

## **Appendix 5 Woodbridge Park Services to Schools – Pathways (primary) and Gateway (secondary)**

### **Pathways**

#### **“Building capacity in schools to better manage pupils/students with social, emotional and behaviour difficulties.”**

Prevention, Early Intervention and Staged Intervention – a multi-tiered approach to social, emotional and behavioural support, offered by The Bridge

The aim of the model is preventing the need for exclusion through early intervention and staged intervention. The multi-tiered approach to social, emotional and behavioural support covers a wide range of approaches and provision through stages of intervention from school-based support and intervention to extended enrichment provision delivered at The Bridge.

Support should be appropriate, proportionate and timely. Early and staged intervention provides a framework to schools for additional support where behaviour, for whatever reason, becomes more challenging and needs targeted support.

Each stage will include identification and assessment of learning need, appropriate planning mechanisms, and types of provision which may be put in place. Movement between the stages usually follows the exhaustion of the provisions at the level below. It is likely that evidence of such provisions will be required before moving to the next level, although in some cases acceleration through the stages, or intervention at a later stage may be required to meet the individual needs of the learner.

Outreach support is aimed at keeping pupils in their own schools. Referrals to the service are made through the Primary Behaviour Panel. This panel act as gatekeepers and decide which children should be allocated one of the enrichment programme places. Only if intensive outreach intervention fails to give pupils enough support in school are they given places on the enrichment programmes at The Bridge. This enables extended intervention and support to be targeted at those pupils with the highest level of need.

#### **Service description**

Providing support, advice and training to mainstream schools to enhance schools' capacity to promote inclusion, good behaviour and healthy emotional well-being for all pupils with Social, Emotional and Mental Health difficulties (SEMH).

The service aims to support schools to:

- Maintain a low percentage of permanent and fixed term exclusions compared to the national average.
- Maintain high levels of pupils with SEMH needs in mainstream schools.
- Ensure that all pupils referred are provided with support and/or placed in appropriate settings within a reasonable time frame.

#### **The Bridge offers:**

- a professional, qualified and experienced team of specialists
- experienced Team Teach trainers
- a wide range of intervention programmes to support pupils
- a wide range of training packages for staff
- a strong collaborative link with a range of services

#### **Pathway 1 (Advice / Support)**

In school support - preventing the development of problem behaviour.

Increasing levels of support and specialist help. The emphasis is on building capacity at local level to support learners rather than referring them on. This support tier would be free to schools pending whether they require further specialist support from The Bridge.

### **Pathway 2 (Outreach)**

In school targeted individual support – reducing the frequency, intensity and complexity of incidents of problem behaviour for pupils not responding to whole school behaviour policies – providing more focused, intensive outreach support for pupils within a multi-agency approach to tackling often complex problems.

### **Pathway 3 (Preventative Model)**

Learners at risk of exclusion attend enrichment programmes at The Bridge.

- Early years and KS1 and Y3 – nurture group provision
- Year 4, 5 & 6 - enrichment support programmes

The cost of a pupil attending the programme is dependent on whether a school has a Service Level Agreement (SLA) with WPES.

The aim of these programmes is to raise self-esteem and reduce problem behaviour. This planned support enables the learner to work intensively towards specific goals, for example learning techniques which support improved behaviour.

The support provided helps the child or young person to remain on their school roll, hopefully reducing the likelihood of the move towards being permanently excluded. Support from staff can be planned and delivered through a team around the child model.

Staff delivering the enrichment programmes work closely with staff from the learner's mainstream school. Effective coordination between The Bridge and the mainstream school ensures that both can build effectively on the learner's prior achievements. An important measure of the enrichment programme is successfully supporting learners return to full-time mainstream education.

The underlying principle of the learning package is that learners should remain the responsibility of mainstream schools and that in most circumstances plans should include a full return to the mainstream school.

This model needs to be operated along the principles of a preventative model rather than a last resort model. The Bridge Sub-Committee need to be the "gate keeper" panel into this provision.

### **What happens at the end of a placement if the child is not able to return to mainstream.**

When a pupil is referred by the school to Pathways for a 12 week placement, which the school funds at a rate of £35 a day giving a total charge of £2,100, **it is important that the school advises the family that should it be considered that it is not possible for the child to return to mainstream then the school will need to Managed Transfer the pupil.**

At the end of the 12 weeks placement Pathways will advise the school of the current situation and what is thought to be in the best interests of the child.

If the child is then Managed Transferred the case will be referred, as with all Managed Transfers to FAP who have the option of referring the case back to Pathways or of allocating another mainstream school. In the case of the pupils being referred back to Pathways the next 6 weeks will be funded from the Pathways subscription pot following which after the 6 weeks the pupil is referred back to FAP for the next steps which may be the allocation of a High Needs funded place at Woodbridge Park or the allocation of a place at a mainstream school.

### **The Outreach Service**

Outreach had to be reduced over the last few years due to the large numbers of pupils admitted into the Bridge; prior to this there were 4 members of staff who were supporting schools on average 30 pupils each year. The impact of this was over 95% of these pupils successfully remaining in their mainstream placement and with no further referral to WPES. (March 2018).

### **Funding Pathways**

Primary Partnerships in March 2018 made the following recommendation that there should be an annual charged based on approximately £5.30 per pupil and a daily charge of £35 with a 12 weeks placement costing: £2,100