

EDUCATION DEPARTMENT

SEBD Service Review 2012 Executive Summary and Key Actions

Project **SEBD Service Review 2012**

Title **Executive Summary and Key Actions**

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18.12.12	Mark Whitby	Final Report from CfBT	0.1
24.01.13	Jon Furley	Report for Education Board Incorporating Key Proposed Actions and Impact	0.2
31.01.13	Zoë Grainger	Executive Summary Action Plan includes Education Board feedback and AB, HG and ZG comment	0.3

Title: GUERNSEY SEBD SERVICE REVIEW REPORT
From: Mark Whitby (CfBT)
Date: 18th December 2012

EXECUTIVE SUMMARY

SCOPE

The States of Guernsey Education Department is under pressure to cut spending and deliver services more efficiently and effectively. The service for pupils with social, emotional and behavioural difficulties (SEBD) has an annual running cost of £1.35 million and so one objective is to explore potential savings whilst minimising the negative impact on service delivery. The intention, therefore, is to reduce the service budget while maintaining, as far as possible, the range of provision on offer as well as meeting priorities for the local community and schools. The review is focussed on Guernsey's response to pupils with SEBD across the continuum, the organisation and structure of the SEBD service and the quality of teaching and learning at The Link Centre, which is Guernsey's only specialist SEBD provision.

KEY RECOMMENDATIONS

- a. The Link Centre (TLC) should remain committed to providing for a broad range of SEBD, including social and emotional concerns that manifest themselves in more passive ways such as anxiety and poor attendance.
- b. In the interests of pupils and schools, programmes at TLC should be limited to medium to long-term interventions only, which would mean ending the short-term offer for pupils subject to category 2 exclusions.
- c. The SEBD Schools Liaison Team should be reorganised to better coordinate with other services and focus more on offering expert advice, guidance and support to help build the capacity of mainstream schools to respond to pupil behaviour up to and including category 2 exclusions.
- d. To ease the service budget, a reduction in staffing of 1 teacher and 1 assistant should be made in accordance with ending the short-term places at TLC, alongside a reduction of 2 further teachers by creating a more efficient School Liaison Team focussed on providing expert advice to build capacity rather than offering direct interventions for individual or groups of pupils.
- e. Consideration should be given to the provision of counselling support for pupils with emerging mental health needs in mainstream schools to help limit the flow of referrals to The Link Centre and specialist CAMHS.
- f. The roles of Behaviour Coordinators (BECOs) and Special Educational Needs Coordinators (SENCOs) in developing consistent approaches to inclusion, capacity building and effective liaison with SEBD and other services, should be evaluated with a view to agreeing common strategies and consistent good practice across all schools.
- g. The Link Centre should focus on providing individual programmes of study capable of delivering better than expected progress over time. It must also be able to provide GCSE courses and other formal qualifications as an exam centre in its own right.
- h. To facilitate the medium to long-term placement of pupils, the delivery of independent accreditation and a future reputation as a high quality learning environment, The Link Centre should be re-designated as a special school, capable of placing pupils on roll when mainstream education is no longer considered viable in the long-term.
- i. The new school should establish a model of education, intervention and support built on a multi-agency dynamic to include CAMHS support on site, the development of 'in-house' counselling and psychological interventions and the progression of links with Health, Social Care, Youth Services and Further Education.
- j. Thresholds to access the full range of education, intervention and support provided by The Link Centre should be agreed with all stakeholders and published accordingly. These should then form the basis of the SEBD panel's deliberations and aim to reflect the condition and capability of pupils and the probable success of the intervention being considered.

