

Schools Scrutiny Performance Panel - EOTAS update, questions and key issues for 21 September meeting

Panels questions with answers for discussion

- 1. What are the proposals for change to accommodation for EOTAS Services (short, medium and long term) and what progress has been made with this so far (timeline)?**
 - *Please see Briefing Paper for detailed update on accommodation planning, outcomes, timescales and consultations.*

- 2. What progress and improvements have been made with the proposed new model of service delivery?**
 - *Work to develop the build in line with the Behaviour and Well-Being Strategy is detailed above and in the briefing report.*
 - *Excellent progress has been made to develop a tiered range of online and school based and external training for schools and services in issues related to SEBD, ALN and Well-Being. This encompasses universal, targeted and specialised training, and focuses on building the capacity of school based staff and staff working with children and young people. Work to further develop this in terms of on-line access will continue to build, and the use of HWB will allow closer monitoring of what training has been accessed by whom, to inform evaluation and follow up support.*
 - *Work to support schools develop their self-evaluation processes to identify strengths to share with others, in addition to identifying areas of need to support targeted access to training and support as part of a continuum.*
 - *Recruitment/ interviews took place in the Summer Term 2017 to appoint 2 x teaching staff and 2 x support staff to the interim Half-Way House posts. Through this process we were able to appoint 2 x teachers and 1 x support assistant. We will need to go back to advert to fill the unfilled support assistant post. 1 x teacher and 1 x support assistant were able to commence post Sept 2017, whilst the other teacher will be able to commence in November 2017. We are currently working providing the staff who have commenced with opportunities to work in the PRU to gain a better understanding of the needs of the pupils. The plan is to engage them in working with pupils in schools In November 2017. In the first instance we will utilise them to reduce the number of pupils currently in the PRU (particularly primary aged pupils) who with support are ready to return to mainstream. This will then reduce the current high numbers and leave sufficient space for more pupils in need to be admitted to the PRU. They will then be used to support pupils referred via the EOTAS panel to be admitted to the PRU in their mainstream school, with access to PRU resources as required. A memorandum of understanding and clear mode of operation is currently being developed in readiness to go to*

YCA, SCCASH etc. in October 2017 before being signed off. Given that there is no available space at any of the current PRU buildings, there are little options available to work off-site with pupils referred to the interim half way model. As such, the model will need to be delivered at the school that the pupil attends. At this stage, to ensure that support provides genuine quality and intensity, and does not become overly diluted, I propose that we work with 8 pupils at a time, with each pupil being provided with 1 member of staff for 0.4 of a week each i.e. every 4 mornings or 4 afternoons per week. As part of this work, supporting the pupils with their behaviour, building capacity within the school and setting up any other support interventions such as TAF or referrals to BST if not already in place, will be the focus. Every Weds, the staff will return to the Centre to meet with the deputy Headteacher of the PRU to review progress and outcomes, and plan the next steps. At this stage I would suggest that the mechanism for accessing support would need to be decided by EOTAS panel. Depending on the success of the interim model above, we may be able to consider sustaining this at a 'step below', when the full half way house model is centre based at the new PRU. This could possibly be supported from existing PRU staff in a less intensive way.

- There has still been no formal agreement as to what the “ highly effective prevention and early identification processes providing a wrap-around support team for schools and learners enabling an increase in the number of learners being educated in mainstream schools; and a team to work with schools, learners and their families to ensure measurable progress” as stated in the paper approved by cabinet in Dec 2016 will look like in practice. Currently there is very little clarity as to the make-up and role of this team. There is a need for some urgency to clarify the remit of this team in order that the overall behaviour and well-being strategy can be developed, the range of support communicated to schools and partner agencies and posts appointed. Once developed, the mode of operation, and a clear rationale as to how it fits into the overall strategy to support early identification and intervention, build capacity of mainstream providers to meet the needs of pupils with SEBD, and to provide a continuum of support for pupils with SEBD can be clarified.*
- Having given this a lot of thought based on current issues faced by mainstream schools and the PRU, and in the context of the strategic priority of prevention and early identification, I have attached below a comparison of the benefits of how this team could be established, illustrating the two main views of how it is believed it should work by different agencies.*

Model 1

Key features of the proposal:

- The model sits clearly within the WG and LA priorities linked to prevention and early intervention, and is in line with the principles of both the ALN Reform Act and the Well-being Act. It focuses on reducing the number of pupils requiring high levels of additional support or becoming at risk of needing education*

other than at school, whilst supporting schools to build capacity to meet the needs of a wider range of pupils.

