



Susan O'Connell
Governance & Scrutiny Officer
Direct : 020 8132 1399

Textphone: 020 8379 4419 (in Civic Centre)
e-mail: susan.o'connell@enfield.gov.uk

CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL

**Monday, 18th January, 2021 at 6.00 pm in the Virtual
Meeting/Remote - please use the links on the Agenda Front Sheet
to join the virtual meeting**

AGENDA – PART 1- TO FOLLOW PAPERS

5. EXCLUSIONS (Pages 1 - 100)

To receive the following reports:

- Visits and work undertaken by the Exclusions Workstream
- Secondary School Exclusions
- Secondary Behaviour Support Service- Annual End of Year Report
- Primary Behaviour Support Service
- Appendix 1- School Survey 2020
- Appendix 3 - Baseline and Review Assessment Questionnaire
- Enfield Child & Adolescent Mental Health Service- update on waiting times
- Speech & Language Therapy update

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REPORT TITLE: Visits and work undertaken by the Exclusions Workstream

**REPORT AUTHOR/S:
Susan O'Connell
Governance & Scrutiny Officer**

1. BACKGROUND

The Exclusions workstream was set up by the Overview & Scrutiny Committee in July 2019 and met on 4 occasions. This workstream was chaired by Cllr Bernie Lappage.

Members were concerned about the effect exclusions can have on young people and their families. The workstream set out to explore this further and look at the actual numbers and reasons and whether or not any group of young people are disproportionately affected and if so, how this is addressed and what more can be done. Explore why the numbers of exclusions increase from primary to secondary school.

Members felt that this was an opportunity to make a difference, acknowledge what is working well in Enfield and seize any opportunities to improve and to commend the good work already taking place. The Chair referred to a prison report and said that the thrust of this review should be guided by some its reflections that 'Exclusion should be a catalyst for change for the positive, however exclusions are often a negative downward spiral'.

Unfortunately, due to the impact of Covid 19 and the changes to the structure of scrutiny the workstream did not hold all of its planned meeting and was not able to finalise this review.

Visits and Observations

In addition to the workstream meetings members of the workstream:

- Attended a Secondary Fair Access Panel to observe a meeting. The Secondary Fair Access Panel (FAP) meets every two weeks during term time. It is chaired by a Secondary Head Teacher and all schools are invited to attend. Schools make referrals to the panel of pupils in relation to a request for a managed move. Complex, hard to place in year admissions are also discussed. Placements are also decided for pupils who are ready to return to the mainstream setting from Orchardside, the Pupil Referral

Unit. Decisions made by FAP apply to all schools regardless of whether they are maintained or academies.

- Visited the Pupil Referral Unit at Orchardside, meeting with the Headteacher and some of the pupils
- The Chair attended governor training.

The workstream received information and explored the issues below in detail at their meetings:

- Redacted case studies to understand the complexities of around exclusion
- Knife crime, gang membership and exclusions
- Looked after children and exclusions
- Exclusions and overrepresented groups
- The role of Safer Schools Officers and the police in schools
- Waiting lists for Speech & Language Therapy
- Waiting lists for Child & Adolescent Mental Health Services
- Destination information for permanently excluded children this includes the outcomes for those attending the Pupil Referral Unit and those children attending Alternative Provision (AP). It was noted that only the most extreme cases are referred to AP
- The language used around exclusions and the affect this has on those excluded
- Managed Moves- A Managed Move is defined as a formal agreement between two schools, a child and his parents/carers. It allows for a pupil to transfer to another school where all parties agree their placement in the home school has become untenable. The move requires the agreement of the child's parent/carer, the head teacher of the child's current school (the home school), the head teacher of the proposed school, and a representative from the Behaviour Support Service. The Managed Move process cannot be used for pupils with an Education Health and Care Plan (EHCP).
- NEXUS progress update - NEXUS was brought about as a result of youth violence and the level of permanent exclusions in Enfield at the time. It is about connecting communities together working with parents, young people and community working together.
- The Chair circulated to workstream members the; executive summary of 'The Timpson Review of School Exclusion' and from this review 'School exclusion: a literature review on the continued disproportionate exclusion of Certain Children' published in May 2019.

2. ISSUES AND CHALLENGES

The workstream identified examples of good practice and a clear determination and a willingness to work together from the officers and all those that they met with. They were grateful for the opportunities to observe a secondary Fair Access Panel, the visit to Orchardside the Pupil Referral Unit and the opportunities to speak with pupils at the unit all of whom were honest, polite and gracious with their time.

Following a request from the Headteacher at the Pupil Referral Unit the workstream were pleased to be able to successfully assist with their request for bikes for the new bike park at the school.

The number of permanent exclusions of secondary school age children reduced in Enfield in 2018/19, the workstream were keen to ensure that this is sustainable.

The workstream had identified the following issues:

- Observations from the Chair who attended governor training, she felt this could be further enhanced in a number of ways; the use of case studies during the training, consideration as to whether this training be undertaken in smaller groups within schools themselves, and there should be better written guidance available in different languages for use as a point of reference available for both governors and parents.
- Speech and Language was a key issue in exclusions and members were concerned at waiting lists around this.
- Child & Adolescent Mental Health services, this was another key issue and the workstream was concerned at the effect waiting lists can have.
- Overrepresented groups- the workstream were still to explore further how we understand as a council whether there are young people from certain communities who are disproportionately excluded.
- Language around exclusions workstream members supported this proposal for change but the actual rewording itself was still being worked through.
- Managed Moves, members felt that there was variation on exclusion between schools. Members were advised that officers were trying to achieve commonality on exclusions. There were also Improvements being sought to the Fair Access Panel and this was due to come back to a further workstream meeting.
- Alternative Provision –Members were very concerned at the stark difference in outcomes when children attended Alternative Provision instead of the Pupil Referral Unit. There had been discussions around the possible expansion of the provision provided by the Pupil Referral Unit in the future. Members felt this this needs to be undertaken at the earliest possible opportunity.
- Nexus- members wanted more information on what feedback is received on the schemes, how successful are the projects and how is success being measured. Members felt the stronger the evidence base the greater the support this will provide for continuation of funding. The workstream were going to look at this again
- Safer Schools Officers, members had been concerned at vacancy position in the Safer Schools team and wanted to look at updated information. An update was provided by the Safer Schools Inspector on the 17 November 2020. They currently have a vacancy of 3 Schools officers and are actively seeking to fill these vacancies in the coming months. Currently all schools have an officer assigned to them, most of the officers have 2 schools when ideally the schools

would have a dedicated officer with just one school. When the vacancies are filled this will happen.

The workstream has not looked at the impact of the Covid 19 pandemic and the tremendous disruption this has caused to education, the effects of lockdown and the varying levels of education during this period.

A report 'School Exclusion Risks after Covid 19' published in June 2020 stated that 'All children will have experienced some adverse effects from Covid -19 pandemic, but for some these will be traumatic and long lasting and this may impact negatively on whether and how they return to school, and the likelihood of formal, informal and self-exclusion'. This identified a number of themes either heightening or producing new areas of risk; heightened anxiety, bereavement, poverty, disconnection from schooling and the digital divide between pupils.

Children, Young People and Education Scrutiny Panel Briefing

Date of meeting	<u>18th January 2021</u>
To	<u>Children, Young People and Education Scrutiny Panel</u>
Title	<u>Secondary School Exclusions</u>
Project Sponsor	<u>Peter Nathan, Director of Education</u>
From	<u>Mervin Cato, Head of Secondary Behaviour Support Service Jo Fear, Head of Admissions and Attendance</u>
Contact Details	<u>mervin.cato@enfield.gov.uk, jo.fear@enfield.gov.uk</u>
Purpose of briefing	This briefing provides an update on secondary exclusions in Enfield, together with information about the NEXUS project.

Background

The Secondary Exclusions Scrutiny Panel last met in March 2020. Members have asked for an update on exclusions across and Enfield and information about the NEXUS project.

Since the last meeting of the Secondary Exclusions Scrutiny Panel, the Secondary Behaviour Support Service has produced its annual report in relation to their work with young people and schools in the Borough. A copy of the report is attached for your information (appendix1). A copy of the primary behaviour support service annual report is also included (appendix 2).

Exclusions Levels in Enfield

The Secondary Behaviour Support Service Annual Report includes the DfE published data in relation to exclusions for the 2018/19 academic year as well as information about the work of NEXUS. I am pleased to report that the DfE data in relation to permanent exclusions has shown that in relation to the 2018/19 academic year, the permanent exclusion rate in Enfield was below the national average. In relation to London, Enfield's permanent exclusion rate was, in fact, the fourth lowest.

Given the introduction of lockdown mid-way through the 2019/20 academic year, it is difficult to provide any analysis of exclusions in Enfield or other LAs. At the present time, the DfE has not provided any view as to how the data will be published in 2021 and there may, in fact, be a decision not to publish the usual analysis. For your information, Enfield's unvalidated data shows that there were 19 permanent exclusions from schools in the Borough in 2019/20.

Specific responses to Exclusions Scrutiny Report & further issues raised by Scrutiny Panel.

A number of key questions were raised by Scrutiny last year in relation to exclusions and some of the actions and/or explanations are provided below.

i) There are relatively few exclusions in primary schools as opposed to secondary and members have asked why this is the case. There are a range of reasons for this. One of the factors is age related in that teenage children are much more likely to challenge authority and parents/carers have less influence over a child's actions. A second key factor is the difference in organisation between a primary school and a secondary school – in primary schools, pupils are likely to have only one or two teachers ensuing some consistency in approach and usually a better knowledge of a child's individual needs. In secondary schools, a pupil is likely to have many teachers and there is a general expectation that as children are older, they should take more responsibility for their actions. There is also considerable pressure to achieve in secondary schools and this can influence the behaviour of some children who struggle to cope with this. Members will also be aware that that a range of national reports (such as the Timpson review) have identified that social class, SEND, gender (boys) and ethnicity (and also the interlinking of these factors) have an impact on the likelihood of a child being excluded from school.

ii) Support for parents - attached with this report are two advice leaflets provided by the council giving information to parents/carers about the exclusions process (fixed term and permanent). This includes possible options regarding support for them and their children. In terms of fixed-term exclusions unless a service is already involved with a pupil, support for parents can be difficult to provide. Most fixed term exclusions are short (1-3 days) and children return to school quite quickly with parents involved in the reintegration meeting. One of the reasons for the reduction in permanent exclusions, however, has been the involvement of the Secondary Behaviour Support Service and the service's positive relationship with headteachers and with FAP (Fair Access Panel). Because of the service's role in mentoring pupils, working with local community groups and working with parents (through NEXUS) for example, parents can be supported in making the best decisions for their children and can be supported in the exclusions process or rather avoiding exclusions.

iii) The exclusions scrutiny report from last year highlighted the importance of speech and language therapy as a preventative measure and expressed concerns about waiting times. A further investment of £150K was provided at the start of the autumn term to the SALT service to ensure statutory duties were being met. Schools Forum have also recommended to fund an additional £500K per year from the DSG High Needs block for preventative work with schools to reduce the need for some children to have EHCPs to access this support. This should also have a longer term impact on the exclusions level.

iv) Some suggested improvements were made in the exclusions' scrutiny report regarding governor training. An external legal provider has been previously used which although thorough, has not been able to effectively utilise local resources and examples of good practice to support the training. For this reason, the training for governors is being brought in house this year using local expertise and knowledge of the exclusions process. This will enable relevant case studies to be used to support the training provided.

v) There have been several well publicised national reports over a number of years concerning the over-representation of BAME pupils, particularly those pupils that self-identify as Black in exclusions data. Data in relation to BAME pupils is included in the SBSS annual report which shows particularly in terms of permanent exclusions, there is no specific evidence of over representation of BAME groups. This is similar when one looks at ethnicity data for fixed term exclusions although by looking within the broad BAME data categories, there is over representation for Black Caribbean heritage and Gypsy/Roma pupils. Because of this, the Enfield Learning Excellence partnership have commenced some work focusing on the achievement of these disadvantaged groups looking at effective and impactful practice although this is in its early stages currently.

vi) The Exclusions Scrutiny report commented on the use of terms such as "exclusions" and also some aspects of the work of the FAP. The local authority and schools do work within a legal framework, however, governing the exclusion process which makes changing the language around exclusions problematic and potentially confusing. This is also true around the working of the fair access process/protocols

which do need all schools to engage in what is a challenging process. Often quite a large number of children need to be considered in quite a short timeframe but in what must be a fair process. In Enfield this has generally worked well with all schools cooperating with the process.

vii) Detailed information about the NEXUS report can be found in the SBSS annual report included with this report.

Return of Schools – September 2020

Although schools remained open to provide education for students of key worker children, those who were considered vulnerable and those with an Education, Health and Care Plan, there was no formal requirement for children to return until the beginning of the 2020/21 academic year. The Department for Education acknowledge that this would be a challenging time for schools and children and asked schools to revisit their behaviour policies. Please see appendix 2.

When schools opened in September, students returned to completely different routines and processes. Many have also had to cope with periods of remote learning following an identified contact in relation to COVID. Behaviour was not reported as a major area of concern early on in the term, but schools are beginning to experience more challenge amongst the student body. A high level of support is being provided by the Secondary Behaviour Support Service to avoid exclusion and so far, only two students have been subject to permanent exclusion since the beginning of term. Other LAs have reported a similar pattern but have not been able to put in similar levels of intervention and have seen a higher rate of permanent exclusion amongst schools.

Fair Access and Managed Moves in Enfield

Given that each school is responsible for its own behaviour policy, it is unlikely that it will be possible to achieve commonality amongst schools in Enfield and there will be circumstances that will lead to a decision taken by a Head Teacher to permanently exclude that might not have been the case at a different school. We are, though, clear that we want to have in place a system that is fair for all students and schools.

Following discussion with Head Teacher colleagues, it was agreed that we would trial an alternative process for our fair access panel at the start of the new academic year. This is outlined in appendix 3. It became clear before the half term break that this was not as effective, and the decision was made to revert to the original fair access arrangements as all schools needed to share responsibility for decisions made in relation to our students.

We are aware that the DfE is intending to produce new guidance in relation to fair access and we will review our arrangements when this is published.

Future Developments

At previous meetings of the Scrutiny Panel, discussion took place about the possibility of broadening the remit of Orchardside, the secondary pupil referral unit in Enfield. No firm plans can be made, however, because this provision is still categorised as “requires improvement” by Ofsted. Whilst the Authority is confident that the provision offered by Orchardside is no longer in this category, we need to wait for them to resume their inspection regime before we can proceed further.

Appendix 2

Extract from DfE Guidance

“Guidance for Full Opening of Schools,” – last document update 5.11.20

Behaviour Expectation

Schools should consider updating their behaviour policies with any new rules, and consider how to communicate their updated policies clearly and consistently to staff, pupils and parents. They should set clear, reasonable and proportionate expectations of pupil behaviour. Further details are available in the guidance on [behaviour and discipline in schools](#). Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules. They should also set out how they will enforce those rules including any sanctions.

This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs. They should also consider how to build new expectations into their rewards system.

Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

To assist all school leaders and staff in welcoming back all pupils, we have published a [tool for mainstream schools to support the re-engagement of pupils](#) and the return to orderly and calm environments in which all pupils can achieve and thrive.

The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

Schools, should, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.

Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child's parent or guardian and seek advice from their virtual school head.

Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.

Schools should have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full time education. For more information see [annex B](#).

Any disciplinary exclusion of a pupil from a school, even for short periods of time, must follow the statutory procedure. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.

Schools should be mindful that it is unlawful to punish a child for the actions of their parents, and to consider this when applying sanctions (for example refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful).

Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.

Appendix 3

Fair Access Panel - Arrangements for Autumn Term, 2020

Given the recent DfE guidance on the reopening of schools to all pupils, the managed move process as we know it is likely to be very difficult to maintain. A system of bubbles, blended learning and possible quarantine for year groups or even whole schools are all challenges schools will face during the next academic year.

The priority for the Autumn Term is to ensure that learners are not lost in the process and that safeguarding is at the centre of our arrangements. We have, therefore, reviewed FAP and propose the following temporary changes for next term.

- For most students, the managed move process should not be used during the first half of the Autumn Term. Schools should continue to support students on their own site. We recognise, though, that this will not always be possible, and a student may benefit from a period away from the home school.
- We are proposing a temporary change in the referral process for Orchardside and that for the Autumn Term only, the PRU accept students for a six week intervention programme, after which time the student returns to their home school. The latest date for a student to start at the PRU to ensure a complete 6 week placement will be 16th November.
- During the student's placement at Orchardside, the home school will be expected to provide access to their VLE and this will be supported by staff at Orchardside. Regular contact must be maintained between the home school and Orchardside.
- In cases where there has been a one-off incident, no previous concerns around behaviour and a student's placement at the home school can no longer be maintained, a "swap" between schools will be considered. In these cases, it is essential that the receiving school accept full responsibility for the student concerned. For this arrangement to be compliant with the legislation, the swap will need to be agreed through a FAP process.
- In addition to the Orchardside offer, the Secondary Behaviour Support Service has agreed to provide up to 10 places at REACH for students who are struggling with the return to school.

How will cases be considered?

- During the Autumn Term membership of Fair Access Panel will be reduced although this will be reviewed at half term. We propose that the following meet virtually every two weeks to discuss pupils:

Tammy Day Headteacher Bishops Stopford C.of E. School

Celeste Fay Headteacher Orchardside

Mervin Cato Head of Secondary Behaviour Support Service

Police (Safer Schools Rep)

Jo Fear Head of Admissions

Headteacher to be confirmed

- Schools will use the managed move paperwork for referrals to the Panel and this will be circulated in advance to the smaller Panel. Each request will be considered on a case by case basis, for example, there may be circumstances that would mean a temporary placement at the PRU would not be in the student's best interests.
- Referrals to the REACH project will be to FAP

Current Managed Moves

We have reinstated the FAP meeting scheduled for 9th July and will hold this virtually. We are asking schools review their managed moves and update on progress. Some students maybe ready for sign off, others may need to return to their home school.

We are proposing that any managed moves that were in place when schools closed, must come to an end by October half term, either by being taken onto the roll of the receiving school or a return to the home school.

Next Steps

1. We would like feedback on the proposed temporary arrangements. If we proceed, we ask that another Head join the Virtual Panel.
2. The temporary arrangements to be reviewed at half term.