STRENGTHS

- a. The delivery of consistent high quality education at The Link Centre is at an early stage of development, but under new leadership the situation is improving rapidly.
- b. There is evidence of some outstanding primary teaching and good secondary relations at TLC coupled to strong intentions from the wider staff group to develop their practice and build on the improvements so far.
- c. Higher order planning, linked to robust performance management processes, is beginning to happen at TLC that specifically aims to improve the quality of teaching and learning, and strengthen care, guidance and support.
- d. Fundamental behaviour management systems have been introduced at TLC, based on token economies and other reward systems, which are having a positive impact in helping to moderate the behaviours exhibited by pupils.
- e. The buildings at TLC are of high quality and the environment, including displays, resources and the demeanour of staff, gives a strong impression that TLC strives to be a professional organisation that cares about children and young people.
- f. The new head teacher for the SEBD service has a clear understanding of the areas requiring improvement, which are consistent with external perceptions, suggesting that TLC's overall capacity to improve is good.
- g. There is a very strong agency presence at TLC that is comprised of high quality individuals encompassing Education Psychology, Social Services, Health and Youth Work.
- h. The SEBD panel reflects the overall strength of services on Guernsey and is a forum for high quality discussion capable of generating informed responses to children and young people with a range of social and emotional issues.
- i. Mainstream schools care deeply about meeting the needs of pupils with SEBD and recognise that innovative and inclusive practice in relation to this cohort can have significant whole school benefits.
- j. The role of Behaviour Coordinators (BECOs) in Secondary Schools is helping to galvanise thinking in relation to SEBD and the growth of these practitioners, alongside their special educational needs counterparts, has the potential for a positive effect on a range of inclusive practices.
- k. Primary schools are particularly community focused and recognise the importance of maintaining strong attachments with children regardless of the extreme behaviours they sometimes exhibit. This philosophy helps to ensure that external support has the maximum opportunity to succeed.
- l. Further education provision on Guernsey is particularly inclusive and aims to contribute to the achievement of all key stage 4 and post 16 students.

CONCLUSION

1. **The Link Centre should become a hub of multi-agency expertise and excellence in the field of SEBD.** Multi-agency support at The Link Centre and the potential for strong relationships with organisations such as the Youth Service and the local Further Education College are impressive. There is already a convincing service presence at TLC from high quality individuals representing Educational Psychology, Health and Social Care, with the potential too for this to be enhanced by the presence of CAMHS. The engagement of these professionals is critical if TLC is going to meet the widest range of needs encompassed by SEBD, not only in having a direct impact on the children and young people, but also to inform the practice of the wider staff group and help shape and embed the future philosophy of the organisation. TLC not only needs to decide what it does, but the philosophy that underpins these actions.

2. **The Link Centre is at a stage of transformation from being a supplement to existing providers to becoming a dedicated, self-sufficient resource in its own right.** In effect, it is moving towards a more 'school-like' existence and in so doing should be fully constituted as a school specialising in meeting the therapeutic needs of children with a full range of social, emotional and behavioural difficulties. Arguments have already been presented as to why The Link Centre needs to offer provision to the broadest range of SEBD concerns and why it also needs to restrict access to short-term unplanned placements in the form of category 2 exclusions. Indeed, part of the basis for this review was to look at efficiencies and in

ceasing to provide for C2 exclusions savings have already been identified through a reduction in necessary staffing. There is also little dispute that TLC should be able to offer medium to long-term placements ranging from a minimum of a term up to 5 terms for, say, a pupil joining in year 10. However, these placements will only work if the quality of teaching and learning at TLC is high, which at Key Stage 4 must include proper 'in-house' accreditation routes. Additionally, there are primary aged children who would also benefit from longer interventions, particularly where there are significant attachment issues and developmental delays requiring ongoing specialist advice and support in a more nurturing and responsive environment. Moreover, all this describes a level of quality, specialism and intervention typically found in schools and it is in achieving this designation the transformation of TLC would be complete.