- *The model sits as part of a continuum of planned prevention work around training and support for schools, through the provision of a tiered menu of training and support, to include universal training, targeted training and specialised training,*
- *The model allows schools to access support at a much earlier point of need to enable them to build the capacity to prevent issues escalating.*
- *The model brings together health, poverty and prevention and education services to support pupils, families and schools, and provides the opportunity to support clearer identification of need and more focused referrals where necessary to reduce impact and strain on the capacity of specialist assessment and intervention services*
- *The team would be comprised of key personnel to meet current and predicted future needs to prevent pupils from falling into behaviour focused PRU provision. This model would enable us to identify pupils at risk early, and provide an early intervention as a preventative measure. It would also provide some balance in terms of support available to primary schools to maintain placements of pupils who are challenging, in relation to the delegated funds provided to secondary to do the same. The capacity building aspect in this model is the exciting element – which could significantly improve schools' abilities to meet the needs of challenging pupils, and in turn reduce the number of pupils referred to EOTAS.*

- *Areas currently affecting behaviour leading to exclusions or the pupil/YP needing to access PRU provision are as follows*
 - *ASD*
 - *Speech and Language difficulties*
 - *AD/HD, ODD etc*
 - *Mental health/Emotional issues*
 - *Learning Difficulties*
 - *Family issues*

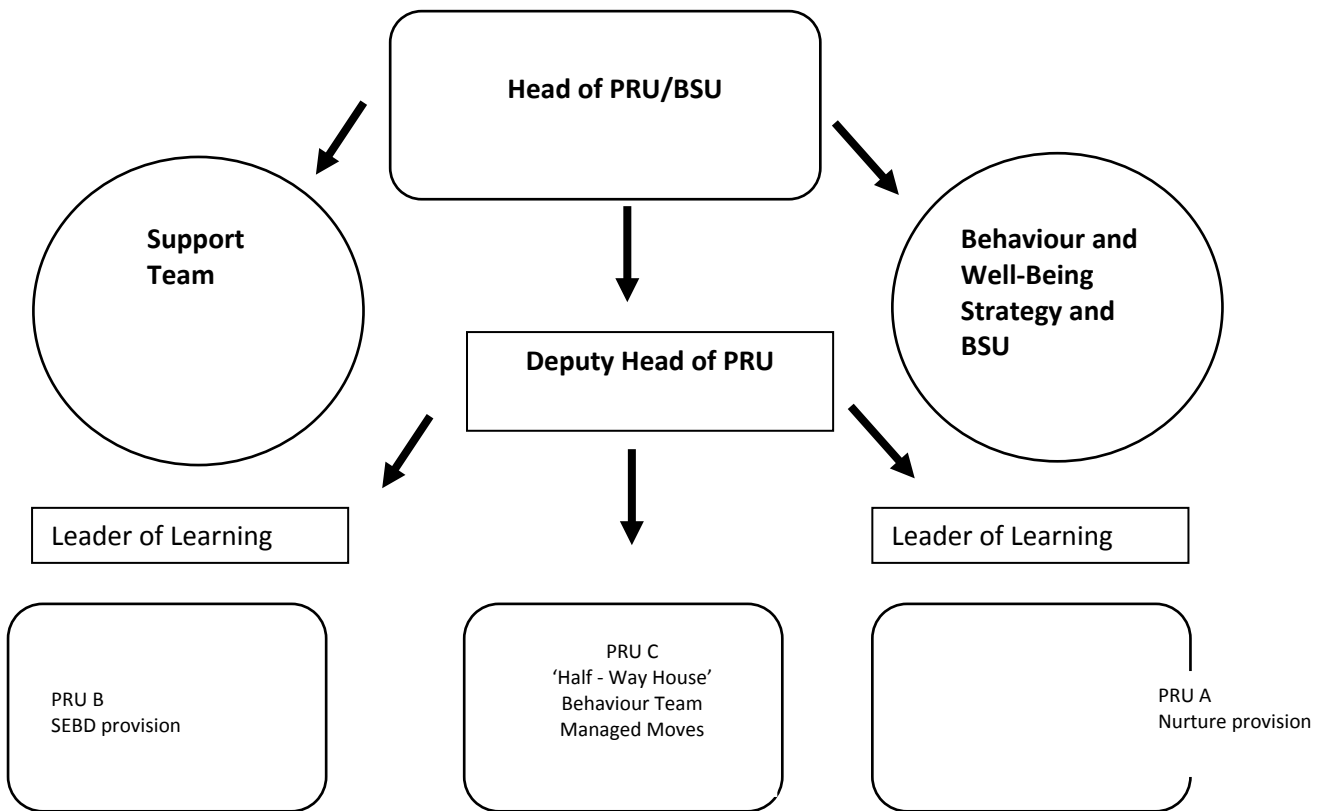
- *In terms of addressing these needs, depending on need, factors that need to be addressed to prevent behaviour from masking the root cause of difficulty are as follows:*
 - *Capacity of mainstream teaching staff to identify the issues/triggers and match teaching to learning needs*
 - *Ensuring the learning environment supports access to the learning for the pupil/YP*
 - *Ensuring that the communication systems used supports access to the learning for the pupil/YP*