Tammy Day, Celeste Faye, Mervin Cato, Jo Fear

5.7.20

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SECONDARY BEHAVIOUR
SUPPORT SERVICE

ANNUAL END OF YEAR REPORT 2019-20



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OVERVIEW

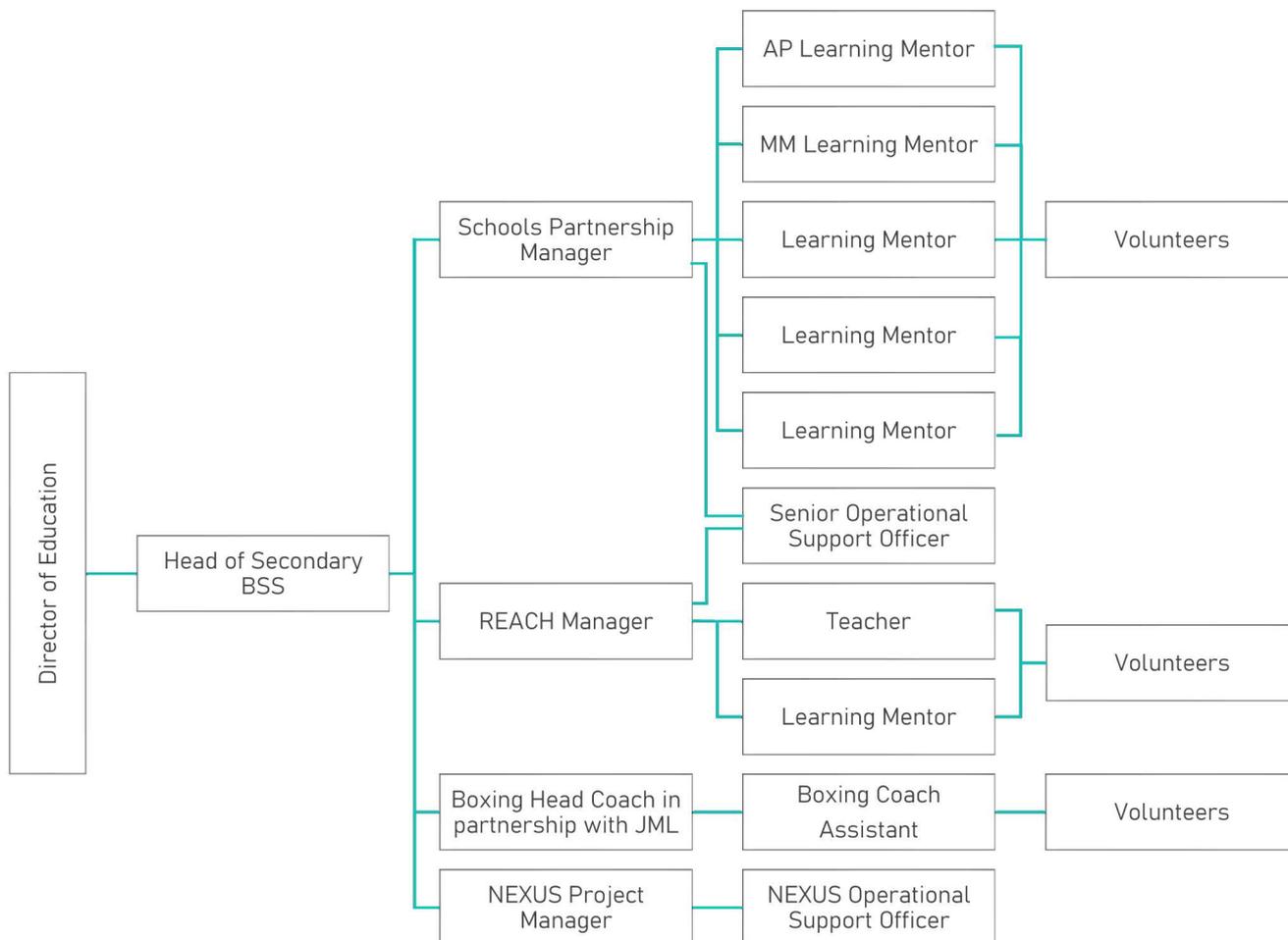
The Enfield Behaviour Support Service works in partnership with schools and children's services to improve pupils' behaviour, reduce exclusions and to support students that are educated within alternative provisions.

It is acknowledged that addressing poor behaviour and working effectively with disaffected pupils is not an easy task for schools to manage. Whilst matters can and should be addressed in-house initially, there are some complex cases that require more robust and intensive support and action. This is where the Behaviour Support Service provides support.

Within the Secondary Behaviour Support Service, we have three teams, the Outreach & Alternative Provision team, REACH and NEXUS. The Outreach & Alternative Provision team as well as NEXUS are all based at the Swan site, while REACH is based at the Newbury site.

This service is funded by the DSG, however the NEXUS project is funded by the Council.

STAFFING STRUCTURE



HIGHLIGHTS

OUTREACH

- By 16th March 2020 BSS 1-1 referrals were at 112. There were 117 in total for 2018/19. This indicates that without COVID-19, BSS referrals would have surpassed the 2018/19 total.
- Of the 112 referrals made in 2019-2020 that the BSS Outreach team worked with, 0 students were permanently excluded.
- Enfield were the 4th lowest borough in London for permanent exclusions for the year 2018/19
- Enfield, for the first time in years, were below the national average for permanent exclusion rates for 2018/19

ALTERNATIVE PROVISION

- The overall retention rate for students placed in Alternative Provision by BSS during 2019/20 was 100% - 0 students were issued with a permanent exclusion
- 86% of Year 11 learners achieved an English qualification as 2 students were in long-term custody, 2 students moved out of the Enfield Borough and 1 student moved back to Spain.
- 83% of Year 11 learners achieved a Maths qualification as 2 students were in long term custody and 2 students moved out of the Enfield Borough
- 85% of our Year 11 learners in AP secured ETE placements.

HIGHLIGHTS

REACH

- All 15 of the learners that have attended REACH have returned to their original schools. These students will be followed and supported by REACH staff as necessary.

- REACH received referrals from AIM, Edmonton County, Enfield County, Ark John Keats, Oasis: Enfield, St. Ignatius, Southgate and Winchmore.

- Pupils were asked 'How could REACH have helped you more?' Overall, pupils enjoyed their time at REACH, were pleased with their progress, and could not identify improvements: *"They tried like their best and at this point, if I didn't take in anything, it's not on them it's on me, because like, at a point when you are taught something, it's not about someone teaching you it's about you taking it in."* (Pupil)

BEHAVIOUR PANELS

- 19 Behaviour Panels were carried out and a total of 93 students were seen from 12 schools

NEXUS

- 783 students participated in mentoring programmes or workshops in Enfield Secondary Schools run by NEXUS partners.

- 260 members of staff trained by Pivotal education

- Our Family Liaison Officer has supported 31 families using Solution-Focused Therapy.

- NEXUS interventions and workshops have been delivered in 19/22 Secondary Schools in Enfield

OUTREACH

1:1 REFERRALS

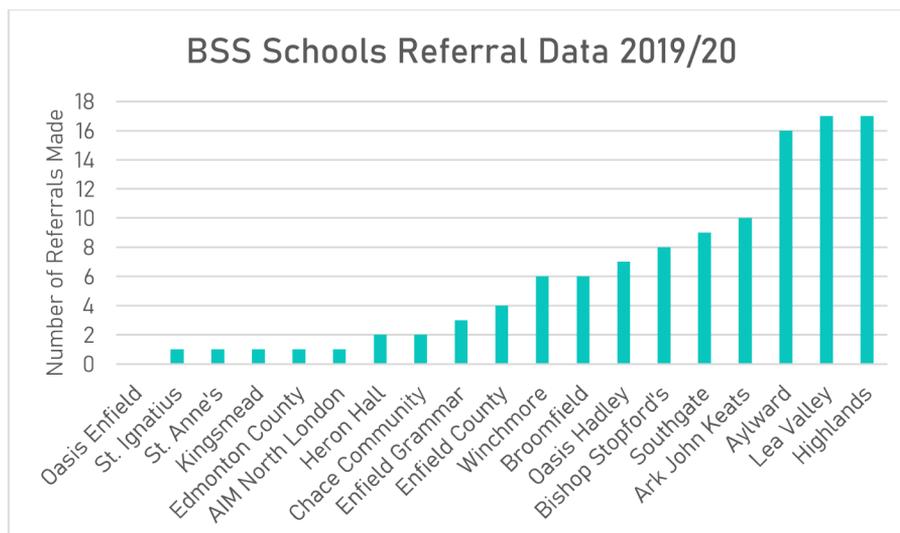
The referral form is used to refer a student for 1:1 mentoring. We have used the information from these referral forms to produce this report and identify any patterns and areas of concern.

112 new referrals were received via the BSS referral form this academic year. These referrals are from up to March 2020 as this date precedes the current pandemic and the consecutive shut down of schools. There were only 3 referrals after COVID-19 measures were lifted and schools started to operate again.

Of the 112 referrals made in 2019-2020 and students that the BSS Outreach team worked with, 0 students were permanently excluded

2019/20 referrals were made by 18 schools and 17 schools used BSS in 2018/19.

This is shown below:



OUTREACH

1:1 REFERRALS

Using the key below, the ethnicity data for referrals is shown in the follow graph:

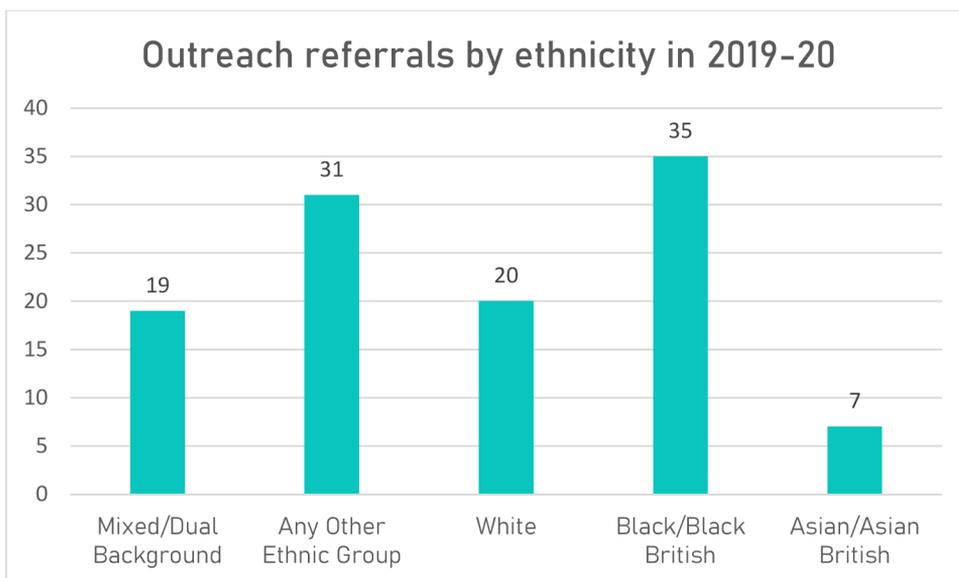
White - White British

Black / Black British - includes African nationalities such as Somalian, Nigerian, Ghanaian etc or those identified as Black British

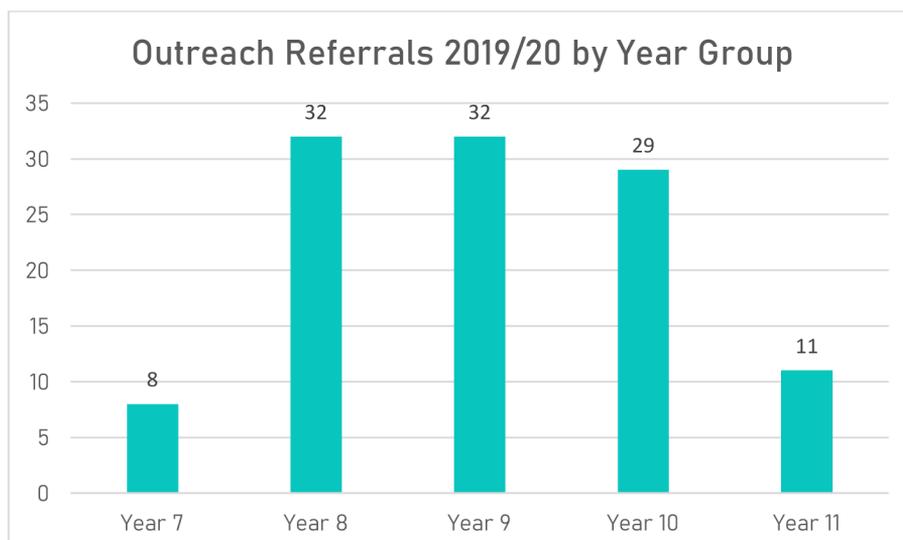
Mixed /Dual - These include white and black African / W&B Caribbean or any other Mixed background

Any other Ethnic Group - These include any European and Turkish/Kurdish backgrounds or any YP identified as White other

Unknown - We did not receive or could not find out nationality



The Year Groups of the referrals received is shown below:



OUTREACH

1:1 REFERRALS

Year group difference from 2018-2019 to 2019-2020 is as follows:

Year 7: decreased by 18 students

Year 8: increased by 2 students

Year 9: decreased by 10 students

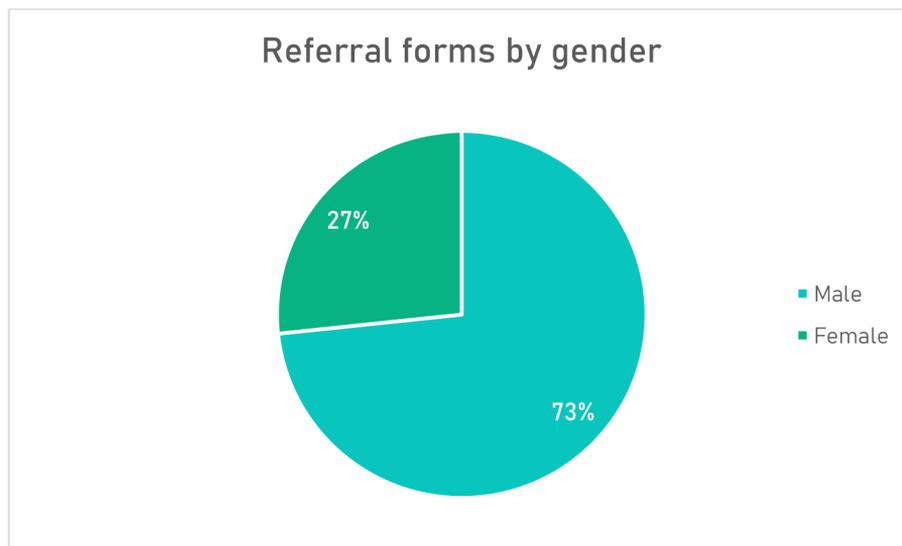
Year 10: increased by 11 students

Year 11: increased by 10 students

The breakdown of referrals by gender for 2019-2020 is as follows:

Male students - 87 (78%) which is a decrease of 7% and 12 referrals

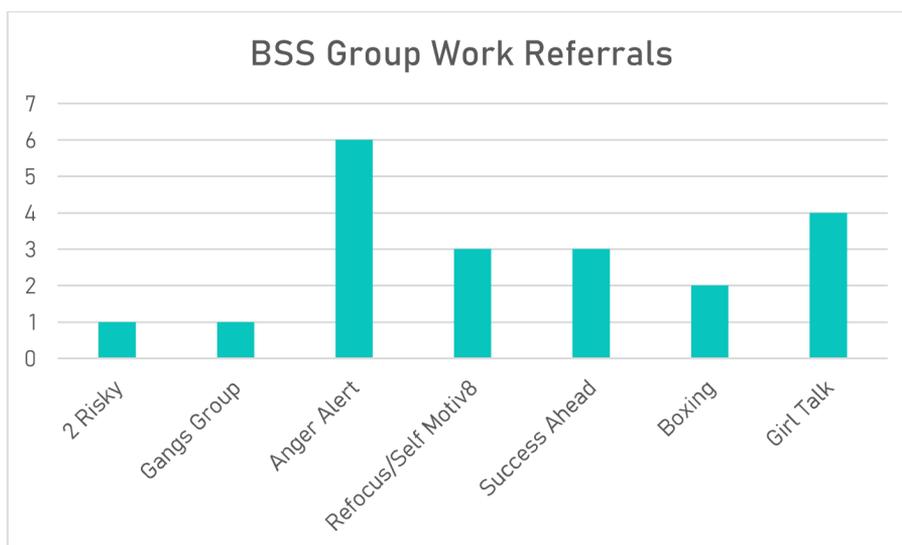
Female students - 25 (22%) which is an increase of 7% and 7 referrals



OUTREACH

GROUP WORK REFERRALS

In total there were 20 group work referrals up until March 2020, this is displayed in the graph below:

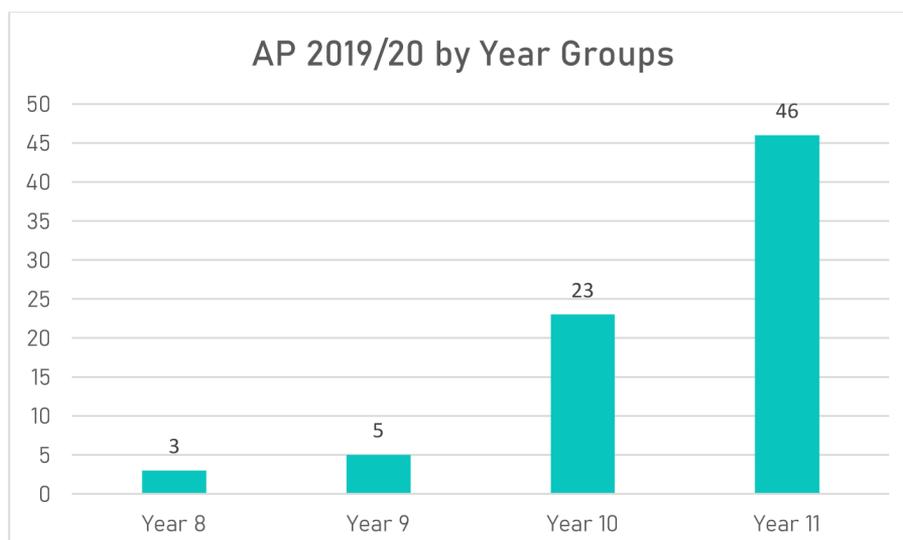
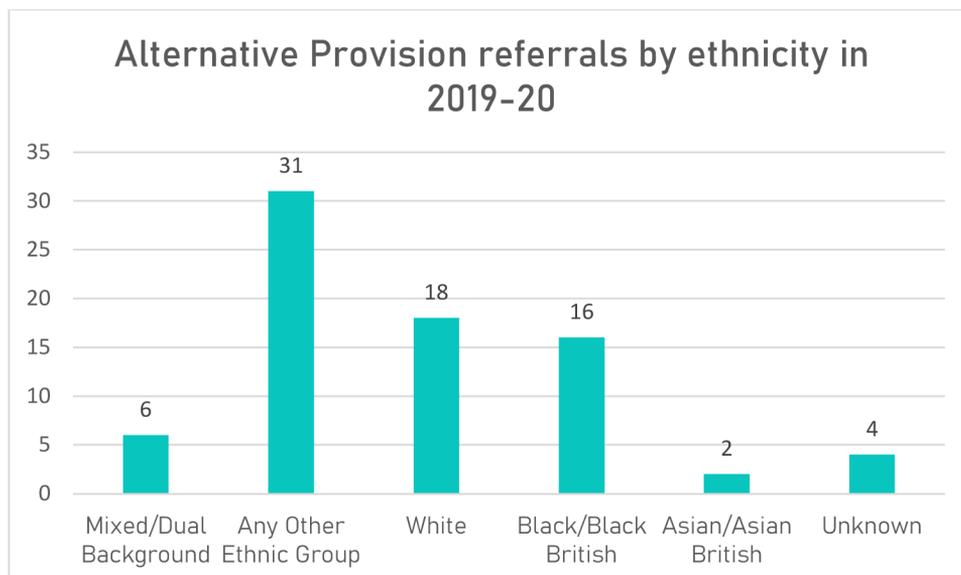


ALTERNATIVE PROVISION

REFERRALS

In total, Alternative Provision (AP) were working with 77 students during 2019/20. These pupils attended alternative provisions within the boroughs of Enfield, Walthamstow, Hackney and Haringey. AP were working alongside boroughs such as Cambridgeshire, Greenwich, Islington, Suffolk and Hertfordshire. There were 52 male students referred to AP and 25 female students in 2019-20.

Below is the ethnicity data of referrals received, please refer to the key on Page 6:



ALTERNATIVE PROVISION

RETENTION RATE

Our overall retention rate for 2019/20 was 100% because 0 pupils within Alternative Provision were issued with a permanent exclusion.

ACHIEVEMENTS

In the Summer term, we had 46 Year 11 students within Alternative Provision. Due to some students moving out of the borough and losing contact with some of the new referrals before COVID-19, 41 students were entered for English and Maths exams. No learners physically sat exams due to the pandemic.

PASS RATE FOR 2019/20

86% of learners achieved an English qualification and 83% of learners achieved a Maths qualification

These figures are due to students moving out of the borough, the country and 2 were in long term custody.

