

Education and Business Scrutiny Commission

Monday 16 December 2019

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1
2QH

Supplemental Agenda

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Item No.	Title	Page No.
4.	Minutes The Minutes of the open section of the meeting on held on 7 October are to follow.	
5.	REVIEW: SCHOOL EXCLUSIONS - WANDSWORTH ALTERNATIVE PROVISION The following Wandsworth alternative provision leads will present: <ul style="list-style-type: none">• Eileen Shannon, Head Teacher, Victoria Drive PRU• Carol Self, Nurture Provision lead, Wandsworth Council. A presentation is enclosed. Distribution List 2019/20	1 - 24

WORKING IN PARTNERSHIP WITH SCHOOLS
TO INTERVENE EARLY TO SUPPORT PUPILS.

EILEEN SHANNON



Context

- Wandsworth is an Inner London Borough in South London.
- Migration: Wandsworth has the highest migration rates of any London borough
- Black and Minority Ethnic groups: 29% of population
- Deprivation: 21% of population live in poverty.
- There are sixty- two primary schools.
- Approximately 29 000 children 0- 15



Unique Pupil Numbers

The *unique pupil number* (UPN) is a 13-character code that identifies each *pupil* in the local-authority-maintained school system. The guide is for schools and local authorities, and provides information on UPNs , including: guidelines on maintaining UPNs. data protection.

Victoria Drive Primary Pupil Referral Unit

- Statutory duty to provide full time education for pupils of statutory school age who have been permanently excluded from their mainstream school.
- The number of children being excluded from schools in England is rising, after falling for years.
- It works out as eight in every 10,000 primary aged children in England(Department for Education 2016)
- Most permanent exclusion occur due to violent and aggressive behaviour
- At Victoria Drive PRU, we are showing a different trend- numbers of permanent exclusions within Wandsworth primaries is decreasing.

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
5	4	3	2	2	0	0

DfE Exclusion guidelines (2015)

- Disruptive behaviour can be an indication of unmet needs. Where a school has a concern about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion.

Social, emotional and mental Health Difficulties (SEMHDs)

Definition in the SEND Code of Practice; 0-25 Years 2014

- These difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Individual barriers to learning for pupils with SEMHD

