

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	31 January 2017
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>PUPIL SUPPORT SERVICES</b>
<b>Report Summary :</b>	This report outlines the work of the Pupil Support Service within the Education service.
<b>Recommendations :</b>	That members note the contents of the report.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Borough Treasurer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	The Education Act 1996 (various) places a duty to make arrangements for the provision of suitable education for those who would not receive it unless appropriate arrangements made for illness or other reasons including educational special needs. These services seek to achieve compliance of the Authority with statutory obligations and to achieve better outcomes for children and young people of the Borough.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not monitor and challenge performance and standards effectively, and intervene where appropriate.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Helen Mellor – Head of Pupil Support Services by:



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## **1. BACKGROUND**

1.1 This report outlines the work of the Pupil Support Service within the Education service.

## **2. INTRODUCTION**

2.1 The Pupil Support Service was created in September 2013 following a service redesign. The intention was to bring the teams supporting pupils with additional needs in school settings under one service area and as a result having a single point of access. (**Appendix 1**).

2.2 The Pupil Support Service consists of a number of teams offering advice/consultation, support, training and assessment. In addition, some specialist personnel work on universal and strategic issues. Many of the teams work across phases potentially from 0-19 whilst the remainder will direct time to specific age groups.

2.3 All activities undertaken have regard to and are underpinned by the guidance in relevant legislation. The emphasis is upon effecting positive outcomes for children and young people through their direct involvement as well as engagement with key adults including parents/carers, teachers and specialist support staff.

2.4 In view of the current climate and increasing level of need Pupil Support has strived to create a seamless service with a single point entry which offers advice, consultation, support and training. It has been imperative that we deliver an efficient and effective service which is flexible, adaptable and designed for purpose which at all levels supports schools in designing systems and support mechanisms to enable all young people to have access to learning and achieve. (A booklet "The enabling classroom" written by members of each team within the Pupil Support Service is available on Tameside's Local Offer (**Appendix 2**).

2.5 A multi – disciplinary panel meet once every three weeks involving each of the services above and in addition a member of the Early Help Team, Tameside's Lead Educational Psychologist, a member of Healthy Young Minds, formally CAMHS and a Speech and Language Therapist.

2.6 Support is allocated based on needs.

## **3. THE PUPIL SUPPORT SERVICE:**

3.1 The Pupil Support Service is made up of the following:

- Sensory Service – supporting pupils with Hearing Impairments (HI) and Visual Impairments (VI)
- Communication Language and Autistic Spectrum Support (CLASS)
- Specific Learning Difficulty Support (SPLD)
- Behaviour for Learning and Inclusion Service (BLIS)
- Equality and Multicultural Access Team (EMAT)

## **4. THE SENSORY IMPAIRMENT SERVICE (HEARING IMPAIRMENT (HI) / VISION IMPAIRMENT (VI))**

4.1 This service ensures that deaf and visually impaired children and young people (0 -19 years), receive an appropriate inclusive education which enables them to fulfil their potential and develop into independent adults. The team liaises with other agencies across

Children's services, Health and voluntary agencies. The team advises on appropriate technology which can improve access to the curriculum or the environment, and deliver training for its use, e.g. magnification software, radio and systems. The team is able to develop visually impaired pupils' mobility and rehabilitation skills to ensure safe access to the school and outside environment. The team provides advice, support and information to parents and carers which promote principles of good practice. The team promotes a positive image of deafness and visual impairment and encourages self-advocacy.

4.2 The service provides training, advice and support for school staff:

- To enable students to develop specialist skills, e.g. Braille, to help them access the curriculum independently;
- To monitor the progress of pupils to ensure that student's individual needs are met, in accordance with the Disability Discrimination Act;
- To undertake specialist assessments (hearing and functional vision);
- To maintain records and provide reports as necessary;
- To undertake specialist assessments of language and literacy development which monitor progress, inform planning and IEPs, and facilitate successful transition;
- To provide advice regarding alternative methods of communication;
- To provide advice on the differentiation and adaptation of teaching materials;
- To liaise with Paediatric and Orthoptic departments to ensure an effective exchange of pupil information.

4.3 There are currently 219 HI pupils and 103 VI pupils.

## **5. THE COMMUNICATION LANGUAGE AND AUTISTIC SPECTRUM SUPPORT SERVICE (CLASS)**

5.1 This service enables pupils with Social Communication Difficulties including Autistic Spectrum Disorders (ASD) or with Specific Language Impairments (SLI) to reach their maximum academic and social potential in an inclusive educational environment.

5.2 This service offers:

- Support for pupils with an Education Health Care Plan where ASC is a priority need;
- Advice and support for school staff on specific and appropriate targets and strategies for pupils with diagnosis of Autistic Spectrum Disorder (ASD), Asperger Syndrome or with Social and Communication Difficulties;
- Liaison with professionals, parents and carers;
- Monitoring and review of progress;
- Support for transitions, especially KS2 to KS3 and KS4 to KS5;
- Provision of recommendations regarding future placements and support;
- Training is provided on particular skill development:
  - General ASD awareness
  - Delivery of Social Skills Programmes (KS1, KS2 KS3 and KS4)
  - Pupil focused sessions for all staff.