ATTENDANCE

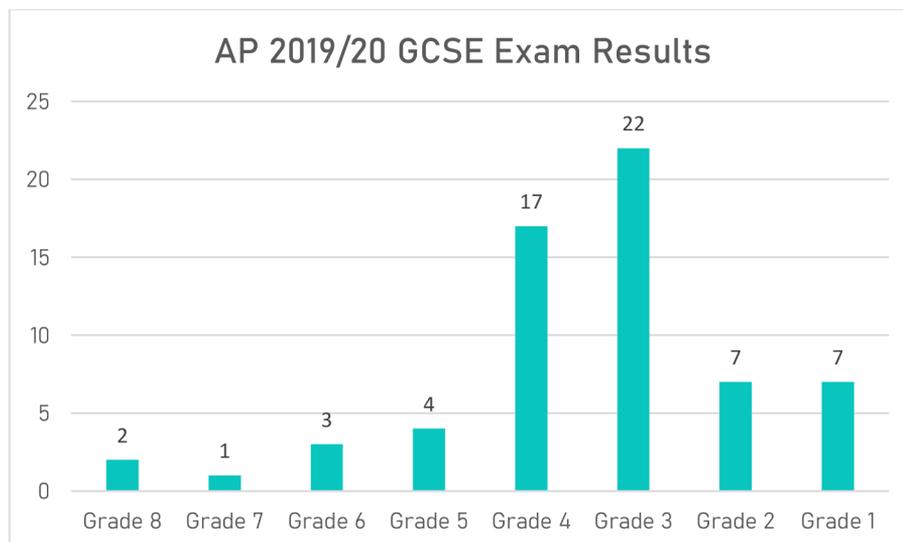
The overall attendance figure for our learners within Alternative Provision was 43% for 2019/20, this is a 4% decrease in comparison to 2018/19. The pandemic had a dramatic effect on the attendance figure for 2019/20. We also had learners who were placed on reduced timetables or received 10 hours a week of private tuition which significantly impacts the overall attendance figure.

Authorised absences across all provisions was at 18%. COVID-19 had an impact on these figures which makes it difficult to get an accurate depiction on overall attendance for Alternative Provision.

ALTERNATIVE PROVISION

EXAM RESULTS

Below are the GCSE exam results for AP students that were entered



FAP REFERRALS

This year, we received 2 referrals from Fair Access Panel and funded both placements

Name	Year Group	Provision	Cost of Provision
MB	9	ACE	£3,150
JF	11	LTS	£9,491

ALTERNATIVE PROVISION

POST-16 INFORMATION

85% of learners within Alternative Provision (AP) had applied for a form of education, training or employment by the end of Summer term.

Those who had not applied for a form of ETE were referred to the LBE Careers Service to help AP make contact and further support our students for Post-16.

Over August and September, contact was made by AP with all Year 11 leavers to confirm if they had enrolled into a form of ETE. Those who had not been successful were offered support and guidance from our service and details were passed onto the LBE Post-16 team to help support these students.

AP will continue to check in with these learners through the year.

REACH

BACKGROUND

REACH is an 8-week programme designed for 8-10 Learners in Year 9. It is based at the Newbury Site and focuses on impacting behaviour and developing essential skills. REACH aims to reintegrate all our learners into school after the programme, and continues to monitor their progress.

REFERRALS

The REACH referral form is used to refer an individual to attend the REACH program.

This consists of 8 weeks on site and 3 weeks transitioning back into school, supported by their key worker/mentor from REACH.

Using the information requested from the referral and evaluation forms, we have been able to collate the information to produce this report which will help us to identify any patterns or areas of concern.

This report can only be used for 2 groups instead of the usual 3 as we have had to deal with the COVID-19 pandemic. This means we were unable to run the programme in the 3rd term. This is reflected in the number of referrals.

REACH'S FIRST YEAR (AFTER PILOT)

15 referrals were received via the REACH Referral form this academic year.

This academic year has been made up of two groups:

Group 1 - 7 Learners from Year 9
(6 male students/1 female student)

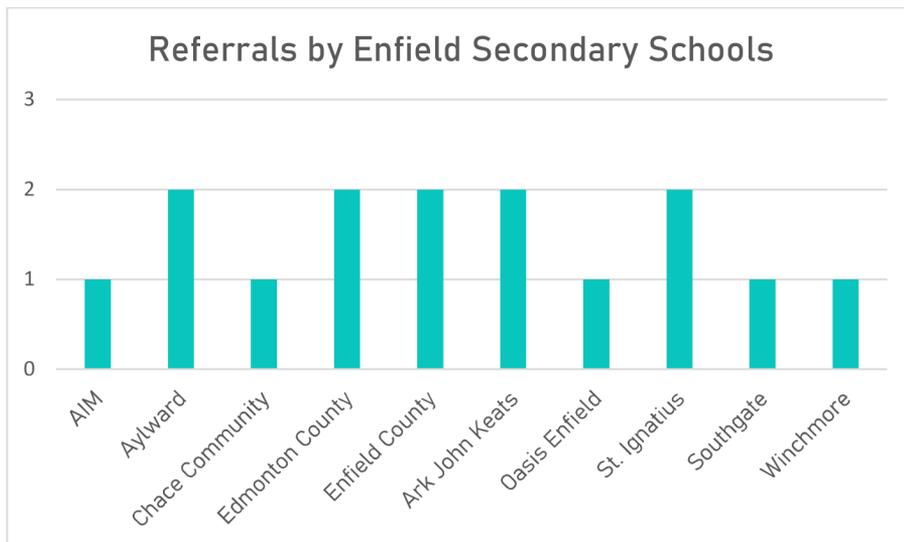
Group 2 - 8 Learners from Year 9
(5 male students/3 female students)

These referrals were made by 10 schools. The following graph displays this information.

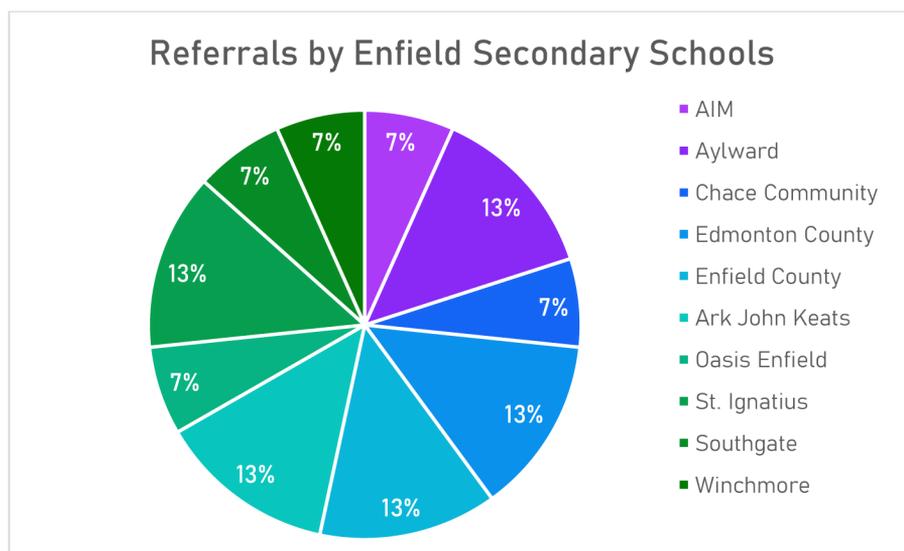
REACH

REACH'S FIRST YEAR (AFTER PILOT)

The graph below shows the referrals made by Enfield Secondary Schools:



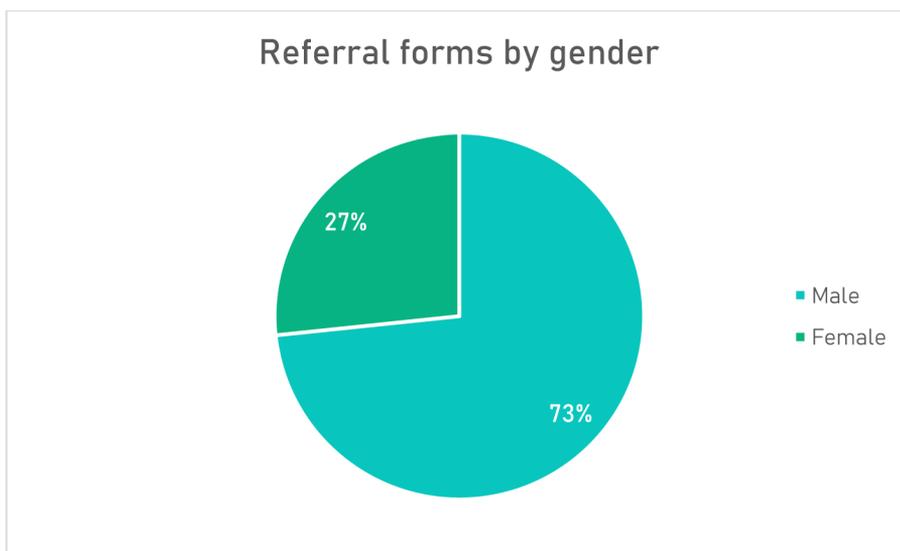
The chart below shows the percentage of referrals made by Enfield Secondary Schools:



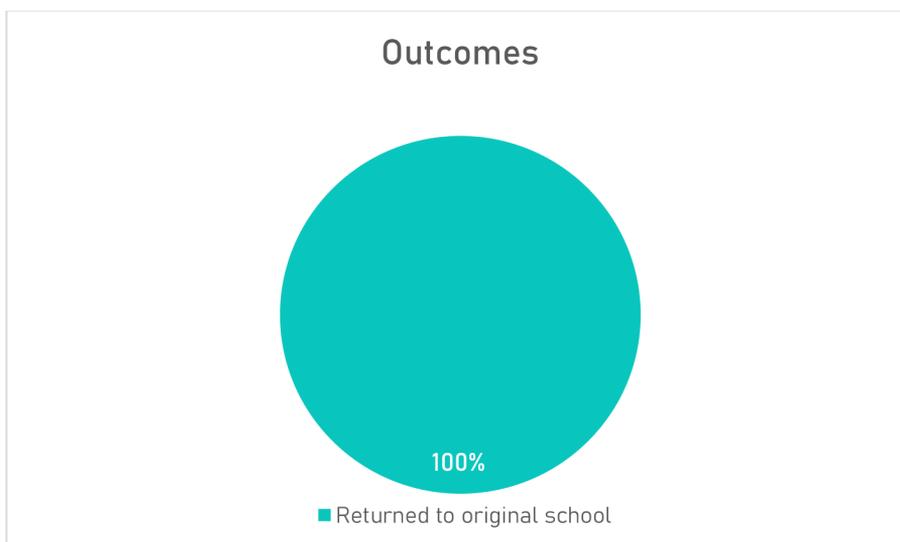
REACH

REACH'S FIRST YEAR (AFTER PILOT)

The REACH program is open to male and female learners, but as the chart shows below, there were a greater number of male learners referred compared to female learners.



Below shows the outcome of the learners after leaving REACH and returning to their original schools or continuing their education elsewhere:



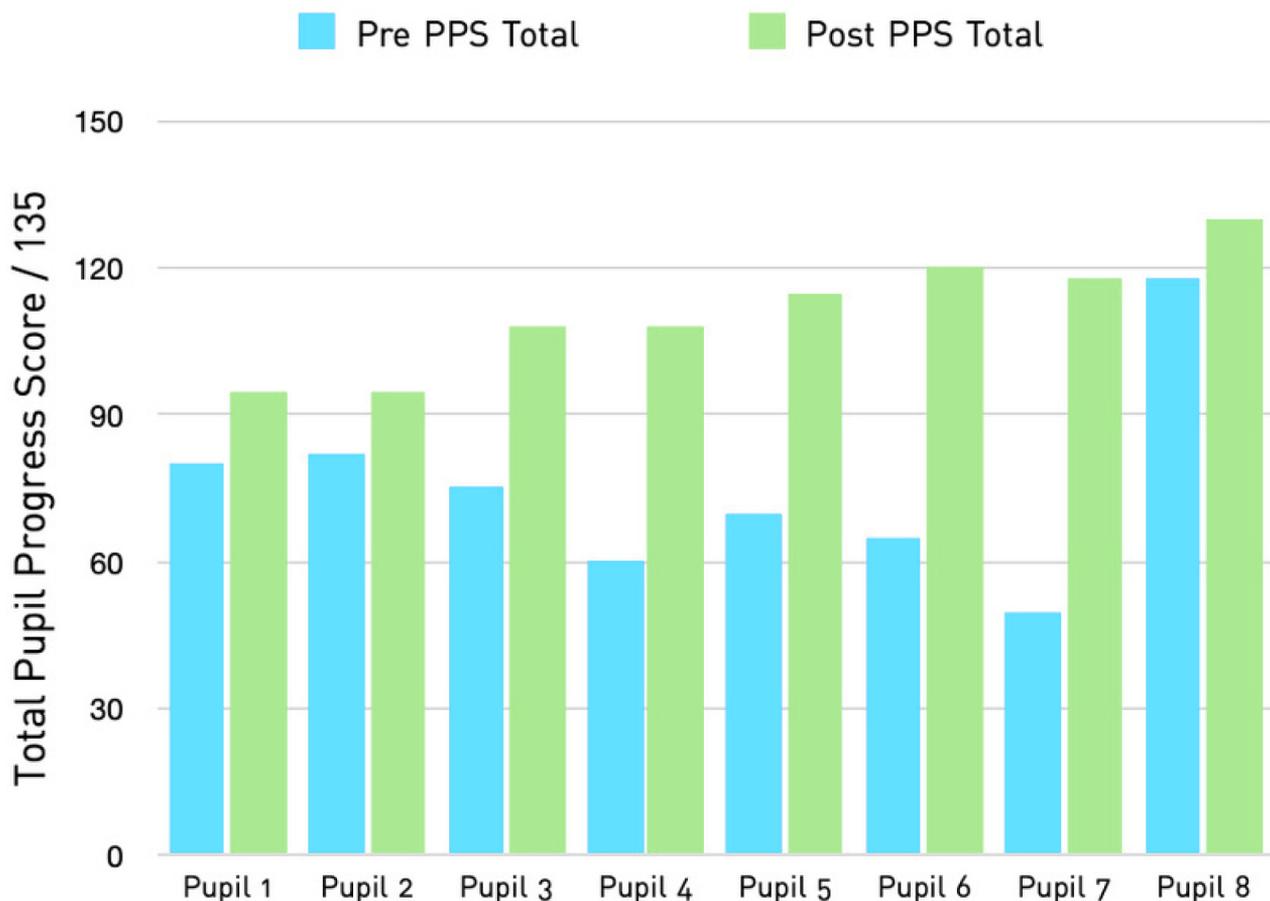
REACH

All 15 of the learners that attended REACH have returned to their original schools.

We will continue to follow these students and support them where necessary.

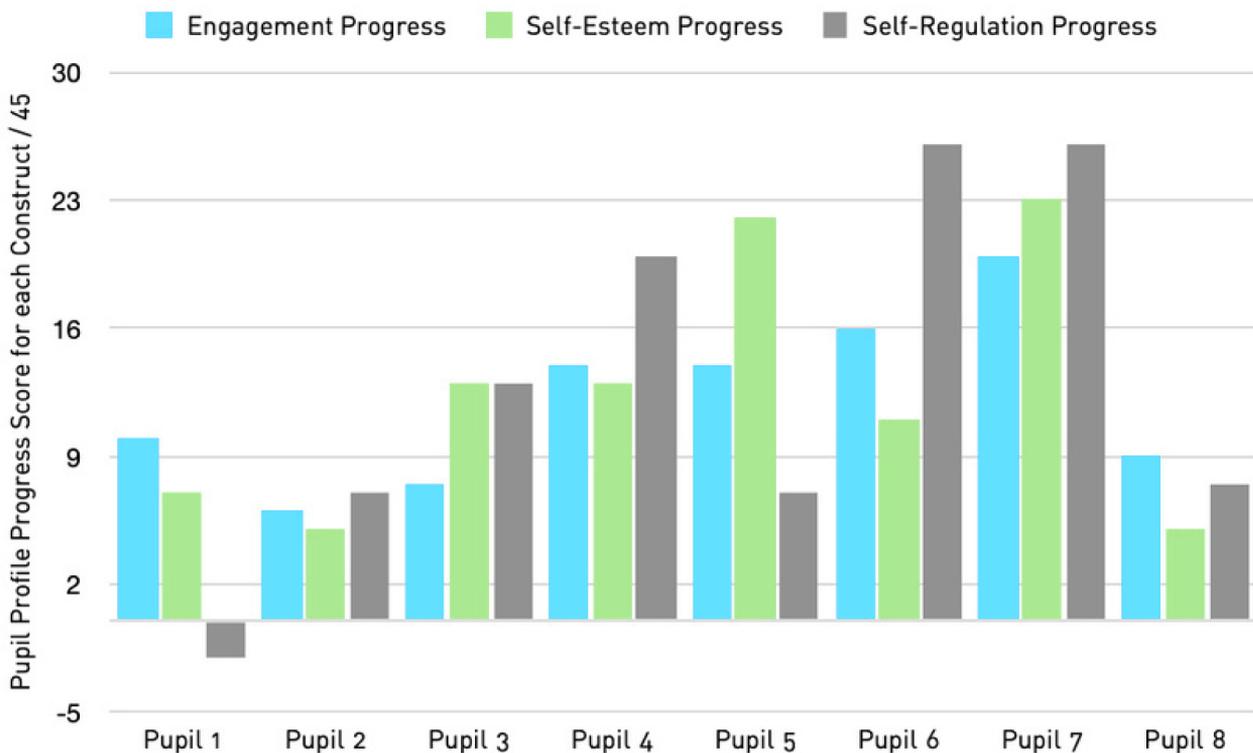
EVALUATION

REACH is evaluated through Pupil Progress Charts using Pupil Profile Scores (PPS). PPS is a measure of pupils' self-reported progress. The chart below shows pupils' progress using the total PPS – this is the pupils' total score from each Pupil Profile questionnaire. Pre-PPS were recorded in the first week of the intervention and Post-PPS recorded in the eighth week. All pupils made progress.



The PPS were also divided into statements on Engagement, Self-Esteem and Self-Regulation. The following chart shows pupils' individual progress in each area.

REACH



All pupils made progress in Engagement, Self-Esteem and Self-Regulation except Pupil 1, who dropped one point in the area of Self-Regulation. Pupils with a lower starting point made more progress than those with higher starting points.

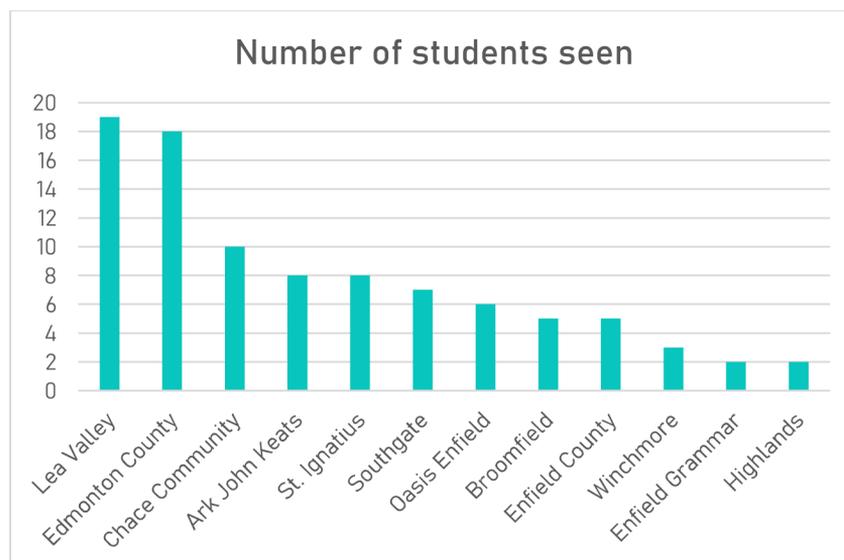
The average scores showed that pupils made progress during their time at REACH in all their weakest areas. The lowest scoring statement Pre-intervention was 'I keep focused when others are not behaving well' (Self-Regulation) which also demonstrated pupil progress. Most progress was made for the statement 'I am usually proud of my work' (Self-Esteem) and least progress was made for the statement 'I get attention in a positive way' (Self-Esteem), even though both statements had the same Pre-intervention score.