- understanding the use of **behaviour to communicate**

Early Identification Prevention

Identify

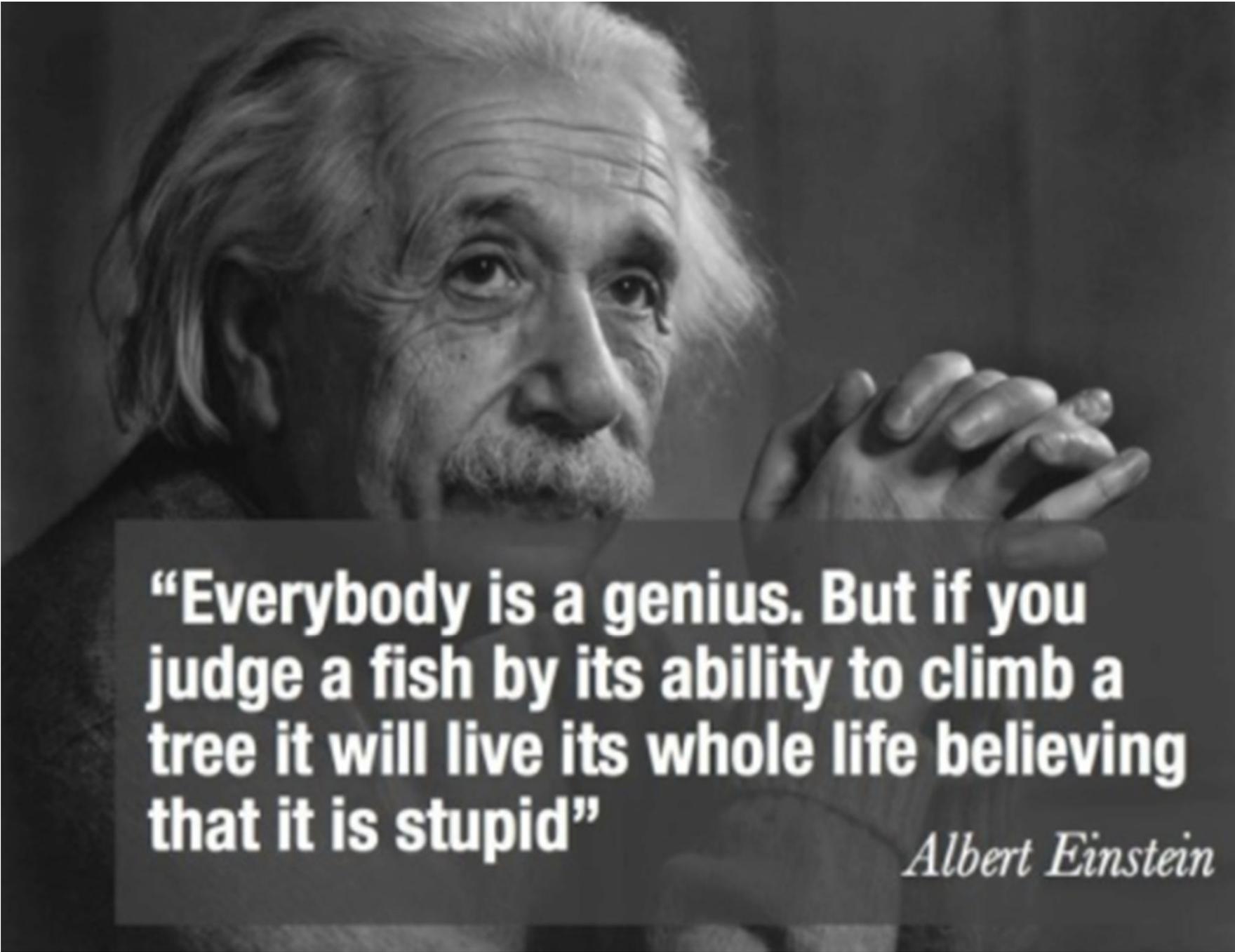


Referring a Pupil

- The pupil is referred via a Victoria Drive PRU **Referral Form**.
- A member of the team **observes** the pupil in school
- The pupil is presented at the monthly Victoria Drive PRU **Referral Panel** and a decision is made as to the type of support the pupil will receive.
- The school completes a '**Baseline Checklist**' to give updated information on the learning levels of the pupil and the **Social, Emotional and Mental Health** needs of the child using the **Boxall Profile**.
- The parent/carer is invited to meet with the staff at Victoria Drive PRU to set up the support for their child.
- Other agencies are contacted for information and a multi-professional network is created. This is also the **Team Around the Child (TAC)**.
- Support is usually for **two terms**, but this can be negotiable depending on the needs of the child.

Implementation

What does support look like?

A black and white portrait of Albert Einstein, showing his characteristic wild hair and mustache. He is looking slightly to the right of the camera with a thoughtful expression. His hands are clasped together in front of him. The background is dark and out of focus.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid”

Albert Einstein

Curriculum

- Talk for Writing
- Reading
- Maths- Number
- PSHE (Health and Relationships)
- On line Safeguarding
- Outdoor Learning

Small groups



- Pupils attend PRU two sessions a week-
9am-11.30am
1pm-3pm
- Pupils work in small groups of six with one teacher and one Teaching Assistant.
- Pupils learn through a topic based curriculum. The focus is on three areas –Writing, Reading and Number.  
- Individual pupils work towards personalised targets.

Therapeutic Support

- Play Therapist



- Playground



- Flip Out



- Swimming



- Future Skills



Learning and Sports Mentor



- The Learning Mentor works with the pupil either in their own school or at the PRU for one session per week.
- The Learning Mentor provides support for;
low self-esteem,
bullying issues,
preparation for transferring to a new Key Stage / School,
safeguarding issues
feelings
- The sports mentor engages the child through sport and helps them to re-track.
- All work is tailored to the pupil's individual needs, concerns and difficulties.



fam'i.ly *noun*
1. a blessing
2. the ones you
live with, laugh
with and love

Family
Family
family

Family Support Worker/ THRIVE- Early Help

Many families are in crisis. We support families with facing up to the challenges of accepting a diagnosis, mediating between school and home, moving children to a new school and providing a space to listen.

In school support

The outreach teacher provides support to the child in their own school. This support is provided to children who need to remain in their own schools.

Nurture Groups are well established.