Recommendation	Key Action Points
<p>a. The Link Centre (TLC) should remain committed to providing for a broad range of SEBD, including social and emotional concerns that manifest themselves in more passive ways such as anxiety and poor attendance.</p>	<p>Panel to have a clear remit about the pupils that are serviced by The Link Centre (TLC) The Link Centre to offer provision for socially and emotionally vulnerable students that meets their needs</p>
<p>b. In the interests of pupils and schools, programmes at TLC should be limited to medium to long-term interventions only, which would mean ending the short-term offer for pupils subject to category 2 exclusions.</p>	<p>Review of Exclusions Policy</p>
<p>c. The SEBD Schools Liaison Team should be reorganised to better coordinate with other services and focus more on offering expert advice guidance and support to help build the capacity of mainstream schools to respond to pupil behaviour up to and including category 2 exclusions, without recourse to a place at TLC.</p>	<p>TLC to be re-designated as a special school Staffing restructure and rationalisation to meet the needs of the SEBD population on island School team to offer consultancy/coaching, sign posting, staff training and assessment/identification of needs Interagency team of professionals to have capacity to dynamically respond to schools' needs to enable them to manage pupils in their setting*</p>
<p>d. To ease the service budget, a reduction in staffing of 1 teacher and 1 teaching assistant should be made in accordance with ending the short term places at TLC, alongside a further reduction of 2 further teachers by creating a more efficient School Liaison Team focussed on providing expert advice to build capacity rather than offering direct interventions for individual or groups of pupils.</p>	<p>TLC to be re-designated as a special school Staffing restructure and rationalisation to meet the needs of the SEBD population on island Staff team to offer consultancy/coaching, sign posting, staff training, assessment/identification of needs, and support to school Staff team of multiagency professionals to have capacity to support schools to manage pupils in their mainstream setting</p>
<p>e. Consideration should be given to the provision of counselling support for pupils with emerging mental health needs in mainstream schools to help limit the flow of referrals to The Link Centre and specialist CAMHS (Child and Adolescent Mental Health Service)</p>	<p>Schools to identify lead person to work with group of pupils such as Special Educational Needs Co-ordinator (SENCO), Behaviour Co-ordinator (BECO), Head of Year Link with CAMHS to explore options, identify need and support training needs of schools</p>

<p>f. The roles of Behaviour Coordinators (BECOs) and Special Educational Needs Coordinators (SENCOs) in developing consistent approaches to inclusion, capacity building and effective liaison with SEBD and other services, should be evaluated with a view to agreeing common strategies and consistent good practice across all schools.</p>	<p>Establish forum for heads, SENCOs, BECO's to discuss SEBD strategies in place at respective schools and share/disseminate good practice.</p>
<p>g. The Link Centre should focus on providing individual programmes of study capable of delivering better than expected progress over time. It must also be able to provide GCSE courses and other formal qualifications as an exam centre in its own right.</p>	<p>Handbook developed for SEBD service to include menu of services provided, thresholds that would enable intervention and expectations of schools' and service responsibilities. Review the guidelines for the operation of the SEBD Panel</p>
<p>h. To facilitate the medium to long-term placement of pupils, the delivery of independent accreditation and a future reputation as a high quality learning environment, The Link Centre should be re-designated as a special school, capable of placing pupils on roll when mainstream education is no longer considered viable in the long-term.</p>	<p>TLC to be re-designated as a school TLC to become registered examinations centre TLC to be licenced to use Schools Information Management Service (SIMS) Re-designation of centre to coincide with new Admissions Policy, including use of Formal Assessment procedure within SEN Code of Practice</p>
<p>i. The new school should establish a model of education, intervention and support built on a multi-agency dynamic to include CAMHS support on site, the development of 'in-house' counselling and psychological interventions and the progression of links with Health, Social Care, Youth Services and Further Education.</p>	<p>Interagency team of professionals to be further developed to include education professionals, HSSD professionals and third sector (see * above)</p>
<p>j. Thresholds to access the full range of education, intervention and support provided by The Link Centre should be agreed with all stakeholders and published accordingly. These should then form the basis of the SEBD panel's deliberations and aim to reflect the condition and capability of pupils and the probable success of the intervention being considered.</p>	<p>Policies and procedures to enhance educational outcomes for students with SEBD will be developed in consultation with schools</p>