- *Building skills/resilience/confidence/internal behaviour management strategies of the pupil/YP*
 - *Support for the pupil/YP in context of the family*
 - *Support to school to access appropriate existing support services*
 - *Support to school to maintain the pupil within mainstream whilst awaiting specialist support*
 - *Signposting to schools and families of existing support available and referral routes*
- *The team would be comprised of key personnel to meet current and predicted future Following a very brief review of needs of schools, and reasons why pupils are referred to PRU, the team would need to comprise of staff with the following expertise:*
 - *ASD/Speech and Language*
 - *ADHD/ODD etc*
 - *Mental health*
 - *TAF/Evolve type working*
- *The team would be comprised of key personnel to meet current and predicted future It is not envisaged that these would all need to be teachers – a mixture of staff which could include well qualified and experienced TAs, mental health workers/youth workers/social service workers etc. would be needed. Neither is it envisaged that these would take the place of the other services eg ALN specialist teachers, SPALT, TAF workers, Trehafod, BST etc. However, many pupils are getting to the point of no return in schools without having accessed any of the above support. Reasons for this can include:*
 - *School's lack of understanding of the underlying cause of presenting behaviours*
 - *Lack of experience/expertise within schools to support pupils with SEBD/ASD/SPALD/issues associated with impact of poverty etc*
 - *Lack of capacity in the various teams to support at a preventative level – eg ASD, Trehafod, SPALT,EP, etc,*
 - *Lack of understanding on the part of the school re the role and remit of different service providers*
 - *Long waiting lists based on prioritisation of need for pupils to be seen*
- *A team of staff with experience and expertise in the areas of SEBD, mental health, ASD, SPAL and working with families to be appointed: Mental Health Nurse – pay scale approx. £26565 per annum based on NHS Band 6 (this would be pro rata as term time only)*
ASD/SPAL specialist teacher - £39523 per annum based on\; UPS2 + SEN allowance of £3000. (This cost will differ depending on experience of teacher appointed)
ASD/SPAL support assistant approx. L4 grade 6 SCP 22 27.5 hours £17111

*TAF support assistant approx. L4 grade 6 SCP 22 27.5 hours £17111
SEBD specialist teacher £39523 per annum based on UPS2 + SEN allowance
of £3000. (This cost will differ depending on experience of teacher appointed)
Transport approx. £ 5000per annum
Project Costs £5000 (year 1 would also need to absorb IT agile costs).
Total cost approx. £149,833*

