:

- No need for a diagnosis of ASD to access a service of specialists who have expertise in this area
- No duplication of casework
- No confusion experienced by schools when trying to incorporate two sets of advice in supporting a child with complex needs
- Will develop a greater skill set across a larger team more able to meet the demand

- Will increase the number of interventions available from one service through both the 'core' and 'traded' offer
- Simplify the income arrangements and the purchasing of services for schools
- A combined larger budget will mean an ability to deploy staff and resources more flexibly
- One referral route instead of two for schools / academies to access the support currently provided by two services
- More able to have representation for the service at the IYFAP
- Reduction in the number of exclusions as there will be more support available when needed rather than having to wait.

Staffing compliment achieved by the merging of two services

By merging the two teams to provide schools / academies with a 'Complex Needs Early Intervention Team' would provide a county resource of 49.2 staff spread across the five localities with a total budget of £1,660,684. This would comprise:

1 x full time Headteacher
 1 x Lead teacher
 16.2 x full time equivalent teachers
 20 x full time and 6 X part time Specialist Support Assistants
 5 x full time Technicians

Essentially meaning that each locality would be able to have the following staffing compliment to work with pupils who have a range of difficulties that may include both ASD and challenging behaviour:

3.4 fte teachers
 4 x full time and 1 x part time Specialist Support Assistant
 1 full time technician

Business support would also be required for the new service but the funding for this post would need to be found from within the current budget or through generating income from the 'traded offer'.

Risks associated with not implementing the new model

- Further delays in accessing support for vulnerable learners.
- Increasing number of exclusions as neither service will have the capacity to meet the increasing demand from schools. Essentially meaning that more local specialist provision will be required placing more pressure on the HNB.
- The requirement of more out of county provision as schools are increasingly less able to access an already stretched resource for early intervention work meaning behaviours are likely to escalate and more specialist provision becomes necessary. This would mean more pressure on the HNB.