Advice and Consultation



- A teacher is allocated to work alongside the staff in a school – usually during one visit per week.
- The teacher offers advice and consultation, suggesting ideas and strategies to support a particular child or group of children in class.

Support to Head Teachers



- The Headteacher is available to offer consultation, advice and support to Primary Head Teachers across the London borough of Wandsworth.
- This support can offer new and creative ways of thinking about, understanding the needs of and delivering the curriculum to pupils with Social, Emotional and Mental Health Difficulties.

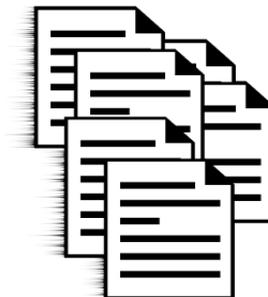
Education and Health Care Support



The EHCP Support Team comprises one Teacher and one full time equivalent Higher Level Teaching Assistant to support pupils with an Education, Health Care Plan(EHCP), where the primary need has been identified as Social, Emotional and Mental Health Difficulties (SEMHD). We also have a teacher who support MLD children across the borough.

This team works in schools to:-

- Provide an understanding of the legal implications of supporting pupils with SEMHD.
- Provide advice and consultation.
- Identify individual targets.
- Support the Teachers and Teaching Assistants who are working with the individual pupil.
- Provide direct intervention / teaching with some of the individual pupils.
- Liaise with external agencies.
- Attend Annual Review Meetings and other relevant meetings.
- Provide written reports.



Child and Adolescent and Mental Health Services.(CAMHS)

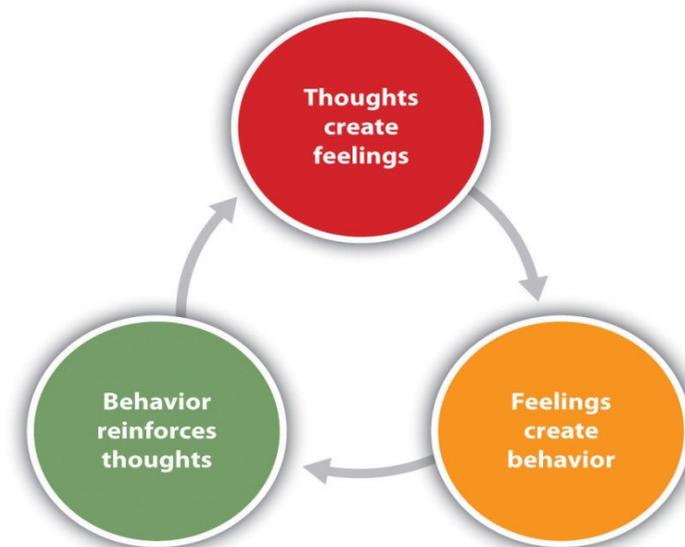


The Clinical Psychologist and Counselling Psychologist work at Victoria Drive Pupil referral unit (PRU) and out in Wandsworth primary schools. This work includes:-

- Observe individual pupils.
- Provide consultation.
- Carry out Cognitive and Psychometric Assessments on pupils.
- Work directly with pupils, their families and other professionals involved in the case.
- Provide written reports and advice for all pupils referred or assessed.
- Liaise with external agencies and attend relevant meetings.
- Deliver cognitive behaviour therapy in our , “ Mind and Mood, “ groups.

The Systemic Family Therapist works at Victoria Drive Pupil referral unit (PRU) and out in Wandsworth primary schools. This work includes:-

- Observe individual pupils.
- Provide consultation.
- Provide therapeutic support for pupils and their families.
- Provide advice and support for the team around the cases.
- Provide written reports for all referrals.
- Liaise with external agencies and attend relevant meetings.
- Deliver Cognitive Behaviour Therapy and Emotional Literacy groups.



Impact

- 2018-19- 126 children received support at the PRU
- Three received “Managed Moves.”
- Ten received EHCPs
- Four moved to specialist provision.
- No permanent exclusions upheld by disciplinary committees and Independent Review Panel
- REU data shows downward trend of FTE.

Summary

- - SEMHDs are underlying needs that manifest in external behaviours
- - Schools have a legal obligation to identify the needs
- - Identify needs strategically
- - Implement strategies for each need
- - Start as early as possible
- - Work with the pupil and family



Research from DfE

“Alternative Provision Market Analysis”

October 2018

www.gov.uk/government/publications

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Thankyou