- The team would be located within the PRU but would follow agile working principles to enable working across all schools. On completion of the new build, this would enable the team to form part of a broader team which could provide support and intervention to schools, pupils and their families from a much earlier point of need, and in doing so, reduce the pressure on other agencies such as EP/CAMHS, SPAL services, Learning Team.*
- The team would be managed by the Headteacher of PRU and BSU to ensure a continuum of support and provision in line with the proposed behaviour and well-being strategy. This would also enable a more joined up approach between and across agencies and services and greater synergy across the overall behaviour and well-being strategy.*
- This would be a new team created via the additional money given to EOTAS with the stated aim as agreed by Cabinet of providing a wrap-around support team for schools and learners enabling an increase in the number of learners being educated in mainstream schools; and a team to work with schools, learners and their families to ensure measurable progress*
- The team would work with all age pupils and across schools in Swansea*
- The team would have access to the full package of training available to current staff working in the areas of ASD, SEBD, SPAL, TAF and well-being and mental health, ensuring that the support, advice and guidance provided to schools would be in line with all other agencies working with schools in Swansea.*
- Access to the team as part of the prevention and early identification tiers of the Behaviour and Well-Being Strategy would form part of the scrutiny of EOTAS referrals to ensure that all prevention approaches have been exhausted before pupils are brought to panel.*
- The team would attend fortnightly group supervision and team meeting with the wider BSU and PRU team.*
- The structure of the team would be in line with the model proposed in Aopendix B of the paper previously agreed by cabinet in Dec 2016 and is as follows:*

- **Appendix B: Future proposed senior management structure**



This model focuses on prevention and early identification and reducing the number of pupils requiring education other than at school. However, it does not address the issues associated with capacity issues in the provision of ‘Lead Work services’ for pupils already admitted to the PRU. However, the aim of the behaviour and well-being strategy is to reduce the number of pupils attending the PRU, and increase the re-integration rates of pupils who are admitted to the PRU. This would mean that it would reduce the number of pupils in the PRU who would require the Lead Work Model in the PRU.

*Additionally, as part of the restructure of the PRU provision in readiness to move to one Swansea PRU based in one building, it would be possible to review the current mode of operation of the current PRU Lead Workers within the Pathways Team, and provide training to enable them to deliver a hybrid model of Pathways and Evolve across the KS4 PRU provision. Pathways as such would cease to operate in isolation of the rest of the PRU, and all pupils entering KS4 would have a bespoke curriculum to include core provision of maths/numeracy and English/Literacy skills, with a personalised mix of academic and vocational options based on needs. *NB – one of the reasons for pupils leaving PRU, and becoming NEET within 7months is linked to unsatisfactory basic skills. This could be targeted more formally in this model.*

This would still leave a gap in provision for younger pupils attending the PRU in Foundation Phase, KS2 and KS3. However, nearly all of these pupils are dual registered, and the principles around access to support for these pupils is in general linked to their mainstream provision. E.g. EP allowance of pupils in the PRU is linked to their mainstream school, and not to the PRU. To link provision to the PRU for these pupils would cause significant difficulties for pupils returning to school or on a part time school/part time PRU timetable. In line with the CCS approach, Primary aged pupils could be supported through the TAF model. This way, the key links with their primary school could be maintained, and a close handover between school and PRU ensure a smooth transition. This would then leave the pupils in KS3, which is a smaller percentage of the overall PRU cohort. Model 1 costs are less than the total amount allocated as part of this aspect of the Behaviour and Well-Being Strategy, and therefore the surplus spend could be used to fund 1 Lead worker to work on those pupils in KS3 who require this support.