BEHAVIOUR PANELS

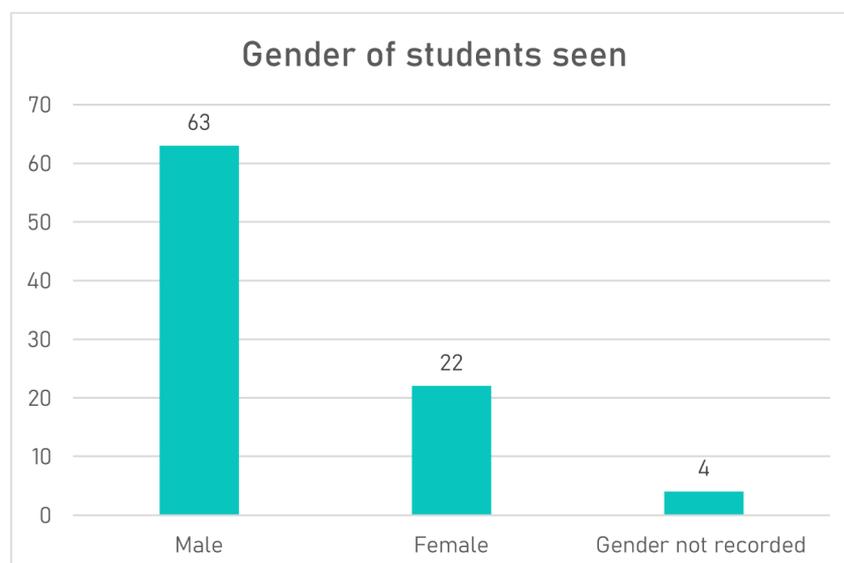
DATA

There were 123 Behaviour Panel meetings organised for this year in 12 Enfield Secondary Schools. The total number of students seen was 93. There were 3 emergency Behaviour Panels for this academic year and 1 student was permanently excluded. Family Based Solutions offer parental support in Behaviour Panels - 25 families considered this.

Due to COVID-19, Behaviour Panels were unable to be held after March.



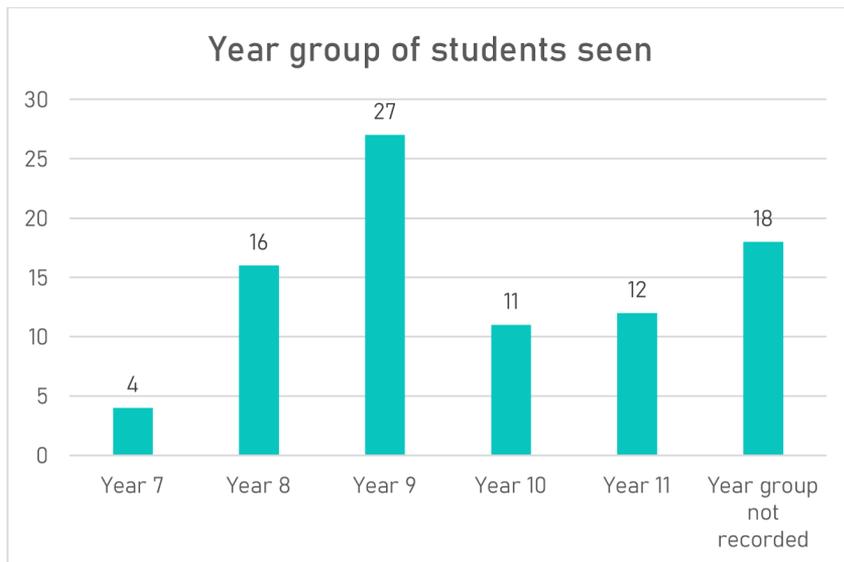
The following graph shows the genders of students seen:



BEHAVIOUR PANELS

DATA

The following graph displays the Year groups of students that were seen:



NEXUS

BACKGROUND

Given the increase in youth crime, violence, and exploitation in Enfield, Enfield Council was provided with funding to create and/or commission a range of interventions and diversionary activities to reduce violence and exploitation. NEXUS Enfield is at the core of this offer and is a community project led by the Enfield Behaviour Support Service.

Our main aim is to connect with young people, parents, schools, the voluntary and community sector, faith groups, local businesses, professionals and the police, not only to make Enfield a safer borough to live in, but to empower our community to unite together and stay connected by forging positive relationships.

Although our aim is to see a reduction in criminal involvement, it is difficult to measure what proportion of young people that are presently involved NEXUS would have become involved in criminal activities without this intervention. There is clear evidence that young people respond well to diversionary activities and that pupils who are in school are less likely to become involved in criminal activities.

In the last academic year, 19 secondary schools out of 22 received some form of NEXUS intervention or workshop. A total of 783 students participated in mentoring programmes or workshops across Enfield Secondary Schools last year.

NEXUS

VOLUNTEERS

10 volunteers completed CP training on 20th January 2020 and 5 volunteers were supporting REACH and the Boxing Club.

The total number of hours they completed last year was 288 hours.

BUTTERFLY PROJECT

Aimed at young women and girls, The Butterfly Project is a six-week programme of activities designed to increase confidence, raise aspirations, and develop a sense of community.

The target for this project was to work with 36 girls. However, we have surpassed this target as a total of 108 students accessed this project across 10 Secondary Schools.

3 groups had to be postponed due to COVID-19 but arrangements will be made for these groups to take place during the Autumn term.

2 students from Orchardside went back to mainstream school since engaging with this programme.

BTEG - ROUTES 2 SUCCESS FOR BAME PUPILS

This ethnic minority role model workshop was delivered to a total of 167 students from 2 Primary Schools and 3 Secondary Schools in Enfield last year.

NEXUS

FINDING AMANI WORKSHOP

This workshop was delivered via Zoom to 19 Year 6 pupils at Latymer All Saints Primary School on the 13th July 2020 to support these vulnerable learners with their transition to Secondary School. The feedback received for this workshop was hugely positive:

100% of students felt that this presentation made them change the way they will approach their education moving forward.

100% of children felt that Amani's story would help them change their negative behaviours and choices.

PLATINUM PERFORMING ARTS POWER 2 MAKE A CHANGE

Platinum Performing Arts work with secondary school pupils. This programme provides free early intervention and prevention on a variety of social issues such as gang, gun and knife crime, using arts to make a difference offering young people a platform.

The Power 2 Make a Change programme was delivered to 318 children and young people from 8 Secondary schools, using performing arts to provide children an opportunity to tell their story.

NEXUS

FAMILY LIAISON OFFICER FAMILY BASED SOLUTIONS

Our Family Liaison Officer has been trained in Solution Focused Therapy and has been using this approach when working with families. The target is for Jason to work with 40 Enfield families and last year he worked with 31 families. 12 of those families no longer need to access this intervention.

During the pandemic, Family Based Solutions used Zoom to provide online services and saw an increase in referrals due to the lockdown and the amount of time families have had to spend with each other. Working via Zoom was a positive experience with Jason as it allowed him to support more families due to lack of travel to and from appointments.

HOLLER

Holler works with local Secondary Schools to deliver inspirational assemblies and workshops to improve young people's life chances with an aim to improve educational attainment, raise aspirations and encourage future job prospects.

The target is for Holler to work with 5000 pupils across 75% of schools over a period of 2 years. Holler Inspirers have seen a total of 2,295 students and been into 55% of Secondary schools in Enfield delivering assemblies.

Due to the success of the Holler assemblies and securing funding from the Inspiring Enfield Young Londoners fund, Holler have created 6-week Life Skills workshops for students in Secondary Schools. The pilot for these workshops took place at Chace Community School in July, with the students coming in and completing the programme during the summer holidays. This workshop inspired 9 KS3 students.

Three assemblies were booked for March which would have increased the total number of students seen as well as the percentage of schools that are involved however, these were all cancelled due to COVID-19. These will be rescheduled once schools confirm that they are happy to have external visitors back on site.

NEXUS

ADDITIONAL TARGETED SUPPORT FOR PRU PUPILS

The Butterfly Project was delivered to Orchardside until the end of the academic year and supported a total of 15 students from March 2019 until July 2019. Two students who were mentored via this project have now returned to mainstream education.

NEXUS also funded a trip to Jamie's farm for 6 vulnerable pupils in Autumn term, and has also funded a second trip for an additional 6 pupils in Spring term as well as a follow up programme to support those students who have taken part in this project. Unfortunately, due to COVID-19, this second trip as well as the follow up programme are currently on hold and have been scheduled to take place in Summer term 1 depending on the situation with COVID-19.

Finally, additional support was also provided to Year 11 students at Orchardside as the NEXUS funding allowed staff to create attainment packs for 18 students to support them with their revision and exams.

NEXUS

FEEDBACK

Location: Orchardside school

Project: Butterfly

Facilitator: Miss R. Martial

Since the inception of the Butterfly project at Orchardside school we have recognised the impact that this project and the manner in which the Miss Martial develops relationships with the students and provides guidance and support regarding their social, emotional and behavioural wellbeing.

Students understand that the information that they share with the Miss Martial is confidential unless there is a safeguarding issue. They feel comfortable and confident to express their feelings while in the company of the Miss Martial. The students thoroughly enjoy the Butterfly sessions and will consistently ask for Miss Martial during the week.

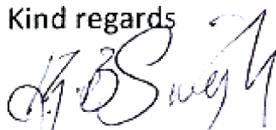
The positive impact upon the students is evident. There have been improvements in attendance, punctuality and behaviour. One of our female students who is consistently late for school has only been late to school six times over the last four weeks, from the week starting the 11th Nov 2019 – the week starting 9th December.

Another student Miss Martial was previously working with has now been reintegrated into mainstream education. Miss Martial's work contributed towards this student's attitude change enabling her to self-regulate and positively manage social situations.

As a result of the disaffected nature of our students, chaotic homes lives, gang pressures, drug misuse issues and other negative influencing aspects of their social world the students find solace in Miss Martial and the work she undertakes with them.

We are very pleased to have her here supporting our student's needs.

Kind regards



Kevin Bachan-Singh

NEXUS

JOE MORRIS BOXING CLUB

The boxing club aims to help children and young people's emotional well-being through interventions using boxing.

54 students completed the Above the Belt programme since it launched. This is from a total of 6 different schools. 8 children have also completed the Boxing programme. 4 groups had started the Above the Belt programme in March however, these sessions were interrupted due to COVID-19 and will be rearranged in the Autumn term.

We are pleased to confirm that the completion of the new build is likely to be the end of April 2021.

UPSKILLING TEACHERS

Our target for Upskilling Teachers was to deliver training to 100 key members of staff. Last year, NEXUS funded Positive Behaviour Management Training which was delivered by Pivotal Education to a total of 220 members of staff across 3 secondary schools.

We also arranged a training day for staff working within alternative provisions. 40 members of staff from 11 alternative provisions attended and 91% of attendees rated the training day as excellent. There was also a training session booked for Herron Hall Academy in April which has been postponed due to COVID-19 and will be taking place in early 2021.

From July 2020, NEXUS commissioned the Enfield Professional Learning Team to lead on organising training for Secondary Schools in Enfield. They will be leading on two training packages – Unconscious Bias and Anti-Racism and Pivotal Behaviour Management training.

The Fearless Crimestoppers Project have also delivered training to 30 members of staff at West Lea School, focusing on county lines, exploitation and knife crime as well as Crimestoppers and the resources available for staff members in schools, resulting in a total of 290 members of staff in Enfield being trained.

NEXUS

HEARD

HEARD aims connect parents to connected children. This is done through a public discussion with an open forum. The sessions are question and answer and are facilitated by a host and each have their own expert panel which is tailored to the event topic. HEARD gives parents the opportunity to share the challenges they face on a daily basis, and receive expert advice.

HEARD was launched on 26th February 2020 and the first event took place on this date at The Dugdale Centre.

Feedback was hugely positive as shown below:

- 93% of attendees stated the event was useful to them
- 97% would recommend others to attend the event in future
- 88% of attendees gave the event a rating of 7 and above out of 10

Due to the pandemic, HEARD forums were then moved to a digital platform and the first digital HEARD event took place on 11th June 2020 with a total of 63 participants.

- 37.5% of attendees found the event extremely helpful
- 56.25% found the event very helpful
- 100% of attendees would recommend others to attend the event in future

CHiPS

CHiPS is a network of 'safe havens' across the borough where anyone who is lost, at risk or feels vulnerable can go in and ask for help and assistance.

In the last academic year, there were 200+ CHiPS points in Enfield and the promo video had 424 views on YouTube. The ECYPS team delivered 7 CHiPS assemblies.

We are pleased to confirm that the CHiPS Website was also launched:
<https://www.chipsenfield.com/>

LATEST OFFICIAL EXCLUSION DATA

PERMANENT EXCLUSION DATA FROM THE PREVIOUS YEAR

The table below shows how in the year 2017/18, Enfield had 57 permanent exclusions and were the 21st lowest (11th highest) for the rate of permanent exclusions.

Local Authority	Permanent Exclusion in 2017-18	Pupil Population	Permanent Exclusion Rate
Tower Hamlets	7	44,057	0.02%
Kingston upon Thames	6	25,442	0.02%
Merton	9	28,695	0.03%
Greenwich	14	42,796	0.03%
Richmond upon Thames	11	27,134	0.04%
Barking and Dagenham	19	43,146	0.04%
Sutton	19	38,130	0.05%
Barnet	30	57,873	0.05%
Wandsworth	19	33,657	0.06%
Newham	38	60,956	0.06%
Enfield	57	58,047	0.10%

However, since the launch of NEXUS, there has been a significant difference in the permanent exclusion figures for Enfield, particularly in comparison to local surrounding boroughs and other London boroughs.

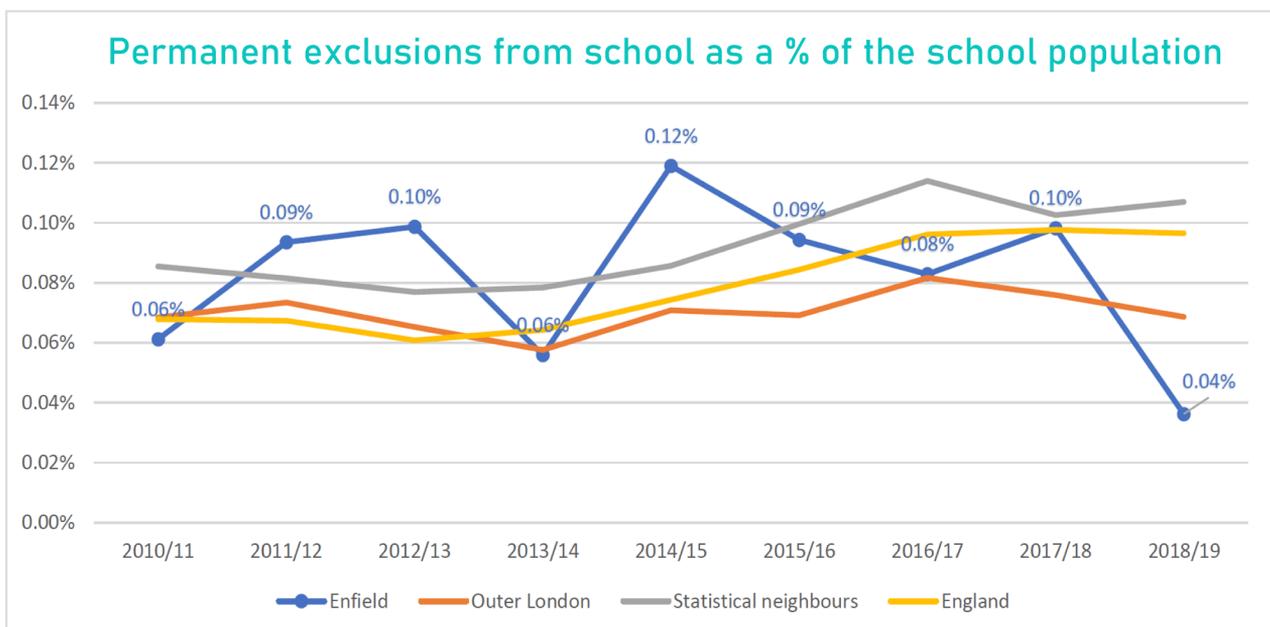
The following table contains the latest permanent exclusion figures from 2018/19. The table shows that Enfield has seen a reduction from 57 permanent exclusions to 21. The rate of permanent exclusion dropped from 0.10% to 0.04% and this has changed Enfield from being the 11th highest borough for their rate of permanent exclusion to the 3rd lowest.

LATEST OFFICIAL EXCLUSION DATA

PERMANENT EXCLUSION

Local Authority	Permanent Exclusion in 2018-19	Pupil Population	Permanent Exclusion Rate
Tower Hamlets	6	44,725	0.01%
Kingston upon Thames	7	26,035	0.03%
Enfield	21	57,977	0.04%
Havering	17	39,409	0.04%
Wandsworth	16	34,117	0.05%
Barnet	31	58,943	0.05%
Hammersmith and Fulham	11	20,430	0.05%
Richmond upon Thames	15	27,730	0.05%
Lewisham	22	39,947	0.06%
Lambeth	21	37,347	0.06%

The graph below displays the permanent exclusions rate from 2010/11 to the latest data:



LATEST OFFICIAL EXCLUSION DATA

FIXED-TERM EXCLUSION

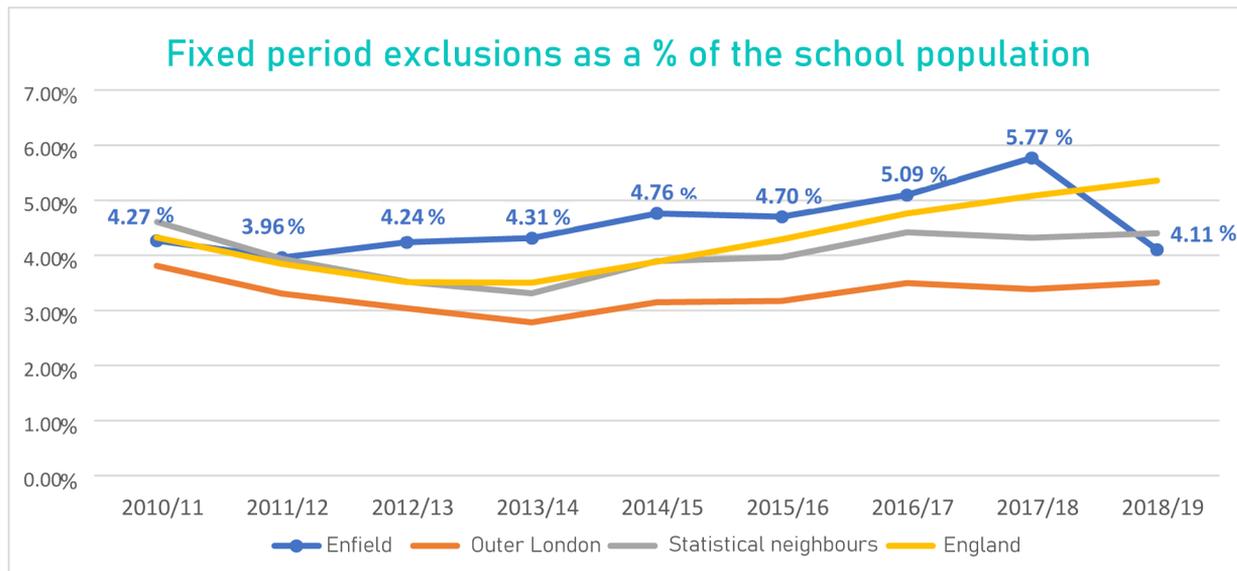
The table below displays the latest data regarding repeated fixed-terms and their rate in England, Inner and Outer London Boroughs and the statistical neighbours of Enfield:

Local Authority	Repeated Fixed Terms	Repeated Fixed Term Rate
Nottingham	1,688	3.62%
Wolverhampton	1,340	2.95%
Waltham Forest	1,182	2.78%
Enfield	1,558	2.69%
Birmingham	5,142	2.55%
Croydon	1,443	2.50%
Haringey	957	2.50%
Luton	906	2.38%
Reading	450	2.01%
Greenwich	828	1.92%
Barking and Dagenham	570	1.31%
Statistical neighbours (average)	1,451	2.50%
Inner London (average)	817	2.62%
Outer London (average)	935	2.08%
England (average)	1,314	2.44%

