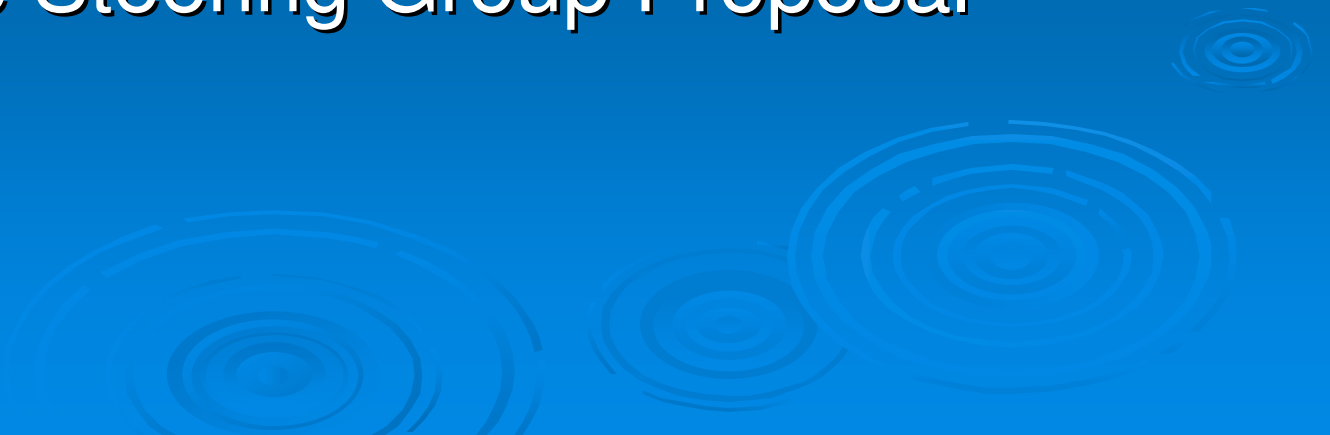
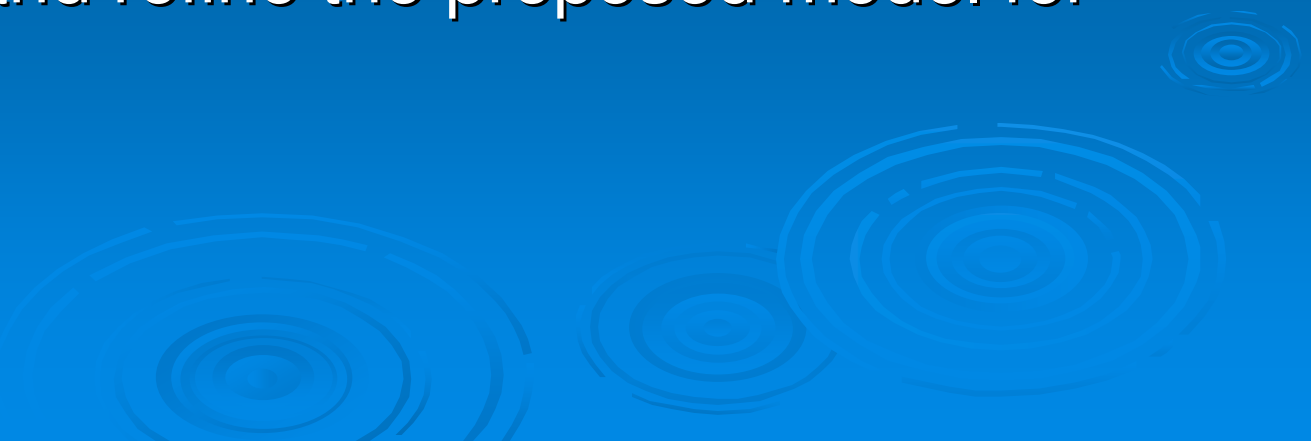


# Primary Behaviour Service


Consultation with Primary Heads  
on the Steering Group Proposal



# Process so far

- Independent review undertaken
  - Report and recommendations completed
  - Steering group has met 3 times to:
    - Consider the review & recommendations
    - Agree the key principles for support
    - Develop and refine the proposed model for the PBS
- 

# Key Principles

- Value for money
  - Good educational outcomes
  - Shared understanding of vision and purpose
  - Meets child's needs within the context of the family
  - Strong governance supported by membership of schools
  - Early & effective intervention
  - Clear referral, entry & exit criteria
  - Effective communication strategy
  - Clear reporting of agreed outcomes
  - Training & CPD institution
- 

# Key messages from Review

- Purpose of PRU to be clarified
- Large numbers of referrals have resulted in a thinly spread service
- Service should be more proactive and less reactive
- The individual model of support has limited impact on building capacity in schools
- An evidence base to show impact of interventions should be developed
- All outreach support must be of a consistent, high quality nature
- Need to establish consistent thresholds and support assessment for behavioural needs
- Feedback and evaluation evidence is inconsistent

# Areas for Change

- Model of placement at PRU
- Menu of interventions, including CPD
- Focus on being preventative (vs reactive)
- Fewer referrals, more intensive
- Create a transparent and co-ordinated referral process that schools and other agencies support through attendance at referral panel
- Clear Quality Assurance & feedback mechanism for school

# Vision

## A Centre of Excellence

Build on our recent good OFSTED inspection to provide:

- A menu of interventions provided centrally for schools to access that are complementary to their own provision
- Dual roll placements that provide co-ordinated multi-agency intervention for children at risk of exclusion
- Co-ordinated multi-agency outreach intervention in schools
- High quality training opportunities, from INSET to accredited courses such as MA

# Focus on PRU

## Key Aims:

- Further assessment of child's needs
- Re-integration into mainstream/identification of appropriate placement

## Key Features:

- 2 days per week at PRU, 3 at school
- Focus on Literacy, Numeracy and Behavioural Skills
- Time limited placements
- Therapeutic provision on site
- 24 part time placement across a week

# Focus on Outreach

## Key Differences:

- Schools would 'own' the referral process and make direct requests for the support they need from a menu of options
- SLA providing framework for interventions, evaluation and quality assurance
- Would work more intensively with fewer children

## Key Features:

- Multi-disciplinary assessment and intervention for children
- Individual, groupwork and whole class interventions available
- Provide centralised training & development opportunities
- Broker and provide institutional support in developing inclusive practice for children with BESD
- All interventions impact evaluated

# Funding

- 2012 – 13 budget forecast £831,000
  - Majority DSG

## Partnership Work

- Commitment from schools and partner agencies to support the service through its Management Committee and Referrals Panel
- Links with OT, S&L, Tier 3 CAMHS, SAFE, EPS, YOS and others to enhance service

# Challenges

- Some of the recent population at EPC have had high level of needs and 2 days a week @ EPC might not be sufficient support
- Statutory full time requirement for permanently excluded children
- Population in Ealing is growing – we are proposing working with fewer children
- Difficulties sourcing places for children in appropriate BESD special schools
- National consultation on exclusions guidance underway
- Transport – schools and parents responsible for bringing children to EPC

# Opportunities

- Greater involvement from schools and other agencies through referral panel and Management Committee
- Established model of good practice, replicated in other LAs
- Earlier, more intensive, intervention will make a difference for the child before threshold for exclusion reached
- Build on the model to allow 'Buy Back' of further services in future

# Consultation Process

January 2012 – Briefing and consultation with schools and other agencies

February 2012 – Finalised proposal based on consultation completed and change process started

September 2012 – Launch of revised service