Model 2 – The Evolve Model

2.1 Key features of the proposal as proposed by Gavin Evans:

- *A team of 5 lead workers to be appointed: 1 EOTAS Practice Lead Grade 8 and 4 EOTAS Lead Workers Grade 7 (job descriptions attached)*
- *The team would be located within an EOTAS PRU building (potentially Brondeg) but following agile working principles to enable working across all of the PRU sites. This would help ensure integration into the wider EOTAS teams and enable them to have a presence across the various EOTAS sites until the new single site is completed*
- *The team would be matrix managed between an existing evolve Area Team Leader for practice supervision and deputy head of EOTAS/PRU to ensure synergy between management teams and vision. Please see Fig 1.1 below for proposed structure*
- *This would be a new team created via the additional money given to EOTAS and would work with all age pupils and across Arfryn, Brondeg, Step Ahead and Pathways.*
- *The team would only case load young people and families who are within the EOTAS PRU Settings from any age group. All school support and half way house pupils would receive support from existing evolve lead work teams.*
- *The team would follow all existing guidance and methodologies for lead working within evolve, but relevant aspects would be tailored specifically for the EOTAS cohort (ie co-working with EOTAS Pathways). This would mean that all lead work staff receive monthly professional practice supervision for 2 hours per month and operate under a Signs of Wellbeing Framework.*
- *The team would have access to the full package of lead work and practice lead training via the evolve development manager with evolve covering the costs of this.*
- *The evolve Area Team Leader would attend all relevant EOTAS managers meetings to ensure approach is appropriately tailored to meet service needs*

- The evolve Area Team Leader would sit on EOTAS panel, as is the current arrangement, ensuring that all prevention approaches have been exhausted before pupils are brought to panel.
- The team would attend fortnightly group supervision and team meeting with wider evolve Area Team. The team would also attend the Young People Service monthly development sessions and required EOTAS team meetings
- The team would have full access to all evolve methodologies including, Signs of Wellbeing Framework, Motivational Interviewing, Solution Focussed, Parenting Work and would have leadership from a manager with significant experience of developing and embedding these into lead work practice. (Chris Griffiths would be aligned due to his previous 10 years experience managing alternative curriculum programmes as well as 3 years managing lead work. He would then manage a slightly smaller team of staff across mainstream provision to enable the capacity challenge to be met)
- Additionally the team would have access to all of the wider specialist resources in evolve and established partnerships. ie. Outdoor activities, sexual health, online issues, safeguarding lead (senior social worker), Family Support Continuum Practice Lead, Adolescent Parenting Worker.
- Access to the evolve Duty Phone for out of hours health and safety coverage
- Access via evolve routes to all partner organisations – ie. camhs, eyst, WBYJ&EIS, Choices.
- Integration with SS Area Teams, IAA practice alignment and step up/step down processes and aligning with the agreed processes of the Family Support Continuum.
- Integration with the approach within schools, communication enabling the development of best practice and sector leading work to be seen as emanating from a multi-disciplinary EOTAS Structure
- The team would be subject to the established monthly performance framework which would go the EOTAS management team, enabling transparency and scrutiny of both the quantitative and qualitative performance of the team. This would also provide essential evidence for ESTYN.