LATEST OFFICIAL EXCLUSION DATA

FIXED-TERM EXCLUSION

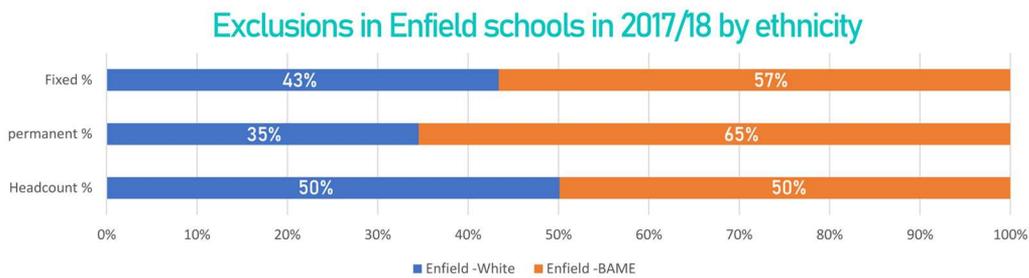
The graph below displays the latest data regarding repeated fixed-terms:



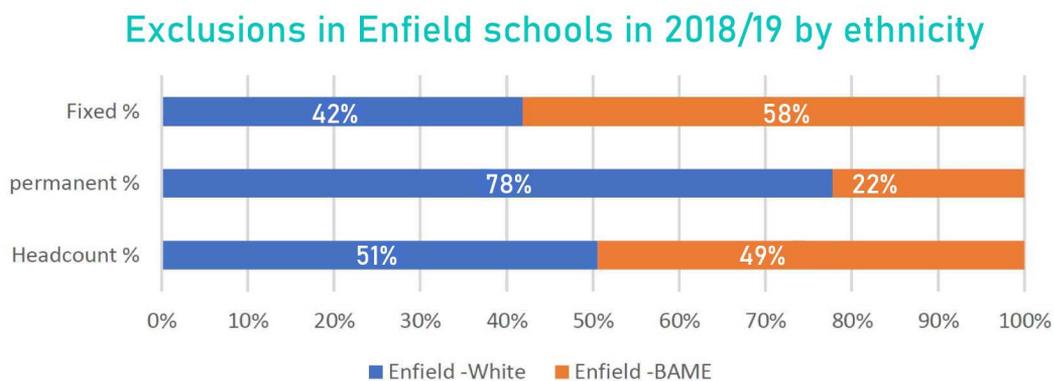
LATEST OFFICIAL EXCLUSION DATA

EXCLUSIONS BY ETHNICITY DATA

The graph below displays the data from last year regarding exclusions in Enfield by ethnicity:



This can be compared with the graph below that displays the latest data regarding exclusions in Enfield by ethnicity:





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Primary Behaviour Support Service

SWERRL Team

REPORT July 2020

[All survey statistics and quotes are taken from school responses to a Service Survey June 2020, unless stated -see Appendix 1 for the full Summary of this Survey]

The Primary Behaviour Support Service is an attachment aware and a trauma responsive multi-disciplinary team, supporting the inclusion of pupils experiencing **Social, Emotional and Mental Health** (SEMH) needs across 70+ Enfield mainstream primary schools.

The team includes a core team of 9.4 SEMH specialist teachers (including the Senior Leadership team and 1 vacancy), 6 support staff (including 1.9 vacancies) and a family practitioner, together with integrated multi-disciplinary input from 39 days (per academic year) of Educational Psychologist (purchased from EPS) and 0.4 each of Family Psychotherapist and Arts therapist (purchased from SEWS). The Service also benefits from 0.3 input from SEMH specialist Speech and Language therapists (NHS funded) **see Staffing Structure Appendix 2**

The Service has been based at Addison House near Southgate for nearly twenty-five years. The Service finances help to maintain and run the building, which -

- provides a suitable work base for staff
- accommodates all necessary resources
- provides suitable space for intensive onsite interventions
- provides a base for meetings with parents, school staff and external agencies
- provides a base for offering training, network meetings and events for larger groups.

The Service works collectively as a team towards an enabling ethos for schools, working in partnership with them to promote improved inclusion and positive practices in relation to pupils' SEMH needs. We work holistically as an integrated multi-disciplinary team alongside school staff, families and pupils in support of a child's positive social, emotional, behavioural and educational development.

Our adopted title **SWERRL team** better describes the focus of our work:

Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning

Giving core attention to these elements in our supportive responses to schools highlights how we can build the necessary **resilience** in pupils, parents and staff when faced with perceived challenge.

We have long recognised that pupils' challenging behaviour is a communication of unmet underlying needs. Pupils who struggle socially and emotionally in school have often endured, and in many cases continue to endure 'adverse childhood experiences' (ACEs), including developmental and relational trauma, insecure attachment, toxic stress, with other associated mental health needs becoming manifest. Our work allows us to support school staff in understanding the communication of a child's behaviour, further assess their needs, and to develop responsive planning and strategies to support the pupil to better manage their learning and social experiences in school.

Outreach Intervention Work - Requests for Involvement for Individual Pupils

96% of school surveys returned stated that they 'Strongly Agree' the PBSS SWERRL Team is responsive to their 'Requests for Involvement,' while the remaining 4% stated they 'Agree'. 0% 'Disagreed'.

Our first priority is to minimise permanent exclusions in Enfield Primary schools

Permanent exclusion has an extremely detrimental impact on the wellbeing of a child and can have long-reaching adverse mental health effects. Such an experience has the danger of further inhibiting an individual's capacity to meet their potential and at worse can instigate a lifetime of social exclusion, which can give rise to pathways of ongoing anti-social and criminal behaviour.

Permanent exclusion figures in Enfield Primary schools reflect the partnership work of the Service in supporting the school's commitment to inclusion.

PERMANENT EXCLUSION FROM ENFIELD PRIMARY SCHOOLS - FIGURES FOR THE LAST THREE ACADEMIC YEARS	
2017-2018	1
2018-2019	0
2019-2020	0

A child at the point of being excluded made immense progress with behaviour following involvement with the SWERRL team.

Nicky Hammond (AHT Inclusion) – Brettenham Primary

As a school we have benefited hugely from the knowledge and strategic problem solving approach by the SWERRL Team. Many children over the years have been enabled to stay in school/class with a reduced risk of exclusion and increased self-esteem and ability to regulate behaviour.

In my role of SENCo, I have really appreciated the flexibility, responsiveness and positivity of SWERRL staff to the benefit of children and families.

Sandra Sefer (Inclusion Manager) – Oakthorpe Primary

Typically schools make a request for SWERRL involvement when a pupil is at risk of permanent exclusion or they are struggling to meet the child's needs due to their Social Emotional Mental Health difficulties.

We are a demand-led service and take 'Requests for Involvement for an Individual Pupil' from any Enfield mainstream primary school at any time. Schools are asked to provide some details about their own assessment via our BRAQ form (Baseline Review and Assessment Questionnaire) **See attached Appendix 3**

We are responsive and adaptive to demand. Each school is allocated a SWERRL team Intervention Manager who offers continuous familiarity to the school and a working knowledge of their needs and intervention history. They co-ordinate and negotiate the nature of the intervention, supervise

the work, monitor and review progress. They can support the school's strategic thinking beyond reaction to individual situations.

We have always had excellent relationships with the service. They will do their best to help us think of the best outcomes and listen to our concerns. They are also easy to contact and liaise with.

Helen Thomas (Head Teacher) – Alma Primary

Following receipt of the necessary paperwork, including parental signature, this is discussed with key members of the team and next steps are recommended which are then actioned in negotiation with the school. Interventions follow a four stage cycle:

- Assessment stage
- Planning stage
- Doing stage
- Review stage

A systemic view is taken, considering the holistic perspective of the child in conjunction with school and home environmental factors. Outreach interventions are then specifically tailored to the individual circumstance and can include multi-disciplinary perspectives and input.

We offer short-term involvement with a focus on supporting, facilitating and embedding improved practice within the school. Our support aims to better enable the school to respond to the pupil's needs and enable the pupil to be more successful in their school participation.

PBSS involvement with a child with attachment difficulties when he was in Reception has enabled him to develop strategies to manage his feelings and remain in mainstream- he is now in year 3 and making progress.

Jonquil Izard (Deputy Head & SENDCo) - Forty Hill

Fixed term exclusions eliminated over a term; risk of permanent exclusion reduced from high to low. Child stayed in class because staff approach changed as they understood underlying causes of behaviour which had led to trying to leave the premises

Child built friendships with peers he couldn't before SWERRL group involvement and successfully transferred to secondary school

Sandra Sefer (Inclusion Manager) Oakthorpe

Happier child who is engaging much better at home and at school.

An improved parental understanding of their child's individual needs and activities to do together to create a positive well-being.

Dawn Roper – St Monica's

Whilst we are looking for positive outcomes for the pupils in terms of:

- improved well-being (e.g. they are happier)
- increased emotional regulation
- more positive social interaction
- greater inclusion and participation in learning,

we remain focused on more embedded outcomes for the school that skills and equips them to increase their inclusive capacity and respond more effectively to future need.

'Request for Involvement for Individual Pupils' data indicates a gradual decline in numbers as school's develop and embed more effective strategies and approaches within their school. This is then off-set with an increased complexity and severity of need being identified in the nature of the majority of requests. More complex and severe cases often demand higher levels of resourcing and lengthier interventions.

Number of outreach 'Requests for Involvement with Individual Pupils'	
2017-2018	87
2018-2019	77
2019-2020	65 (includes COVID-19 lockdown period)

Addison House – Onsite Intervention Work

As a further extension of our outreach work, we have a limited but critical capacity to offer part-time onsite interventions at Addison House, to pupils who remain on roll with their home schools. These are therapeutically informed support programmes specifically for pupils who it is deemed would benefit from this short-term intensive intervention. Such pupils are largely identified through the outreach work of the Service. On rare occasions pupils who have been permanently excluded (which is more likely to be an Enfield pupil excluded from an out of Borough school) may also be given the opportunity to attend such an intervention as part of an integration plan into a new Enfield mainstream setting, and/or to inform their statutory assessment process.

The pupils attending are invariably presenting with high levels of challenge in the mainstream settings and SEMH needs can be present in a toxic mix of troublesome, aggressive and sometimes violent behaviours. Some are presenting with "severe difficulty managing their emotional response, leading to demanding or disturbing behaviour of such intensity, frequency and duration which consistently affects their own safety and that of others"

SWERRL onsite programmes are carefully constructed and adapted towards the individual needs of the pupils attending. School and family liaison is deemed an essential requisite of the interventions' success. This typically involves school staff and family members participating in elements of the onsite work.

Consideration is given to the key outcomes, age-range and dynamics of a group, which we limit to four per classroom. Addison House has capacity for two groups at any one time. The programmes provide 'short-term' interventions and would ordinarily expect attendance at Addison House to end fully within two to three terms. It is then possible for us to instigate 2-to-4 groups throughout an academic year.

The programmes are necessarily intensive and offer a level of remediation to the personal development of the pupil, as well as assisting in a more detailed assessment of their SEMH needs than was possible within the school setting. We consider it critical for all pupils attending to experience increased success in our setting in order to avoid further harmful social exclusion. We have never, to date, excluded a child from such an intervention.

These programmes offer these vulnerable pupils a tailored intervention deigned to:

- Better enable their engagement with learning
- Provide a multi-disciplinary assessment of their SEMH related needs. Invariably this also supports application for statutory assessment and/or contributes to the formulation of an Education, Health and Care Plan (EHCP), and ultimately, consideration of longer-term specialist placement.
- Identify and support their steps of progress towards improved social and emotional self-regulation
- Strengthen their resilience, their inner confidence and their readiness for re-integration or for integration to a new school setting.

		2019 - 2020	2018 - 2019	2017 – 2018
Number of pupils accessing onsite intervention.		11	13	12
Age range:	Yr 1:	1	1	0
	Yr 2:	1	0	3
	Yr 3:	0	4	3
	Yr4:	5	2	4
	Yr5:	1	5	2
	Yr6:	3	1	0
Statutory Request at admission		3	2	0
EHCP On leaving		5	11	12
Placement in specialist provision		1	8	10
CP plan / CiN / LAC / previously LAC / known to Social Care		6	11	10

This data reflects the severity and complexity of need experienced in the pupils that have attended Addison House interventions, including a high number of children attending who have had various levels of social care involvement.

We have focused some of our efforts on increasing the efficiency of re-integration planning in order to support better inclusion at mainstream level and reduced need for pupils to need more specialist provisions. The integrated nature of the team allows continuity between onsite intervention work and in-school intervention work, which further assists re-integration success. Given the severity of some pupils' SEMH needs, specialist provision is sometime the most suitable environment for their need to be best met.

Mark, you and the rest of your team have no idea how grateful I am that you were there for R when we all needed it most. She is now settled in her new school.

R's Nan (Sep 2019)

The staff's patience with my son and support for him when he's not confident in doing any tasks has been outstanding

E's mum (July 2019)

Outreach Intervention Work - Requests for 'School Strategic Involvement'

89% of school surveys returned stated that they 'Strongly Agree' the PBSS SWERRL Team offers effective strategic/developmental support to schools, while the remaining 11% stated they 'Agree'. 0% 'Disagreed'.

Schools are also encouraged to make separate 'Requests for School Strategic Involvement' These requests do not name individual pupils but instead identify an aspect of school SEMH related development. These interventions are uniquely determined by the needs and circumstance of the school and may include such examples as:

- Staff focused consultation groups
- Whole class Interventions; including for example strategic Circle Time modelling
- Group work modelling
- Whole school/staff group CPD training

All such interventions endeavour to enhance school staff's SEMH understanding and skills, develop resilience in response to challenge, promote adult capacities to connect with pupils' needs through 'relational' strategies whilst promoting an ability to remain reflective and responsive.

Whole Class/Group work modelling Interventions

Number of Strategic Requests for Whole Class and Group Interventions	
2017-2018	26
2018-2019	31
2019-2020	21 (includes COVID-19 lockdown period)

Although, the data for this year has been impacted upon by schools' part-closures during the COVID-19 lockdown period, the general trend has been towards an increasing number of strategic requests which possibly reflects a widening presence of SEMH needs related issues within classrooms, but certainly reflects the emphasis of the Service to support schools in developing and embedding their own good SEMH-related practice.

As a school we have found the support of the SWERRL team invaluable as they have supported us from whole school to individual case levels. This has enabled positive outcomes for both pupils and staff; it has promoted positive well-being for staff who have pupils with challenging behaviours in their class.

Sarah-Jane Fulton (Assistant Head Teacher) – Starks Field Primary

SEMH-related CPD Training

Delivering training has become a key element in the strategic support offered by the SWERRL Team

89% of school surveys returned stated that they 'Strongly Agree' the PBSS SWERRL Team provides high quality SEMH related training, whilst 8% stated they 'Agree' 0% 'Disagreed' and only 1 school felt this question was not applicable to them

As with all other aspects of our work the Service has responded to school requests for training by developing bespoke packages of training, tailored to the individual needs of the school and shaped to their individual context.

We have actively encouraged schools to commit to 'programmes' of training rather than one-offs, in order to spread learning over time and give opportunities for implementation before having follow-up sessions. This helps facilitate reflection on real-life experiences and further embeds learning for the individual. Typically, we would encourage 3 sessions of training spread over one, two or even three terms. Offering flexibility allows us to accommodate delivery in ways that are workable for the school, and which allow various staff groups to participate. Often training delivery will also be complimented with specific and focused strategic school interventions where this further helps staff to embed ideas or overcome obstacles to success.

Themes for training have included, for example:

- Trauma Responsiveness and Attachment Awareness - theory and practice.
- Understanding children's emotions
- Promoting SEMH awareness and its implications for practice.
- Promoting wellbeing for staff and pupils
- Promoting positive behaviour management
- The benefits of Circle Time explained and modelled.

Number of Strategic Requests for bespoke staff CPD training – including whole days , ½ days, or x3 twilight sessions and including TA staff group training.	
2017-2018	13 schools
2018-2019	14 schools
2019-2020	13 schools (includes COVID-19 lockdown period)

Without the COVID-19 lockdown period the figure for this year would probably have been higher.

We had three sessions with staff on behaviour relating to attachment which lead to some strategies being put in place immediately and gave staff a much better understanding of their responses to children and how this can sometimes escalate the behaviour.

Andrea Cassius (Head Teacher) – Suffolks Primary

Whole School CPD regarding positive behaviour strategies was really informative and enabled us to establish a clear and consistent positive behaviour policy that has continued to be successful.

Nicky Hammond (DHT) Brettenham Primary

In the past the SWERRL team have provided whole school training on Circle time at Highfield. More recently the team have provided virtual training to the SENCos on emotional wellbeing which was excellent

Cathy Togher (SENDCo) – Highfield Primary

Borough-wide Training

The Service also contributes to Enfield children’s workforce professional development through Borough-Wide training including:

- Borough training for NQTs (on behalf of SEYIS),
- Borough training TA positive behaviour management (on behalf of SEYIS)
- Borough-wide Approach Training [an accredited Physical Intervention Management training – managed and delivered by ourselves)
- SEN SEMH Conference Whole Day (on behalf of SEYIS)

	NQT SEMH training	TA Positive behaviour management training	Approach Training 2 Day certificated course	Approach Training 1 Day certificate refresher course
2017-2018	4 ½ days	3x ½ days	7 (14 days)	9 days
2018-2019	4 ½ days	3x ½ days	7 (14 days)	9 days
2019-2020	4 ½ days	3x ½ days	4 (8 days) COVID interrupted	6 days COVID interrupted

We have a number of staff who have been Approached trained, over past and recent years.

Thanks to this ongoing training we have a whole school approach to behaviour and have developed many of the Approach training ethos’ with regards to the ways we best support a child having SEMH difficulties.

Rosanna Ojosipe (Deputy Head)- Inclusion Cuckoo Hall Primary

Star Meetings / Staff Surgeries / Focused consultations

89% of school surveys returned stated that they ‘Strongly Agree’ the PBSS SWERRL Team provides high quality SEMH related consultation, whilst 8% stated they ‘Agree’ 0% ‘Disagreed’ and only 1 school felt this question was not applicable to them

A key intervention approach that we have developed in various ways as a team includes the use of consultation to support school staff and school leadership. It provides a means of enabling successful deployment of the school’s existing skills and resources. Often, in the face of a pupil’s persistently challenging behaviours the school staff simply need affirmation and encouragement that they are doing the best they can and that they are making progress, sometimes in small but meaningful ways. Having an external and detached voice helps provide that opportunity for reflection and solution focused thinking that can provide the confidence that is needed.

As a school we have benefited hugely from the knowledge and strategic problem solving approach by the SWERRL Team. Many children over the years have been enabled to stay in school/class with a reduced risk of exclusion and increased self-esteem and ability to regulate behaviour.

In my role of SENCo, I have really appreciated the flexibility, responsiveness and positivity of SWEERL staff to the benefit of children and families.

Sandra Sefer (Inclusion Manager) – Oakthorpe Primary

The STAR meetings have provided the staff at school with guidance and support to help them manage some challenging situations. At times when teachers were at a loss of what to do next. The team have also been really effective in working with families and individual children whose well-being would have suffered dramatically without their input, advice and intervention work. Early effective intervention has been a key in helping children re-engage with their teachers to become effective learners at school. We are so grateful to the team for all their support and guidance. If only we had more services like SWERRL.

Dawn Roper (– St Monicas

I know that I can talk to PBSS SWERL at any time in the school day if I or my colleagues are faced with a behaviour dilemma and they will always offer practical and sensitive advice both short-term and long-term. They are essential service that have helped our school create a whole school model as create more individualised programmes for our most challenging children. Thank you.