5.3 The team also offers input to early years pupils not in an educational setting which may include a home visit to do an Initial Evaluation of Need, one to one input, advice and resources to Parents/Carers and liaison with other professionals.

5.4 There are currently 380 pupils on the CLASS database.

## **6. THE SPECIALIST TEACHING BY SPECIFIC LEARNING DIFFICULTY ADVISORY TEACHERS (SPLD)**

- 6.1 The Team promotes high standards of education for children and young people with SEN, focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs. They develop approaches that embed co-operative multi-disciplinary working between all agencies. Specialist teachers provide guidance, training and support.
- 6.2 Support is offered for pupils in primary schools who would otherwise be likely to meet the criteria for a statement of Special Educational Needs (at or below 1st percentile). When a school has been providing support to a pupil at school action plus and little or no progress has been made the Advisory Teacher will advise on a structured learning programme for a six month period. If the child continues to be at or below the first percentile after this period of intervention, then the Advisory Teacher will provide a period of direct teaching. This will involve 1 hour teaching per week with the expectation that a further 3 sessions will be delivered by the school. Following this intervention the pupil will continue to be supported within the schools resources and the Advisory Teacher will monitor progress.
- 6.3 To team also provides support and guidance for schools with learners requiring SEN Support providing expert knowledge on SEN provision. They also are able to provide training, coaching and mentoring for teaching and learning support staff. Through consultation, staff in schools have an opportunity to discuss a child's strengths and difficulties, the interventions they have already put in place, the impact they have had and an exploration on possible next steps before moving forward with a full statutory assessment.

## **7. THE BEHAVIOUR FOR LEARNING AND INCLUSION SERVICE (BLIS)**

- 7.1 The Behaviour for Learning and Inclusion Service is able to work in partnership with schools within a framework of inclusion, to help them promote positive behaviour, and to provide effective support to pupils where behaviour is preventing learning.
- 7.2 The Behaviour for Learning and Inclusion Service can play an important role, providing schools with support which is preventative. The Behaviour for Learning Service can also support individual and groups of children with a variety of resource packages to develop and enhance social and emotional resilience and wellbeing.
- 7.3 The Team offers advice and support to schools to promote and enable positive behavioural strategies, to support the social and emotional wellbeing of the community and to support the development of effective behaviour for learning strategies across the school.
- 7.4 The team support the early identification of pupils with Social Emotional and Mental Health Difficulties (SEMH) through training, advice, sharing of good practice, the promotion of an ethos which encourages and facilitates positive behavioural strategies including the recognition of the link between good teaching and learning and an emotionally healthy school where pupils are able to achieve.
- 7.5 Where appropriate the team can act as a critical friend in terms of identifying and supporting the needs of children and young people and monitoring and evaluating school interventions. Following support and intervention the team are able to facilitate, where referral for further assessment/involvement of other professionals and access to support through a multi-agency approach.

7.6 The team also support the identification of pupils at risk of exclusion and support for reintegration of those who have been excluded and provide six day cover for Primary excluded pupils.

7.7 In addition BLIS carry out the statutory duty of academic visits for Elected Home Educated children and young people, provision for Permanently Excluded Key Stage 1 pupils and pupils with significant mental health needs unable to access mainstream. (**Appendix 3**)

## **8. THE EQUALITY MULTICULTURAL ACCESS TEAM (EMAT)**

8.1 The team offers development initiatives, support packages, training and resources focused on all aspects of English as an Additional Language and Equalities. Practitioners in Tameside Equality, Multiculturalism and Access Team (EMAT) are members of the Northern Association of Support Services for Equality and Achievement (NASSEA).

8.2 This team aims to ensure entitlement, access and equality for minority ethnic pupils. The team does this by working with schools to provide support and challenge to improve the achievement of minority ethnic pupils.

8.3 The team provides consultancy, advice and guidance in relation to the academic, emotional, social and cultural needs of minority ethnic pupils. This means supporting all minority ethnic pupils, particularly those with English as an Additional Language (EAL), asylum seekers and refugees, and those who may be at risk of underachievement. This includes staff training, advice on resources and access to interpreting and translation services. The team works in different schools and across phases to provide a range of school-based support.

8.4 The EMAT Team are able to:

- Support language learning through a well-designed curriculum and emphasises learning which is relevant discovery-based and contextual.
- Promotes understanding and respect for cultural and individual differences.
- Enables a progressive integration of EAL students in to the mainstream.
- Uses up to date technology.
- Shares the responsibility for student's language development with parents, teachers and students.

## **9. THE NEURO DEVELOPMENTAL PATHWAY**

9.1 The CLASS team and the BLIS team are the first point of contact for schools referring into the neurological pathway for Autism and ADHD. Both teams sit on the Multi Agency Autism Assessment Team and work closely with our colleagues in health.

9.2 The CLASS Outreach team are ADOS (Autism Diagnostic) trained and support the Multi Agency Autism Assessment Team (MAAT) working closely with Health colleagues in clinics and at the MAAT triage meeting. The BLIS team are also involved in this process and support these pathways completing observations and writing Development Histories.

## **10. RECOMMENDATIONS**

10.1 That members note the work of Pupil Support Services.