Figure 1.1 Structure for the proposed Team

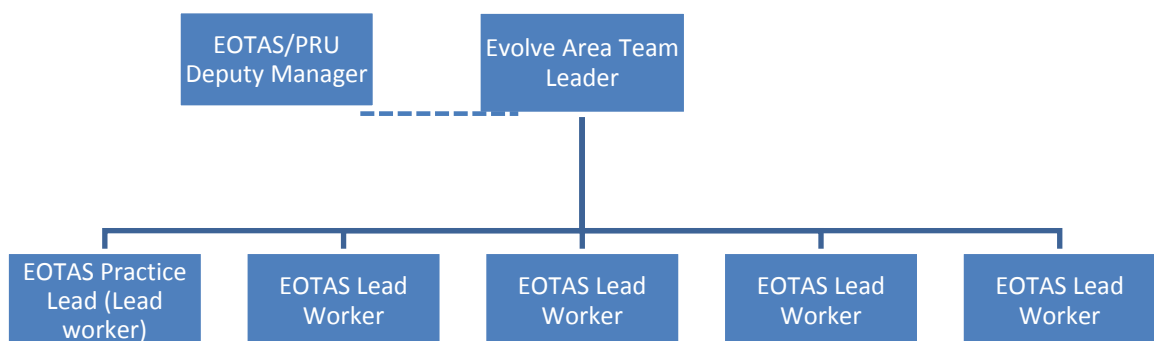


Figure 1.2 Finance table for the proposed team: * inclusive of on-costs

Costs	Grade	Wage Range	Total Costs	
EOTAS Practice Lead (lead worker) x1	Grade 8	*SCP 31 (36,853) *SCP 35 (41,005)	£41,005 (Max)	
EOTAS Lead Worker x4	Grade 7 x (4)	*SCP 26 (124,664) *SCP 30 (142,904)	£142,904 (Max)	
Transport			£ 5000	
Project Costs			£5000 (year 1 would also need to absorb IT agile costs).	
Total costs required			£193,909	

Evolve costs in kind – management time, professional development, performance reporting.

*At this point, if it were agreed to move forward with the Evolve model – we would appoint 5 Lead workers with Youth work background/qualifications to work with young people in the PRU, stepped down from Social Services, or supporting to prevent step up to Social Services. Currently Evolve support is available to all pupils other than those attending the EOTAS Pathways provision. At present pupils in EOTAS Pathways cannot access this support as it is deemed that they already have support. Pathways support is also Lead worker led, with staffing holding youth work qualifications and experience. The focus on their work however is currently more geared to actively supporting young people in accessing education and vocational learning opportunities. ****This could however be reviewed and changed through training***

3. How has this progress affected the provision of services to pupils directly?

Little progress has been in terms of direct impact, due to delays in being able to implement the proposed new model of service delivery. However as can be seen from above, a lot of work has already been implemented to put the proposed new service into action.

4. How have pupils been involved in the proposed changes and how is their involvement planned moving forward?

Please see the briefing paper for information on Consultation that has been already carried out, its evaluation and plans for future consultation.

5. How is the move to develop more effective ‘revolving door’ for pupils between EOTAS and schools progressing?

Please see above for details re progress on the implementation of the proposed new service models.

Early informal consultation with schools via YCA and SCCASH has been undertaken, and discussions held to reinforce the responsibility of schools to support re-integration of pupils. This will be more ably supported once the half-way house is in operation.

Amendments to the admission meetings of new pupils have ensured clear timescales for the re-integration of pupils are agreed on entry. Greater focus on caseloads held in the PRU will ensure a higher re-integration rate of pupils into mainstream

2016/17 saw an improved percentage of pupils being re-integrated back into mainstream provision.

Re-integration Data Arfryn Education Centre

2015-16 - Total number of pupils partially reintegrated	KS2	10	KS3	2	Total	12
2015-16 - Total number of pupils fully reintegrated	KS2	1	KS3	2	Total	3
2016-17 - Total number of pupils partially reintegrated	KS2	19	KS3	3	Total	22
2016-17 - Total number of pupils fully reintegrated	KS2	3	KS3	5	Total	8

Re-integration Data Step Ahead Education Centre

2015-16 - Total number of pupils fully Reintegrated	KS3	0	Total	0
2016-17 - Total number of pupils fully Reintegrated	KS3	2	Total	2
2015-2016 - % pupils who successfully move into FE	KS4	15/15 (100%		
2016-2017 =- % pupils who successfully move into FE	KS4	11/12 (92%)		

6. How well is the Pupil Referral Unit/s curriculum meeting the needs of pupils?

- *The curriculum statement has been revised*
- *Curriculum provision maps have been developed for all centres*
- *Internal and external evaluation of standards of teaching and learning and scrutiny of pupil work indicated an improvement in curriculum development and delivery across the PRU.*