Jonquil Izard (Deputy Head) – Forty Hill

Partnership Working

96% of school surveys returned stated that they ‘Strongly Agree’ the PBSS SWERRL Team provides effective partnership working, whilst 4% stated they ‘Agree’ 0% ‘Disagreed’

As previously stated, the profile of children experiencing significant social, emotional and mental health difficulties is represented by complex historical, as well as current, life circumstances. There are no simple resolutions to these situations and the support needed is often itself complex and multi-faceted. The Service already has a multi-agency constituency and it is integral to the ethos of the Service to work in joined-up ways with the school, families and external agencies. A significant amount of Service time and effort can be taken-up participating in and contributing to multi-agency meetings such as TAFs (Team Around the Family meetings), Case Conferences and Core Group meetings. It is important that these multi-agency action groups are accurately informed by our participation and have rounded views of the child’s experience. It is important for families to see us working in their child’s interest in these situations, and modelling collaborative working.

The Service also informs other invaluable partnership working -

Incredible Year Parenting Groups – The SWERRL team Family Practitioner, has completed IYAPT Training which qualifies her to facilitate the 12-16 week ‘Incredible Years Parenting Programmes’. These programmes are run in conjunction with EPS/SEWS - yearly or twice yearly, they are hosted by schools and are open to referrals from schools, PBSS, EPS&SEWS, CAMHS and Social Services. They are extremely valued by the parent attending.

Sandwell Charter Mark – Enfield EPs have led this accredited process for Enfield schools, which focuses on establishing whole school systems for Wellbeing. The SWERRL Team has participated in most of the Action Planning meetings for primary schools involved. This has led to the Service providing follow-up support to help the schools achieve their standards, and has included: the delivery of staff training in respect of - Staff wellbeing, Circle Time training, Understanding Children’s SEMH needs, and additional consultation meetings with school leadership and staff.

Primary FAIR ACCESS PANEL (FAP) & Multi-Agency Consultations (MAC Meetings) – The HoS for the SWERRL Team attends all Primary FAP meetings, and supports the consultative ethos of this meeting for primary Headteachers. Headteachers attend the multi-agency panel meetings, which have a preventative emphasis, with the knowledge that they are seeking a supportive discussion when a pupil is at very immediate risk of permanent exclusion. In response to complex cases brought for discussion there, the SWERRL Team developed a Multi-Agency Consultation procedure, allowing for a rapid multi-agency response to Headteacher’s concerns. These meetings are led by the SWERRL Team and involve the HoS, the SWERRL EP and where appropriate the SWERRL Family Psychotherapist. Whenever possible other external services, already involved in a case, are also invited to attend. This provides Headteachers with a quick multi-disciplinary consultative response that helps to review the permanent exclusion risk and consider new and helpful perspectives.

From March '19 to April '20 x10 MAC meetings where supported by the SWERRL team. All of those meetings were successful in helping the school avoid permanent exclusion.

Over the years, there have been some very complex cases, with a large number of professionals involved. I have always found PBSS SWERRL to be a very supportive external partner for the pupil, family, school and for me, as the case lead.

Donna Owens (Lead for Pastoral Care) – Houndsfield Primary

Would you recommend the SWERRL Team to other schools?

On completion of our recent survey **100%** of schools that returned their survey said they would recommend us to other schools.

During my 8 years of working in Enfield across 3 Primary schools, BSS (SWERRL) have supported many children, with a range of complex needs. In all cases they have been effective and instrumental in supporting the school, colleagues and particularly pupils and their families. The team are an asset to the Enfield Local Authority

Patsy Cancarr (Head Teacher) – St John & St James

Thank you for all of your support. We value your service very much and, with the increasing number of children with SEMH needs that are coming into school, you are an essential service.

Liz Graves(AHT) – St Edmunds RC Primary

Future Thinking

The Service has always been adaptive to current circumstances throughout its history, whilst always maintaining its own integrity of beliefs about how best to hold the needs of the pupils as central. The Team provides a service to schools and remains mindful of giving its attention to the nature of support needed by schools, in ever demanding and changing conditions

Going forward the Service wishes to increase its ability to provide schools and the Council with improved data analysis in respect of its various areas of work and the impact on outcomes. The Service would benefit from some improved data systems to provide more detailed and comprehensive analysis to highlight areas of success and areas where additional support is needed.

It is important that the good work of the Service is able to integrate with other areas of development within the Local Authority. Recently, focus is being given to the wide application of 'trauma informed practice in schools'.

Develop 'trauma informed practice' training for teachers, police officers and other professionals working directly with vulnerable children p22. Recommendation 10. Enfield Poverty and Equality Commission Report 2020

Trauma informed responses has long underpinned the practice of the Service. The team have a lived experience of delivering in this way, onsite interventions are driven by trauma responsive practices and this is extended into outreach support, training and consultation. The Service has invested in whole team professional learning in this respect over many years. The Service is well placed to support Enfield primary schools in this Borough-wide development.

Although to a large extent, it is already the focus of the Service to promote this perspective, consideration may need to be given to any extra demand created by a whole Borough initiative, towards which the SWERRL team could make a significant contribution.

The Service is currently carrying vacancies, and has difficulty recruiting suitably experienced staff in general. Recruiting to leadership roles, in keeping with the ethos of the Service, can be extremely difficult. A minor restructuring might be necessary to ensure the service make-up allows us to maintain effective support in all areas, including employment of specialist staff. The addition of a suitably qualified Occupational Therapist within the team, would greatly strengthen its existing 'sensory integration' work, which can be integral to effective trauma informed responses. Such a post could usefully inform effective onsite interventions and outreach support to schools.

July 2020

Nigel Ellerby-Jones

Head of Enfield Primary Behaviour Support Service SWERRL Team

A SUMMARY PAGE

The Primary Behaviour Support Service SWERRL Team central driver is to minimise the harmful effects of permanent exclusions from Enfield's primary schools.

From September 2018 to the present day there have been **0** permanent exclusions from Enfield's mainstream primary schools

This achievement is supported by the **preventative work** of the SWERRL Team in partnership with Enfield primary schools, through -

- Outreach intervention support
- Intensive onsite interventions
- Strategic support to schools, including extensive and bespoke continuing professional development training. This continuous effort helps improve school staff's understanding of SEMH needs and develops their practical responses to support pupils

The **multi-disciplinary nature** of the team allows:

- Holistic and systemic perspectives, which means the Service can be flexible and responsive in the nature of the support offered, and include direct work with pupils, families and school staff. This brings strength to its work in both outreach and onsite aspects
- Provision of good in-depth assessment of the pupil's complex SEMH needs
- Positive links with other agencies, in support of much needed multi-agency working in the face of complex and multi-faceted underlying issues which can inform pupils SEMH needs.

The Service shares a lived experience of working directly with pupils and their families, which gives credibility to its work, and offers the Service opportunity for continuous learning through experience.

The Service is strongly invested in 'trauma responsive and attachment aware' practices. It has already promoted this thinking in all aspects of its work and this is in line with current initiatives designed to increase trauma informed practice in schools. The Service is set to play a key role in this Borough-wide initiative and build on its already established partnership with Enfield primary schools.

The June 2020 Survey indicates that the work of the Service is strongly valued by schools and recognised as being increasingly required as children return to schools in a COVID-19 period of uncertainty and abnormality.

July 2020

Nigel Ellerby-Jones

Head of Enfield Primary Behaviour Support Service SWERRL Team



APPENDIX 1

Please click on the boxes to enter an **X** as appropriate.

Please type additional details in the comment boxes provided.

The PBSS SWERRL Team is responsive to 'Requests for Involvement' when schools are challenged by pupils' presenting behaviour and/or the pupil is at risk of permanent exclusion.

- | | |
|---|----------------------|
| <input type="checkbox"/> Strongly Agree | Strongly agree = 96% |
| <input type="checkbox"/> Agree | Agree = 4% |
| <input type="checkbox"/> Disagree | |
| <input type="checkbox"/> Not applicable | |

Can you identify some specific outcomes arising from involvement of the PBSS SWERRL Team with any individual pupils in your school.

- Unfortunately, due to the pandemic the work could not be completed
- Support for class teachers on strategies
- Report to support for applying EHCP
- In school support for pupil
- Staff far better understanding of chd's difficulties and how best to support him; chd feels better supported; chd has a very positive relationship with the specialist from SWERRL; a new language and way of conceptualising the difficulties and support has been acquired and shared by the SENDCO, benefitting the broad school community.
- Detailed assessment and report of pupils' needs
- Strategies for class teachers to implement in class
- In school observations and follow up in class support
- Attendance to individual pupils TAF, MAM
- Offer of dual placements
- PBSS involvement with child RO with attachment difficulties when he was in Reception has enabled him to develop strategies to manage his feelings and remain in mainstream- he is now in year 3 and making progress.
- We were really struggling with a pupil with significant emotional needs – the case was shared at the Fair Access panel, then the team provided a high level of bespoke support which included some time at Addison house/Tolmers centre and some support back at our school. Our joint shared outcome was to help support the child's emotional regulation and anxiety. Strategies were modelled effectively and school/child/family all felt very well supported.
- Support with managing individuals, strategies for pupils to cope with anger through 1:1 sessions, group sessions, providing forum for sharing emotions, provided support for teacher with circle time, support for parents struggling to manage children's behaviour, professional expertise.



- Improved confidence and pupil engagement through small group work.
Positive whole class engagement through circle time building opportunities to share and

develop relationships with peers.

Supporting pupil, parent and families to develop understanding and improved relationships.

- Fixed term exclusions eliminated over a term; risk of permanent exclusion reduced from high to low.
- Child stayed in class because staff approach changed as they understood underlying causes of behaviour which had led to trying to leave the premises
- Child built friendships with peers he couldn't before SWERRL group involvement and successfully transferred to secondary school
- A quick assessment of a child's speech and language needs
- Class teachers feeling support in managing challenging cohorts
- SWERRL supported a high needs child to transition to our school from another where he was at high risk of becoming permanently excluded. This was facilitated by a period of time at Addison House while his hours at our school increased. They facilitated constructive meetings with parent so that we could build up a positive relationship with the parent. They supported with advice and attended the MAM for an EHCP. A child that had had 7 fixed term exclusions in 6 mths went to no further exclusions for over 3 years.
- One of our children has made significant progress with his social interactions as a result of an intervention run by BSS with a small group. He is now more able to express when he is upset about something to an adult rather than lashing out at the child or running away/throwing things etc.
- Support to help a child/family/St. George's staff transition a child to another school setting when behaviour and relationships were beyond repair
- Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team.
- Happier child who is engaging much better at home and at school.
- An improved parental understanding of their child's individual needs and activities to do together to create a positive well-being.
- They have developed positive, trusting relationships with staff which has enabled them to achieve more in class
- They have developed their self-esteem
- They have begun to develop more positive relationships with their peers
- More time spent in class rather than exiting room, less aggressive behaviour and less defiant towards the teacher.
- Fewer arguments with peers – small group social skills, whole class work with 1 child targeted.
- (Unintended impact – a child who had said little and was very 'closed' began to speak to teacher and peers – we had been his 7th school in Y4. This was because he was given specific praise in Circle Time)
- Child able to re-integrate into school after period of time at Addison House.
- Parent agreed to EHCP being requested.
- Increased confidence in parent after shared play sessions
- We had excluded a Reception pupil. As a result of the Fair Access panel SWERRL swiftly responded to a bespoke package to support the pupil, family and school. This involved the



pupil being collected by Addison House staff and a highly individual programme of interventions and a partnership with the school staff

- For pupil X to remain safe in school.
- To create risk assessment for the pupil – support with writing an effective risk assessment.
- A year 5 class had a number of challenging individuals who were disrupting their own learning and the learning of others. The SWERRL team came in, grasped the issues and then provided in school support with Circle Time. The teacher developed this further and is now PSHCE Co-ordinator.
- A pupil in Year 5 was receiving focused group intervention sessions prior to lockdown (2 sessions took place) Outcomes were for this pupil to begin to identify what makes him happy, sad, excited, angry etc, to learn strategies to help regulate his emotions. A pupil in Year 4 was supported by having 2 sessions a week at Addison House and a member of staff at Addison House came to work alongside a member of our staff to support the pupil one afternoon a week. This support showed that the pupil needed an alternative provision to best meet his needs.
- Have meeting the needs of whole class behaviour and supporting teachers with challenging classes.
- meeting the needs of individual children, enabling them to access learning and relationships in their own classroom. Reducing the need for fixed term and permanent exclusions in many cases.
- SWERRL have provided strategies and supports that have helped make challenging behaviours more manageable and have helped children become more content at school.
- Reduction in fixed-term exclusions and risk of permanent exclusion for the pupil
- Reduction in distressed behaviours and increased resilience in the pupil; able to recover from incidents more quickly, growing ability to self-regulate their emotions.
- Staff more able to respond effectively to pupils needs, through consultation with SWERRL staff.
- The SWERRL team have supported a child who has been a school refuser. They have also supported the family with a variety of professionals and have succeeded in getting the child to attend Addison House which has been incredibly helpful
- Staff had an increased awareness of complexities of a child's SEMH needs and developed their understanding of sensory strategies to and start to manage his emotional regulation

The PBSS SWERRL Team offers effective strategic/developmental support to schools.

- | | |
|---|-----------------------------|
| <input type="checkbox"/> Strongly Agree | Strongly Agree = 89% |
| <input type="checkbox"/> Agree | Agree = 11% |
| <input type="checkbox"/> Disagree | |
| <input type="checkbox"/> Not applicable | |



Can you identify some specific outcomes arising from the strategic involvement of the PBSS SWERRL Team in your school.

- Supporting teachers with Circle Time strategies, modelling how to target specific pupils
- Circle time inset
- Support in achieving Sandwell Charter Mark
- Since September 2019, we have only requested support for 2 individual chn but not anything on a strategic level.
- Staff training (Approach, bespoke)
- Through work with individuals, work with whole classes, CPD on positive behaviour management and advice over the phone, our staff have been reassured and more prepared. We were able to implement our positive behaviour successfully three years ago after their PBSS input
- The team did offer strategical involvement as they met with SENCO/CAMHS/School SLT and helped us all to think carefully about moving forward and the need for a consistent approach. It's just a shame that work finished due to the pandemic, but prior to this there was weekly evaluations and feedback happening
- Support for NQT's and experienced teachers in managing complex classroom behaviours. Improved relationships between the pupil, parents and school. Opportunities for continuous professional development – "Attachment and Early Life Trauma" and "Approach Training". Improved relationships for the family.
- Increase in staff confidence to de-escalate situations/ providing positive support which has led to more positive SEMH outcomes for children across the school. This includes minimal use of Approach method.
- Flowcharts devised with SWERRL consultations are used by staff to coproduce behaviour support systems with children and parents and have meant a shared understanding/expectations for behaviour
- More precise and constructive plans to manage and support children's challenging behaviour.
- From training at the SENCo Conference more awareness of the affect of trauma and attachment difficulties.
- As a result of the involvement of the team, we have been more able to support parents to consider more suitable alternative provision for their child.
- Attachment training
- Approach training, Behaviour as communication fed into changes to staff attitude in regard to certain pupils
- The planning and follow up for interventions is very thorough and very supportive of the staff at the school.
- Effective communication



- Improved well-being and behaviour
- All staff have received training on supporting children who have experienced trauma
-

- Staff have been supported to develop their skills in nurturing the development of pupils' emotional wellbeing through circle times
- Teachers were supported to develop strategies and ideas to support
- Leadership given space to raise concerns and issues and develop solutions

- Training offered increased confidence of teachers in delivering Circle Time.
- Training offered (Attachment) led to creation of Pastoral Team.
- Greater understanding of strategic support by SENCO
- Training offered to support approach – clearer understanding in school of distractions techniques
- SWERRL has supported parents where relationships are tense with the school for parents to develop an understanding of their child's needs.
- SWERRL have supported staff with clear guidance to support vulnerable pupils
- SWERRL have been very supportive of the Headteacher in a stressful situation regarding exclusion
- Observe challenging classes
- To support the team to develop clear systems of behaviour that everyone follows.
- The SWERRL team worked closely with us organising whole school training for us carefully matched to our particular needs. Two of the team met with our SLT before the training to ensure they fully understood our requirements. Individual surgeries were also held to support specific staff.
- To have a positive impact on pupils' social, emotional wellbeing and learning behaviour
- To increase staff confidence and competence in supporting pupils' SEMH needs.
- Supporting SLT to better understand how to support effectively. Circle of support meetings enabled us to share information effectively, in order to plan and meet the needs of colleagues and pupils.
- Whole school approach to improving mental health and well-being through circle time and inset.
- Staff are now trained in de-escalation and approach strategies.
- Individual support for a couple of children.
- Establishment of Attachment Leads in school, supported by extensive training, support and follow provided by SWERRL Team.
- Attachment Lead then able to cascade training and contribute to Positive Behaviour policy development.
- One outcome was for this child and a member of our staff to both go to Tolmers for an afternoon. This was an opportunity for positive relationships forming.
- Although we have not received any whole school training, PBSS has delivered whole class in put for two classes this year. Although one class had to stop suddenly due to C-19, the transition group for year 6 (this time last year) was a huge success! The year team were really impressed with how much that particularly class developed through having the intervention.



The PBSS SWERRL Team provides high quality SEMH related Training / Consultation

- | | |
|---|-----------------------|
| <input type="checkbox"/> Strongly Agree | Strongly Agree = 89% |
| <input type="checkbox"/> Agree | Agree = 8% |
| <input type="checkbox"/> Disagree | |
| <input type="checkbox"/> Not applicable | Not applicable 1 = 3% |

If applicable, please describe the impact of any PBSS SWERRL Team whole school / staff training within your school.

- Circle time used regularly in classrooms
- We have a number of staff who have been Approached trained, over past and recent years.
- Thanks to this ongoing training we have a whole school approach to behaviour and have developed many of the Approach training ethos' with regards to the ways we best support a child having SEMH difficulties
- Whole School CPD regarding positive behaviour strategies was really informative and enabled us to establish a clear and consistent positive behaviour policy that has continued to be successful.
- In the past the SWERRL team have provided whole school training on Circle time at Highfield. More recently the team have provided virtual training to the SENCos on emotional wellbeing which was excellent
- Training for lunch time play leaders helped working towards changing approach to dealing with children who are volatile.
- Approach training has supported staff in understanding how to move a child safely and calmly. Reducing risk to the pupil and adults. The training has always been relevant and current. Staff feedback has always been positive about training sessions attended.
- Year 6 staff implement SEMH secondary transfer program as trained by SWERRL Team which has helped successful transition of children with SEMH needs to new schools during the autumn term.
- Risk assessments for children with SEMH needs use the SWERRL format to ensure that there is consistency of approach and shared understanding of needs and approaches between child, parents and school.
- We have not had specific training in the school yet, but we are planning to do so.
- The team provided training for teachers about attachment difficulties and how they are related to behaviour. They provided a number of ideas and strategies for identifying the needs and for supporting children with the resulting behaviour. The training reminded staff about the importance of positive behaviour management strategies and gave them a deeper understanding of the root causes of behaviours.



- The model of involvement of school staff in SWERRL interventions has led to an improvement in staffs' understanding of positive strategies to support children with behaviour and SEMH difficulties. Staff CPD from SWERRL was very effective in helping staff appreciate the difficulties faced by children with these problems.
- All staff have received training on supporting children who have experienced trauma
- We had three sessions with staff on behaviour relating to attachment which lead to some strategies being put in place immediately (walk it off) and gave staff a much better understanding of their responds to children and how this escalate the behaviour.
- In April Swerrl were to deliver bespoke CPD on well – being for staff linked to Sandwell Charter
- SWERRL have trained Year 1 staff to deliver Circle Time across the Year group to improve well-being of all pupils
- Attachment training and advice on attachment has enabled staff to develop more nurturing environments using Louise Bomber techniques. Whole school behaviour training in the past has enabled school to develop whole school systems.
- The whole school training provided made staff think more deeply about why children were displaying certain types of behaviour and what that was communicating. The staff stopped being quite so punitive in their actions for some children and no longer saw them as just naughty.
- Miriam Chachamu delivered whole school staff training on attachment needs which was useful to give all staff an understanding of this and how they can best support pupils with these needs.
- Following training arranged by S W E R R L and provided by Jenny Moseley we were able to implement a whole school circle time approach. Following insect staff felt better supported in understanding attachment needs, behaviour as communication and how to deescalate behaviour incidents in the classroom.
- Recently the school have had some excellent support staff training on pupil and staff wellbeing. The feedback from all staff who took part was very positive and the work around appreciation of each other has really helped staff in the current Covid-19 crisis.
- We haven't had any training from the team this year but when we have it's always been a high quality.
- Lanie has always been highly professional and incredibly supportive to school, really thinking about how to support the individual chn we have targeted and always trying to think of 'what next' for this pupil to continue to ensure they received then support that they need.

