

School based enhanced support for primary pupils with Social Emotional and Mental Health (SEMH) and/or Communication and Interaction (C&I) high level needs .

Memorandum of Understanding (MOU) between Warwickshire County Council and Warwickshire Primary Schools and Academies.

Context

Warwickshire Local Authority recognises that it has a statutory duty to provide support to vulnerable children of statutory school age who experience difficulty engaging with an appropriate package of education provision suitable to their age, aptitude and ability taking account of any Special Educational needs.

The Children and Families Act 2014 and SEND Code of Practice 2015 identifies 4 broad areas of need and recommends a holistic co- produced and evidenced based approach to the identification of SEND, assessment, interventions, provision and review.

Schools who offer universal and targeted education provision to this group as outlined in the Special Educational Needs & Disabilities Education Provision Matrix are eligible to receive support from the Specialist Teaching Service (STS) when the pre-requisites have been met. This support is reserved for children who met the criteria as set out in the MOU.

The memorandum of understanding seeks to clarify expectations of primary phase schools who wish to use STS commissioned school support. This support is at no direct cost to the school.

By signing this document, those schools are acknowledging the existence of a 'partnership agreement' between themselves and the Local Authority. As such, this document forms an important part of the generic 'Memorandum of Understanding' which covers a wide range of support services and defines the relationship between schools and the Local Authority.

Principles of collaboration

- **We will develop strong partnerships between schools, home and education, health and social care to ensure effective collaboration that supports our most vulnerable children.**
- **We will ensure that needs are identified early and that support is timely and appropriate through a systematic assess, plan , do, review cycle.**
- **We will seek to deliver that support in the school, home, or as close to home as possible.**
- **We will monitor our criteria, process and provision to ensure it is fit for purpose and achieves positive outcomes for the child.**

The agreement

1. Primary Schools and Academies

Every school should have policies and procedures in place designed to ensure its pupils engage with and behave well in school. There should be consistent and whole school approach, where all members of the school community are clear about the role. Consortiums are encouraged to develop consistent policies, forums for discussion and peer support to support challenging behaviour. In summary, schools should

- Demonstrate a strong inclusive ethos.
- Offer Universal and Targeted provision (as outlined in the SEND Education Provision Matrix Document) that meets the need of all children.
- Have a clear publicised policy on behaviour, stating how it will be managed.
- Have effective early intervention systems for securing good learning outcomes and promoting emotional wellbeing for vulnerable learners.
- Evidence the assess, plan, do, review cycle for vulnerable learners.
- Nominate a school governor/board member with a specific SEN/safeguarding remit.
- Have a named member of their management team with lead responsibility for SEMH and C&I.
- Ensure all staff receives appropriate training about SEMH and C&I issues. .
- Purchase specialist support either from the Specialist Teaching Service (STS) or from another specialist provider where needs require specialist assessment and interventions.
- Demonstrate pro-active communication with the family has been made.
- Offer Early Help and a Single Assessment if appropriate and inform the CAF Officer where this has been declined.

Where behaviour is causing removal from the class or fixed term exclusions and the pupil has made limited progress with targeted support, we would encourage schools to seek further advice and support from commissioned STS support.

Additionally, schools seeking STS commissioned support should be able to demonstrate that the Pastoral Support Plan has been implemented and adjusted in light of fortnightly reviews for a minimum period of one term. This forms part of the graduated response of assess, plan, do and review to meeting the needs of pupils with SEND.

2. The Local Authority/ Specialist Teaching Service (STS) commissioned support:

This service operates across every primary phase school in Warwickshire. STS will:

- Respond to enquiries at Area Manager/Assistant Area Manager level on whether the case meets the criteria for access to STS commissioned support.
- If eligible seek and attend an enhanced targeted review of the case with the school to identify next steps.

- Support meetings with parents and carers in planning appropriate actions
- Provide school based STS specialist support working in partnership with school staff.
- Provide STS Specialist Teaching Assistant support for coaching of school Teaching Assistants, a reintegration plan, or a supported transfer plan.
This will be subject to availability following weekly deployment meetings by STS Area Manager and Assistant Manager. This support is time limited, as specified in the relevant plan in agreement with the school/s
- Liaise with other key agencies from health and social care to facilitate a holistic plan of action.
- Provide supporting information for statutory assessment and annual reviews if appropriate. Including into Education, Health and Care plans.

* See Appendix A

3. Parents, Carers and Adults who have ‘Care of’ a child (as defined by the 1996 Education Act)

Parental Agreement and engagement is required

Parents are committed to work with others to bring about change

Parents will ensure good attendance at school.

Parents will support actions in the Pastoral Support Plan and Single Assessment.

4. The Memorandum

This document forms a ‘chapter’ in the wider memorandum of understanding between Warwickshire County Council and Academy Schools / Alternative Providers of Education.

Any questions relating to content should, in the first instance be directed to

Signed.....Signed.....

Dated.....

Appendix A: Criteria for access to STS commissioned work for primary children at risk of exclusion from January 2017

<p>Schools Delegated funding for SEN Support</p> <p>May be purchased through STS subscription/ Buy As You Need or from another specialist provider</p>	<p>LA commission through high Needs funding with Specialist Teaching Service</p>
<p>Evidence of the following</p> <ul style="list-style-type: none"> • School/Academy signed up to MOU • Assessment and profile by specialist service - evidence that recommendations have been implemented, monitored and reviewed • Pastoral Support Plan established including fortnightly reviews (minimum of one term) • Targeted interventions implemented and monitored including regular reviews (minimum of one term) • Single Assessment established and/or Social Care involved. If declined CAFO informed • Parental support offered via SENDIAS 	<p>In addition to evidence left repeat fixed termed exclusions indicate need for:</p> <ul style="list-style-type: none"> • Reintegration plan / Supported Transfer Plan involving STS support • Review of risk assessment • Multi agency involvement / CAFO/Health /Social Care to ensure further family support. • Additional small contribution towards funding of targeted intervention for Pastoral Support Plan to school • LINK support (Nuneaton, Bedworth, and Rugby area) See Appendix B

Appendix B: Criteria for access to STS commissioned work for primary children at risk of exclusion from January 2017

The Link previously known as The Specialist Inclusion Support Group

The LINK placement is a timed intervention for two terms inclusive of the reintegration. Initial placement is for four days a week with one day in the home school. The child will remain registered with the home school. For pupils to gain the maximum benefit the provisions outlined in the Link and Host School Agreement need to be in place.

The expectations outlined in the parent/carer contract details the provisions that need to be in place to ensure a successful partnership.

Prior to 'Placement Request' to The Link, schools should evidence that they have met the criteria for access to STS commissioned work for primary children at risk of exclusion as outlined in Appendix A of the Memorandum of Understanding.

From November 2016 Decisions on Link placements will be made by a panel of representative head teachers and specialist services.

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