- *Work to revise and improve IEPs have led to general improvement as recognised by Challenge Adviser scrutiny*
- *Informal and formal challenge and support procedures have been implemented to support improved standards of teaching*
- *Work is on-going to develop a robust tracking system to support continued improvements – links and partnerships with mainstream schools and SIMS CCS SIMS team developed to support development*
- *PRU staff working with mainstream staff networks to ensure curriculum knowledge is up to date and mechanisms to learn from identified good practice is in place*
- *Greater collaboration across the different parts of the PRU have resulted in focused working groups being formed to work on specific aspects of curriculum*
- *New appointments have been made to increase subject specialists in the areas required across the PRU*
- *New posts to be advertised Autumn 2017 to fill vacant subject specialist posts in Mathematics and Science*
- *External training, working groups and audits of skills have been undertaken to support the implementation of the DCF across the curriculum*
- *Training provided to all staff on the new curriculum and the 4 core purposes to ensure planning begins to work towards new planned curriculum*
- *Tenders for new external providers to enable access to a broader range of vocational opportunities have been completed*
- *Planning for a more robust use of data to inform planning in the PRUIP for 2017/18*
- *Standards are still not good enough in all aspects of curriculum planning, and the quality of teaching and learning. This forms the key priority for improvement as we move forward.*
- *Resources for the implementation of the curriculum are poor across the PRU provision, and the buildings and grounds do not support aspects of the curriculum well.*

7. How are schools progressing with developing in house provision for pupils with behavioural issues?

- *A few secondary schools have been proactive in undertaking whole school approaches to promoting positive behaviour, buying in PIVOTAL*
- *Many schools have accessed ERW training focused on promoting well-being and supporting pupils with attachment and emotional difficulties. Future training planned for 2017/18*

- *Over 1000 teachers trained across CCS in MAPA or preventative management of challenging behaviours*
- *Headteachers engaging well in discussions to develop menu of support to enable them to build capacity to improve provision for pupils with SEBD*
- *Questionnaire due to go out to all Headteachers to identify training needs to inform work on-going to provide a range of training opportunities as detailed above.*
- *Identified PRU and BSU staff undertaken ADVANTAGE* training to be piloted in mainstream schools Autumn 2017*
- *Plans to build SEBD self-evaluation tool to support schools in identifying need as detailed above.*

8. What have been the improvements to the referral system into EOTAs?

- *Updated form sent to secondary pastoral leads for consultation (still ongoing) to be linked to new referral process for Evolve to ensure referrals have followed the graduated response.*
- *Schools identified by panel as submitting referrals of poor standard are being visited by panel chair to provide support. This has already led to significant improvements in standards of subsequent referrals.*

9. We previously had concerns that decisions were made at the EOTAS panel using written submissions only; verbal dialogue and school representations not allowed?

- We also had concerns about consistency of decision making with some referrals that were refused but later accepted, using the same paperwork?
- Are the PRU and schools collaborating, for example sharing providers, teaching expertise and experience?
 - *New referral form requires pupil and parent/carer 'voice'. Pupils, parents and carers are encouraged to write a supporting statement to accompany the referral. Many schools now discuss cases with panel chair before submission of referrals which leads to less requests rejected by panel.*
 - *Schools whose referral requests are rejected by panel receive detailed feedback on reasons for rejection of requests, with panel chair being available to discuss with schools. Schools are then welcome to resubmit if they are able to provide more supporting information or can carry out more work with pupils so that recommendations by panel, as advised by panel chair, can be addressed.*
 - *It is still not possible for cases to be heard in person as panel usually deals with in excess of 20 referrals each month.*

10. What does the current staffing structure look like and are there any vacancies, if so how are these being filled or managed?

- *Current vacancies are being managed through the use of agency staff and temporary contracts. The reason behind this is that we currently have more staff than would be required to meet the needs of the reduced number of pupils it is proposed to admit over the next 5 years. Therefore, the higher number of pupils currently on roll require us to have a higher number of staff than is proposed in the new structure.*
- *Staffing issues linked to a small number of staff having been on extended career breaks or on long term sick leave have also resulted in the use of temporary posts being required to cover positions. Action has and continues to be taken to address these issues to bring greater stability and consistency to the staffing across all centres.*
- *See below for current structure.*