Would you recommend the SWERRL Team to other schools.

- Yes Yes = 100%
- No
- Not able to comment



The PBSS SWERRL Team offer effective partnership working.

- Strongly Agree** **Strongly Agree = 96%**
 Agree **Agree = 4%**
 Disagree
 Not applicable

Please add any additional comments.

- We have not required this very much this academic year, but I am aware that SWERRL have promptly liaised with EPS and SEND with regard to one of our chn.
- We have developed good working links with the SWERRL team and are appreciative of the support they offer to use as a school
- Lanie and Nigel are so supportive and a pleasure to work with
- I have always found PBSS SWERRL to work effectively with the school, pupil and parents. In some cases, the partnership working between the school and parents has improved.
- The team are very responsive and offer a wide range of support for children and staff, tailored to our needs.
- The SWERRL team are very supportive and have worked collaboratively with us in a way that works best for the pupils and for the school. The work they have done with us has enabled staff to learn new skills which they are then able to use day-to-day not just in the sessions.
- SWERRL always respond in a timely manner in times of high concern. This response with understanding is much appreciated and respected by all school staff. It is so helpful to have “fresh eyes” unpick a situation and offer strategies to move forward.
- The team are always willing to take phone calls as well as come into school. They offer some well-thought out practical advice which has been tried and tested and their judgement can be relied upon. The staff at school respect the expertise of the team at SWERRL and will listen to them.
- The team is very solution focused. At times there can be discrepancy between the advice and the resources schools have available.
- As a SENCO the partnership with SWERRL is crucial, in supporting some of the most vulnerable pupils in your school. There is always a demonstration of strongly held views when dealing with SEMH; from pupils, parents and staff, SWERRL works with all parties to find ways forward.



What 3 words best describe the service

Communication (1)
 Reliability (1)
 Support (14)
 Practical (2)
 Invaluable (2)
 Responsive (4)
 Knowledgeable (3)
 Organised (1)
 Caring (1)
 Expertise/ specialist (2)
 Approachable (1)
 Committed (1)
 Reassuring (2)
 Professional (5)
 Positive (1)
 Valuable partners (1)
 Effective (5)
 Welcoming (1)
 Non judgmental (2)
 Creative forward thinking (2)
 Co productive (1)
 Reflective (helping schools to reflect) (1)
 Empathetic (2)
 Good at building relationships (1)
 Listening (1)
 Prompt (1)
 Transformative (1)
 Collaborative (3)
 Informative (1)
 Holistic (1)
 Understanding (1)
 Adaptive (1)
 High quality (1)
 Inspirational (1)
 Accessible (1)
 Child-centred
 Solution focused
 Supportive
 Reflective
 Responsive
 Effective
 Good communicators
 Empathetic (towards schools and pupils/families.)
 Helpful



We welcome any further comments you might like to make about the service.

- We have always had excellent relationships with the service. They will do their best to help us think of the best outcomes and listen to our concerns.
- They are also easy to contact and liaise with.
- Thank you for all the support you have given us at Brettenham
- Thank you for your support with our two pupils this academic year.
- I know that I can talk to PBSS SWERL at any time in the school day if I or my colleagues are faced with a behaviour dilemma and they will always offer practical and sensitive advice both short-term and long-term. They are essential service that have helped our school create a whole school model as create more individualised programmes for our most challenging children. Thank you.
- Thank you for all your support this year – it would be wonderful if the borough could think about a similar level of high support for the children with EHCP's (perhaps a sister agency that work in line with the SWERRL team) then schools, children and families would be very well supported in the borough, at a time when emotional wellbeing needs to be at the heart of everything we do. We need to see this 'period of uncertainty' as potentially a key time to improve our borough services.
- Would like to utilise staff training opportunities further. Would especially like for Nigel to present recent training to school staff as it was so beneficial in terms of developing well being in school after lock down.
- Over the years, there have been some very complex cases, with a large number of professionals involved. I have always found PBSS SWERRL to be a very supportive external partner for the pupil, family, school and for me, as the case lead.
- As a school we have benefited hugely from the knowledge and strategic problem solving approach by the SWERRL Team. Many children over the years have been enabled to stay in school/class with a reduced risk of exclusion and increased self-esteem and ability to regulate behaviour.
- In my role of SENCo, I have really appreciated the flexibility, responsiveness and positivity of SWERRL staff to the benefit of children and families.
- SWERRL offers opportunities to support school staff by giving them an opportunity to talk about the difficulties they are facing with particular groups and individuals, as well as helping them to find strategies to make strategic and effective changes.
- Thank you for all of your support. We value your service very much and, with the increasing number of children with SEMH needs that are coming into school, you are an essential service
- Our involvement with SWERRL has always been really positive. The staff are amazing and so understanding of the issues facing schools who are trying to support children who are struggling with behaviour/SEMH issues.
- The STAR meetings have provided the staff at school with guidance and support to help them manage some challenging situations. At times when teachers were at a loss of what to do next. The team have also been really effective in working with families and individual



- children whose well-being would have suffered dramatically without their input, advice and intervention work. Early effective intervention has been a key in helping children re-engage
- with their teachers to become effective learners at school. We are so grateful to the team for all their support and guidance. If only we had more services like SWERRL.
 - As a school we have found the support of the SWERRL team invaluable as they have supported us from whole school to individual case levels. This has enabled positive outcomes for both pupils and staff; it has promoted positive well-being for staff who have pupils with challenging behaviours in their class. It has also been helpful in contributing to the assess, plan, do, review process for pupils for whom we are applying for EHCPs.
 - Meetings have always been productive and useful and give a time for staff to think about those children without all the other concerns. It is specific to the children's needs and solutions are discuss from a base of experience.
 - We always know that we can get advice when needed which has been so valuable
 - Although we have not had any recent involvement with SWERRL, they are always at the end of the phone. In moments of high anxiety (from school) there is always a calm and positive response. The support with circle time, training and small group work modelled alongside school staff have contributed significantly to our Inclusive practice and our greater and shared understanding of supporting children with SEMH
 - I have worked with the SWERRL team over many years and have always valued their support. They have supported individual pupils, small groups and classes/year groups. They are a valuable asset to support the well-being of pupils, families and the school community and this will be even more so in the Autumn Term following this pandemic.
 - We would highly recommend the service when dealing with challenging pupils.
 - We have always found the PBSS to be very supportive and to help us through challenging situations.
 - The service provided by SWERRL is an excellent, high quality service delivered by staff who know their subject and have "walked the walk" themselves. They do not say there are easy solutions but give down to earth advice which, if followed consistently works in the school. They do not judge any failings we might have had in school but offer advice and strategies which can be implemented successfully.
 - Staff at the PBSS SWERRL Team have been very helpful in working with both staff and parents to support pupils referred to the service. Pupil's needs are discussed and a clear plan with expected outcomes and dates for review is put in place. Over the years, the service has supported the school with strategies for pupils displaying challenging behaviour which has resulted in evidence to support an EHCP application or evidence to show that an alternative provision would best meet their needs.
 - During my eight years of working in Enfield across three primary schools BSS (SWERRL) Have supported many children, with a range of complex needs. In all cases they have been effective and instrumental in supporting the school, colleagues and particularly peoples and their families. The team are an asset to the Enfield local authority.
 - Thank you for all your help and support over the years, often in the most challenging of circumstances
 - We really appreciate and value the service that we get. It's always a comfort to know that someone can advise and help in, often delicate, situations.

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LONDON BOROUGH OF ENFIELD
 SWERRL Team
 (Primary Behaviour Support Service)

**Baseline and Review Assessment Questionnaire
 (BRAQ)**
 for Individual Pupil Requests for Involvement

PUPIL:	
SCHOOL:	
Section 1 & 2- completed by:	Name and designation:
Section 3- completed by class teacher:	Name:
Section 4- completed by Headteacher:	Name:

BASELINES

Date Completed:

Priority presenting behaviour 2:	
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

Priority presenting behaviour 3:	
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

READINESS FOR LEARNING

Negative Indicators	Positive Indicators
Pupil lacks engagement and shows limited interest	Pupil is motivated and open minded with a growth mindset
Pupil is easily distracted and can demonstrate disruptive, attention seeking behaviour	Pupil listens well and responds to instructions
Pupil is anxious about succeeding and is reluctant to attempt unfamiliar material	Pupil sustains concentration and can persevere

0
Worst

1

2

3

4

5

6

7

8

9

10
Best

Please describe any strengths and concerns that have informed your rating choice:

Describe any additional concerns you might have about this pupil
e.g. general health concerns, lack of sleep, etc...

SECTION 3: TEACHER MANAGEMENT OF PUPIL

This Section should be completed by the pupil's class teacher

1. How positive is your relationship with this pupil, currently?	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Absolutely negative Perfectly positive</p> <p>Your comments: (+ please identify who in school you believe has the best relationship with the pupil)</p>
2. How accurately have you been able to assess this pupil's academic capabilities?	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Not at all Completely</p> <p>Your comments:</p>
3. How well do you feel you have been able to assess this pupil's social and emotional needs?	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Not at all Perfectly</p> <p>Your comments:</p>
4. How successfully are you able to support this pupil's achievement in class?	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Not at all Totally</p> <p>Your comments:</p>
5. How well has it been possible	<p>0 1 2 3 4 5 6 7 8 9 10</p>

to identify triggers to this pupil's challenging behaviour?	<p style="text-align: center;">Not at all Totally</p> <p>Your comments:</p>
6. How successfully have school staff been able to calm the pupil if their behaviour escalates?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all Consistently</p> <p>Your comments: <i>(Please identify any successful strategies that have been used)</i></p>
7. How frequently are you able to praise and reward this pupil?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all With consistent frequency</p> <p>Your comments: <i>(Please specify what positive reinforcement you use and what achievements are reinforced)</i></p>
8. How successful has the current 'behaviour management plan' been for this pupil?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all Completely</p> <p>Your comments: <i>(Please comment factually on the development and effectiveness of any school arrangements to manage this pupil's behaviour)</i></p>
9. What small step of change would you need to see to feel this pupil could be more successfully included in your classroom?	<p>Your comments:</p>
10. Do you feel this pupil's presentation has impacted on your own sense of wellbeing? In what ways?	<p>Your comments:</p>

SECTION 4: RISK OF EXCLUSION:

This Section of the form must be completed with input from the Headteacher with the necessary overview of the school position:

How far from permanent exclusion would you rate this pupil currently?

RISK OF EXCLUSION RATING

***Please note the particular nature of this scale i.e. 0 = most at risk 10 = least at risk**

0	1	2	3	4	5	6	7	8	9	10
Extreme risk of PEx				Moderate risk of PEx						Minimal risk of PEx

Please describe any strengths and concerns that have informed your rating choice:

How do you hope that the SWERRL team could contribute to your management of this challenging situation?

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REPORT TO:
Children, Young People & Education
Scrutiny Panel

DATE: 18th January 2021

REPORT AUTHOR/S:

Nick Clarke Consultant Clinical
Psychologist & Enfield CAMHS
Clinical Lead

REPORT TITLE:

Enfield Child and Adolescent Mental
Health Services: Update on
Waiting Times

Contact: nicholasclarke@nhs.net

1. BACKGROUND

Enfield Child & Adolescent Mental Health Services (CAMHS) offer specialist mental health care to children, young people, families and carers up to their 18th birthday, or the end of Year 13. The service is largely outpatient clinic based, with some additional outreach provision, and emergency crisis provision to Enfield CYP who present to local acute hospitals. The majority of the workforce is drawn from the main psychological therapy professions: Clinical and Counselling Psychology, Child Psychotherapy, Family Therapy; plus CAMHS nurses, Child and Adolescent Psychiatrists, and new roles in development under national initiatives, namely Education Mental Health Practitioners.

The service is NHS-led and commissioned, with a small proportion of posts funded by LBE under a service-level agreement. This amounts to 2.1 WTE out of a total clinical workforce of 57.1 WTE (1.0 Clinical Psychologist in Family Assessment Centre, 0.2 Clinical Psychologist in Youth Offending Service, 0.5 Clinical Psychologist and 0.4 Consultant Psychiatrist in Looked After Children Team). We work in close partnership with the whole spectrum of agencies supporting CYP in the borough, both in day-to-day clinical practice and at a strategic service development level. The service is regulated by the Care Quality Commission and achieved a rating of “Good” in the last two inspections in 2019 and 2017.

There are five core teams within the service, with further areas of additional provision:

The Generic & Neurodevelopmental CAMHS Team provides a comprehensive range of assessment and therapeutic interventions for CYPF across the age range, for common emotional & behavioural difficulties,

Autistic Spectrum Conditions & other neurodevelopmental conditions such as ADHD. It is the largest team with the highest volume of referrals.

The Service for Adolescents and Families in Enfield (SAFE) provides a comprehensive, rapid and flexible service with a particular focus on addressing the most urgent and acute problems facing troubled adolescents, including self-harm and severe mental health crises.

The Service for Children and Adolescents with Neuro-Developmental Disorders (SCAN) is a specialist team for CYP with severe learning disabilities & neurodevelopmental disorders, coupled with mental health problems. The team works closely with special schools in Enfield.

The Health, Education, Access and Resource Team (HEART) offers a range of services to improve the emotional wellbeing of Enfield looked after children. This includes assessment and treatment for emotional difficulties, consultation for carers and professional staff, and support to a therapeutic fostering service.

The Mental Health Support Team in Schools (MHST) is a pilot project funded by NHS England and Health Education England under the *Trailblazer Programme*, linked to the 2017 Green Paper to transform CYP mental health support in England. Launched in October 2019, this collaborative project between Enfield CAMHS and LBE Educational Psychology aims to deliver three core functions: 1) **Evidence-based interventions** for mild to moderate mental health and emotional wellbeing concerns, 2) Support to senior mental health leads in schools to develop a **whole-school approach to mental health and wellbeing**, 3) Timely **advice and signposting** to schools.

Outside of these core teams, there is additional CAMHS provision in a range of other services including Youth Offending Service, Custody Liaison & Diversion, Family Assessment Centre, Child Development Team and Enfield Parent-Infant Psychotherapy Service.

Clinical workforce WTE by team	
Generic & NDS	20.8
SAFE	13.1
SCAN	4.2
HEART	2.0
MHST	12.8
Other	4.2

Total	57.1
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Referrals by team Jan-Nov 2020	
ACCESS/Generic & NDS	1195
SAFE	302
SCAN	88
HEART	78
MHST	78
CDT	363
EPIP	107
YOS	53
Total	2264

The main sources of referrals are:

- GP (approximately 50%)
- Education (15%)
- Social Care (10%)
- Paediatrics (10%)

2. CURRENT WAITING TIMES

Waiting times for first appointment

Each of the CAMHS teams operates their own intake procedures and response times, depending on the needs of the client population served and to manage demand and capacity. The service has a **Key Performance Indicator target for 95% of first appointments to occur within 13 weeks of referral receipt**. The current position for CAMHS waiting times aggregated across all Enfield teams is as follows:

New referrals seen in November 2020:

94% (164 cases) had first appointment within 0-6 weeks of referral
 4% (7 cases) had first appointment within 7-10 weeks
 0% (0 cases) had first appointment within 11-13 weeks

2% (3 cases) had first appointment after 13 weeks

Performance against the overall service target of 13 weeks or less referral-to-first appointment wait time in 95% of new cases seen, in each of the previous 6 months:

June	93%
July	93%
August	84%
September	97%
October	92%
November	98%

There is variation in waiting times attributable to differences between the teams and their client populations:

- SAFE sees high-risk urgent cases within a working day, and lower risk referrals within 2 weeks
- MHST and HEART routinely see new referrals within 6 weeks
- SCAN and Generic/NDS more commonly 7-10 weeks, or up to 13 weeks for first appointment
- All teams will prioritise high-risk cases and respond urgently where necessary

Secondary waits in Generic/NDS

In order to manage the high volume of referrals, Generic/NDS operates a daily ACCESS rota, in order to provide phone consultation, risk assessment, prioritisation and advice and signposting to new referrals. All referrals receive two or more phone contacts as part of this initial response, and this constitutes the first appointment for most referrals to Generic/NDS. Whilst this enables necessary prioritisation, it means that referrals face a secondary wait for more specialist assessment and treatment.

Through this year, we have seen an increase in issues of higher complexity, acuity and risk reflected in referrals, meaning that a greater proportion of referrals are allocated to the high priority stream following ACCESS triage. These higher priority cases are held by ACCESS and seen for specialist assessment/intervention within four weeks within current timescales. The increase in higher priority cases has unfortunately resulted in longer delays for medium and lower priority cases. In the Generic/NDS team, medium priority referrals are typically waiting up to three months, and lower priority referrals up to twelve months for specialist assessment/intervention.

National benchmarking

Enfield CAMHS participates in **national benchmarking** with other services, providing a useful reference point for demand and capacity. The provisional benchmarking report for 2020 shows:

- The number of referrals received is in line with the national average
- The referral acceptance rate (86%) is higher than the national average
- Average waiting time to first appointment is in line with the national average
- Number of client contacts is higher than the national average
- Workforce numbers are lower than the national average
- The number of client contacts per WTE is higher than the national average

3. ISSUES AND CHALLENGES

Demand and Capacity

National and local benchmarking data shows a clear upward trend in referrals to CAMHS over the last 8 years. In addition, the recent NHS population survey¹ looked at the mental health of children and young people in England in July 2020, and changes since 2017. It found that rates of probable mental disorder have increased. In 2020, one in six (16.0%) children aged 5 to 16 years were identified as having a probable mental disorder, increasing from one in nine (10.8%) in 2017.

Through the pandemic we have seen higher acuity and increased risk concerns in referrals. The necessary prioritisation of these referrals has unfortunately led to longer secondary waiting times for less urgent cases, as described in the previous section. Other areas of high pressure and demand in our services are urgent risk assessment and crisis response (including cover to acute hospitals), and high demand for diagnostic assessments for neurodevelopmental conditions such as ADHD and ASD.

New investment through NHS CAMHS transformation initiatives, including MHST has brought some increases in staffing, but our workforce numbers per head benchmark well below the national average. This is acknowledged by commissioners, and levelling up of services is a stated aim across the North Central London Clinical Commissioning Group.

¹ [Mental health of children and young people in England, 2020: Wave 1 follow up to the 2017 survey](https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up) <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up>

Pandemic Impact and Service Response

The commitment and flexibility of staff throughout the year has been outstanding. Service opening hours and contact arrangements have all been operating as normal throughout the pandemic. We have kept a staff presence at our sites Mon-Fri 9-5, with enhanced crisis/oncall arrangements, including out of hours. Infection control and social distancing measures are in place in our clinic in line with national guidelines. We saw a drop in our referral numbers in the early phase, with numbers returning to expected levels in most areas through the summer. Referrals have been higher than usual in the autumn term.

There have been many areas of notable practice through the pandemic, including:

- Implementing a mixed offer of face-to-face, phone and video, including online groups
- Creation of duty line for professionals to raise urgent crisis concerns
- Creation of 24/7 crisis line for CYPF
- NCL-wide crisis pathway involving diversion from acute hospitals to community crisis hubs
- Early Years Speech and Language Therapy and CAMHS Clinical Psychology conducted a successful pilot on autism assessments via video call, for children under 6
- MHST developed tailored resources for schools. These included creating short videos and creative resources for children facing the disrupted transition to secondary school, for schools to embed on their websites and share directly with families
- Our SCAN team continued to work closely with Special Schools in the Borough, with weekly multi-agency meetings (including school, social care, SEND) to discuss cases for concern and respond
- Our YP participation group continued to meet virtually Strength of local partnerships, promoting:
 - Information exchange, review of pandemic plans, mutual support, all under the umbrella of the Educational Psychology-led “Enfield Thrives Together” network
 - Informing the community, e.g. Our Voice webinar for parents, online Q&A for the public in conjunction with local Healthwatch
 - Planning for the future, e.g. Trauma-Informed Practice in Schools, Wellbeing for Education Return, MHST second phase rollout

4. NEXT STEPS

Waiting times, demand and capacity

Our waiting times are monitored and reported on a monthly basis to the CCG, with action planning to ensure waiting times within the 13-week target, and

reduce secondary waits. Waiting lists are reviewed on a weekly basis between clinicians, team managers and the service manager to ensure a team approach to meeting waiting time targets, with particular scrutiny and prioritisation of cases with extended waits. Through these processes, areas of concern are being escalated through to senior leaders in the Trust and the CCG, where possible looking at the need for additional resources.

We are committed to an ongoing process of quality improvement, seeking to optimise our care pathways, and to provide the best possible services within the constraints we face. Recent developments in this area have included offering more group interventions, streamlining phone triage to provide quicker access to face-to-face assessment, and improving our information packs with signposting advice to self-help resources and other sources of support.

At a broader level, we are working as a partnership in the borough to improve services and access across the system, in order to provide help when and where it is needed. This includes an improved online offer with the commissioning of Kooth. Kooth provides free, safe and confidential support to teens through qualified counsellors and a moderated online platform. Our partnership with schools-facing services and the further rollout of the MHST will also improve access to help in school communities. Service providers in Enfield have also been engaged in a NCL-wide demand and capacity mapping exercise, commissioned by NCL. It is expected that this will provide a baseline for comparing services relative to population numbers across the sector, forming a baseline for future levelling up.

MHST phase two rollout

During the first year of this pilot, key aims were the recruitment of senior clinicians, training of the 8 Education Mental Health Practitioners (EMHPs), and building links with schools. Direct therapeutic support for CYP was due to start in April but has only really begun since September 2020 due to COVID-19. The team is currently working with 16 early implementer schools and educational settings across Enfield to deliver the three core functions, and train the EMHPs. EMHP training will be completed by January 2021, with full rollout to the remaining schools thereafter, covering 40 settings in the borough. The business case is being developed for continuation of the service beyond the pilot phase (Sept 2021). We are also working to strengthen links with community organisations supporting vulnerable, marginalised, or minority groups. It is envisaged that the MHST will have a positive impact on both access rates and waiting times for CYP in the future, by providing early access to specialist help, embedded in school communities.

Crisis care

Before the pandemic, work was underway across NCL to enhance crisis care for CYP, in line with the NHS Long Term Plan ambition of 24/7 crisis care for CYP. This has brought the addition of an out-of-hours nursing team to provide

an urgent response to CYP who present to A&E having self-harmed. There has been a concerted focus on strengthening the NCL crisis pathway throughout the year, as a critical element of the pandemic response, and to relieve the urgent pressures faced by the acute hospitals. There is proposed new investment for CAMHS liaison staff to cover hospital sites in Barnet and North Middlesex, filling an urgent gap and bringing these sites into line with equivalent settings in the south of the sector.

Developments in this area have been underpinned by a health-led provider collaborative including stakeholders across North Central and North East London. On 1st October, the collaborative took over responsibility from NHSE for commissioning local CAMHS inpatient services. The collaborative will be working across the patch to develop and improve care pathways across the full range of services that feed into in-patient care. It is intended that this will improve access to local beds, and greatly reduce the out of area admissions which have been a great concern in recent years.

REPORT TO: Children Young People & Education Scrutiny Panel

DATE: 18 January 2021

REPORT TITLE: Speech and Language Therapy Update

REPORT AUTHOR/S:

Andrew Lawrence, Service Manager, Children & Public Health Commissioning, andrew.lawrence@enfield.gov.uk

Helen Tanyan, CYP Service Lead Integrated Care/Designated Clinical Officer, helen.tanyan@nhs.net

Caroline Fanning, SEND Commissioner, caroline.fanning@enfield.gov.uk

PURPOSE OF REPORT:

Update on Speech, Language and Communication Needs (SLCN) provision for Enfield Children and Young People

1. BACKGROUND

Following the previous (February 2019) OSC paper on Speech, Language and Communication Needs (SLCN), this paper updates on:

- Current waiting times for children and young people with SLCN
- Progress on recommendations from the independent review of the school-age SLCN Service
- Progress on the Local Government Association Early Years Peer Review, which focused on SLCN
- Future intentions pertaining to the above

Local Authorities have a statutory duty¹ to work with Clinical Commissioning Groups (CCGs) in their local area to deliver the SEND Reforms. This includes provision of an SLCN service.

Provision of the SLCN Service for Enfield's school-age children and young people is primarily provided by Barnet, Enfield and Haringey Mental Health Trust (BEH-MHT). Enfield Council and Enfield CCG fund this provision jointly.

The SLCN service has been a focus for service development for the last two years, as several factors have placed additional pressure on the system, including an increase in EHCPs (driven by increased demand from within existing population numbers due to increased eligibility after the SEND Reforms). More recently, the Covid-19 pandemic has provided its own challenges around service delivery.

¹ Children and Families Act 2014, Part 3.

Independent Review of the SLCN Service

An independent review² of the school-age SLCN Service concluded that the Service was struggling to meet demand and was unsustainable in its current form. Reduction in resources alongside an increase in demand for statutory input, meant that the Service had aligned its resources to provide statutory requirements, at the expense of the early intervention and prevention work that was previously being delivered in partnership with education staff.

Recommendations given within the independent review are summarised in Appendix 1. An SLCN Steering Group was established to work on a number of these recommendations. These were analysed in terms of feasibility, and some of these are in development.

Early Years Peer Review

In December 2017, the Department for Education (DfE) launched Unlocking Talent, Fulfilling Potential³: a plan for improving social mobility through education. A key strand within this is a focus on sector-led improvement. In November 2019, to help Enfield develop its effectiveness in the provision of Early Years services, a peer review was held. This was led by the Local Government Association, with support from the Early Intervention Foundation and its focus was on SLCN.

Whilst the Early Years peer review recognised current good practice in regard to Early Help and Early Intervention in Enfield, it was noted that, *“children can get ‘lost’ because there is no clear or timely pathway for them to receive early intervention additional help (e.g. SLCN)... speech and language therapy is regarded as a good service for those who receive it in a timely way. However, waiting times for specialist services such as this can be long...”*

In response to this, several recommendations were suggested within the peer review. Key recommendations pertaining to SLCN included:

- Development of clear pathways to enable identification, support and intervention for children with all levels of SEND, including SLCN.
- Use of a consistent tool for identification of speech, language and communication needs across all settings and services through continued development of the Universal Play & Communication Assessment Toolkit (UPCAT) programme.

The peer review found that the Council was working to sustain its early years offer despite the reduced resources available. It noted that to realise the ambition to give young children the best possible start in life, there was a need for a clear Early Years vision and strategy – agreed, owned and communicated across the partnership.

² Joint Children’s Speech & Language Therapy Service Review (2020), Chris Myers

³ [Unlocking Talent, Fulfilling Potential, DfE \(2017\)](#)

An Early Years Partnership has been set up under the auspices of the Director of Education to progress all recommendations from the review.

The strategic recommendations made and progress against each are summarised in Appendix 2.

Alongside concerns emerging from the independent school-age review and the peer review, is the awareness that there are several large housing developments planned within Enfield; a percentage of these households will require SLCN intervention.

In addition to this, approximately 150 additional special school places were agreed for the academic year 2020/21, which has had a corresponding effect on the need for SLCN provision. Further special school places are planned, causing further pressure on the SLCN Service.

To ensure that special schools were able to provide assessments for children accessing new school placements in September 2020, short-term (to end March 2021) additional funding of £114,153 was allocated specifically for SLCN support. It is envisaged that this will be commissioned on a recurrent basis from April 2021.

There were concerns that the caseload had risen in a short period of time, from 750 children and young people (the maximum caseload for the number of speech and language therapists available) to approximately 900 children and young people in mainstream schools alone. This resulted in an overallocation of available resources, leading to higher caseloads than each speech and language therapist should carry.

To assuage the lack of provision, ongoing additional funding from the High Needs Block of £150k pa was agreed to fund 3 x full time therapists. This will ensure that the SLCN Service is able to meet its statutory obligations in mainstream schools.

All funding is aligned to the findings of the High Needs Block review, which stated that “investing in speech and language, and other early intervention services will help improve outcomes for children and reduce package costs in the future.”

Furthermore, this will ensure that the statutory elements of the Service are well positioned to deliver effectively as early intervention options are developed, as outlined below in Section 4 of this report.

2. CURRENT WAITING TIMES FOR THE SPEECH AND LANGUAGE SERVICE

Early Years Speech and Language

The Early Years Speech and Language Service is maintaining waiting times compliance for a first appointment within 13 weeks and submission of statutory assessments within six weeks.

However, requests for statutory advice are now required for younger children, from the age of two years. Therefore, a larger proportion of children receive the specialist interventions specified within their EHCP prior to starting school. This equates to 182 children in 2019-20 – compared with 108 children in 2018-19 – on active caseloads for two years longer than originally envisaged.

Mainstream Schools Speech and Language

Waiting times have mainly affected mainstream schools' speech and language interventions.

Current staff capacity is 7.9 WTE. This will shortly increase to 10.9 FTE; funding for an additional 3.0 FTE posts was agreed in October 2020, and these are now in the recruitment process.

April – October 2020: Monthly KPI Compliance

CCS039/40: Statutory assessment within six-week timeframe

CCS041: Routine health assessments within 13-week timeframe

The service has not met the six-week statutory timeline for statutory advice submission. We are however, beginning progress on the 13-week list, with a positive trend predicted.

Table 1: Percentage of assessments (CCS039/040/041):

CCS039	Monthly	School Age Therapy - Percentage of complex referrals seen within six weeks.	Green =>75% Amber = 65-74% Red = <64%	31.25%	0.00%	3.45%	10.00%	7.69%	33.33%	33.33%
CCS040	Monthly	School Age Therapy - Percentage of urgent referrals assessed within six weeks.	Green =>75% Amber = 65-74% Red = <64%	31.25%	0.00%	3.45%	10.00%	7.69%	33.33%	33.33%
CCS041	Monthly	School Age Therapy - Percentage of routine referrals seen within 13 weeks	Green =>75% Amber = 65-74% Red = <64%	76.47%	50.00%	100.00%	75.00%	40.74%	66.67%	70.83%

The usual number of requests for statutory advice is 15 – 20 per month, an exception being during Covid-19, when requests reduced to 5 – 15 per month.

Table 2: Number of children seen for statutory assessments, with number of children on the waiting list as the denominator (CCS039/040):

Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sep 20	Oct 20
16/128	31/119	29/96	10/77	13/83	9/76	9/71

Table 3: Number of statutory requests received (CCS039/040):

Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sep 20	Oct 20
7	8	10	16	6	4	15

Allocation of extra time during lockdown enabled staff to target the backlog of assessments through virtual platforms, increasing from the baseline of 12 per month. Now the service is back in schools, the extra allocation has concluded.

Currently, 1.00 WTE from a total of 7.9 WTE is allocated to carry out 12 statutory assessments per month. This has reduced to nine assessments recently due to class closures /children isolating.

Table 4: Waiting Times for Statutory Assessments (CCS039/40):

Up to 6 wks	Up to 20 wks	Up to 30 wks	Up to 40 wks	Total
13	31	20	7	71

Following staff recruitment, 1.5 WTE will be directed to clear the backlog at a rate of 18 cases per month. This capacity will also continue to target 180 statutory assessments per academic year to manage the current trend.

Table 5: Waiting List for Routine Health Pathways (CCS041):

Up to 6 wks	Up to 20 wks	Up to 30 wks	Up to 40 wks	Total
15	5	2	7	29

The backlog is being steadily cleared with a positive trajectory. Assessments need to include a school- and class-based assessment. These had been delayed during the pandemic, but there is a plan for backlog clearance to be completed by May 2021.

Table 6: Delivery of statutory EHCP interventions:

Sep 2017	Sep 2018	Sep 2019	Sep 2020	Predicted Sep 2021
535	694	890	1007	1242-1250

Once additional posts have been recruited, 9.4 WTE therapists will have capacity to deliver 1150 EHCP interventions.

An increase in staffing of 0.4 WTE for every 50 children is required, considering termly and half-termly interventions. For example, looking at the September 2021 (Table 6) predictions,

- 1242 cases would require 9.85 WTE staff
- 1250 cases would require 10.25 WTE staff

Progress with recruitment

Nationally, the pool of potential candidates is extremely limited. Most new graduates will have already secured employment, so it is a challenging time to fill graduate vacancies. SLT has recently been added to the Home Office Shortage List; this will attract overseas applicants in the future.

- A 0.6 WTE locum has been secured to start at the beginning of January 2021.
- A 1.0 FTE overseas candidate is undergoing Home Office approval.
- A Twitter campaign has been launched, with adverts posted on the Clinical Excellence Networks.

Adverts for recruitment closed on 27/11/20. Three candidates have been shortlisted, with interviews scheduled for 16/12/20.

The service is working at full capacity to manage the historical trend in statutory assessment requests increasing by 10% each year, and corresponding increases in EHCP. These have seen EHCPs with SLCN increasing by 28% in 18-19 and a further 13% in 19-20. All staff have been over-allocated in the interim, to mitigate the gap.

The additional workforce will allow current demand for statutory assessments and EHCP provision to be met, but would not enable resources to extend to meet further increase in numbers.

3. RECOMMENDATIONS

It is requested that the Committee notes this report for information; any comments are welcomed.

4. NEXT STEPS

Commissioners met with the Leader, Chief Executive and Directors in late 2019 and it was agreed that there should be a dual focus on ensuring that statutory provision was performing well and, going forward, that early intervention programmes were developed to give Enfield its own unique offer.

With the statutory requirements now improving through a combination of reconfiguration and sourcing of additional funding, commissioners met with various academic organisations to begin to develop an early intervention programme.

A group consisting of LA commissioners, SEN team and health provider has developed a proposal for consideration of investment in a Speech, Language and Communication Hub (SLaCH). This would be multi-disciplinary to support the associated additional needs of children who present with a primary need of speech, language and communication difficulties. The model primarily supports education settings but includes a strand of intervention enabling work with families to encourage them to become familiar and aware of techniques that will help them work independently with their children.

The proposal is based on the concept of an invest to save model, aligned to the Council's MTFP, incorporating a system of intensive, enabling and maintained provision. Initial investment would support schools in delivering the model, followed by support by a centralised SLCN Hub to embed and maintain the model.

The SLaCH programme would be staffed by an integrated workforce comprising specialist teachers, speech and language therapists, educational psychologists and occupational therapists. This team would support with identification, strategies, embedding of the offer and integration within the education setting. It is envisaged that the programme would offer an accreditation to schools that are able to deliver.

The model has four strands:

1. Training in identification
2. Targeted interventions using evidence-based resources for the development of Language Understanding, Language for Thinking, Expressive Language, Oral Language and Language Use.
3. Parent and carer focused training and support
4. Implementation of school-led SLCN specialist practitioners and a whole-school-based training programme

Currently, the number of EHCPs is rising approximately 10% every year. An initial reduction of 2% in the number of EHCPs is the target to allow the SLCN Service to deliver a sustainable service, whilst also ensuring that children and young people receive intervention for their SLCN as soon as possible. The model can be integrated into the work of the SEN Panel to ensure that it provides an alternative option to the statutory process where appropriate.

Appendix 1**Summary of recommendations given within the independent Speech, Language and Communication Needs review, 2019**

	Recommendation	Progress
1	Invest additional resources into the Children's SLT workforce to manage the increase in demand for statutory assessment within required timescales until the following recommendations come to fruition (approx. two years from commencement).	<p>This was referred to the LA's review of the High Needs Block and raised at the SEND Partnership Board.</p> <p>Details are provided in (2) above, of the work undertaken to identify and cost additional resources required to meet this requirement.</p>
2	Release any Speech and Language Therapist time in Additionally Resourced Provisions (ARPs) not allocated to working with children with SLCN as a primary need in their EHCP, to work across that school.	Subsequent work by commissioners and the provider identified that there was no unallocated time.
3	Consider an 'Invest to Save' scheme to recruit a Speech and Language Therapist to develop and implement a structure to upskill education staff on the universal and targeted offer in mainstream schools.	<p>The LA engaged with University College London (UCL) to develop a programme of early intervention, aimed at all schools and early years settings, supporting the ambition of the Leader of the Council for an innovative way forward.</p> <p>This work was put on temporary hold in March due to the pandemic, which saw some staff furloughed and potential funding streams halted. Discussions started again in mid-July with a view to potentially tailoring the project to support schools in a potentially different 'post-Covid' environment.</p> <p>Since this time, further discussions have taken place within a working group, and a proposal is currently underway for BEH-MHT and educational settings to work together to extend Early Intervention services, helping to sustain the SLCN Service whilst supporting families to work with their children independently. Further details are in (4) above.</p>
4	Compare full-service costs including overhead allocation, with similar areas in London such as Barnet and Haringey.	There are ongoing discussions, but this is proving difficult, as other LAs are unable to share data (particularly financial) at a granular level, which

		would make comparisons relevant.
5	Undertake a Speech and Language Therapy admin review.	BEH-MHT administrative support function has been reviewed to maximise staff clinical capacity deployment to full effect
6	Review current information regarding the Speech and Language Therapy service CYP and parents can expect and what parents can do to help address their child's SLCN. Embed approaches, e.g. Hanen and Positive Beginnings, into intervention pathways.	Points 6 & 7: An updated pathway for Early Years was developed in late 2019 and a new triaging service was subsequently rolled out from February 2020, with the LA providing additional resource through its Children's Centre contract for SLCN-focused interventions and wider workforce skills development. Plans were also developed to train Children's Centre staff to provide good practice interventions for children with social communication needs on the pre-diagnostic Autism pathway. This was again temporarily suspended from March with the move to virtual services.
7	Review and simplify Speech and Language Therapy referral processes, including pathways from the Early Years SLT Service, once above recommendations are actioned.	Positive Beginnings sessions are being planned for delivery once groupwork becomes viable (hopefully no later than the start of Spring Term).
8	Progress work with North Central London to agree Out of Area reciprocal arrangements.	The CCG were involved in discussions, but this came a halt during the CCG merger/Covid-19. This will be discussed in the near future.
9	Develop a joint strategic plan for SLCN across Enfield.	Previous directors at the LA and CCG requested that a SLCN-specific strategy was not pursued; instead it was considered that this should be part of the wider SEN strategy and plan.
10	Develop a new detailed Service Specification for Speech and Language Therapy, replacing Key Performance Indicators (KPIs) with outcome measures, and consider monitoring separately to the block contract.	This was written by LA commissioners and completed by January 2020, with in principle agreement from the CCG. The revised specification was due to be entered into the block contract during CCG-led negotiations; however, this process was cancelled with the onset of the pandemic and rolled-over to 2021.
11	Consider developing Speech, Language & Communication Apprenticeships.	An Apprenticeship scheme is not currently available for Speech and Language professional training
12	Explore funding opportunities to introduce a Designated officer for SEND.	This was a CCG requirement as it is a statutory legislative obligation. A DCO is now in post.

Appendix 2**Summary of recommendations given within the LGA Early Years Peer Review**

	Recommendation	Progress
1	Complete the planned establishment of a multi-agency Early Years Partnership Board with a clear remit to develop and implement an Early Years vision and strategy, monitor progress and to provide whole system leadership across Enfield. Direct reporting from this Board to the Health and Wellbeing Board would be helpful.	The board has been established and had its first meeting in September 2020. From this sub-groups were established to look at: <ol style="list-style-type: none"> 1. Data gathering and use 2. SEN 3. Children's Centres 4. Best Start in Life
2	Use the data that is available across the partnership in the development of the Early Years Strategy and ensure clear monitoring of progress at senior levels	In addition to the group focusing on early years data, a dashboard for SEN data is in development.
3	Further engage parents/carers in the design, development and evaluation of strategy, plans and services	Parent representation on the SEND Partnership and Early Years Partnership Boards established.
4	Develop clear pathways to enable identification, support and intervention for children with all levels of SEND, including SLCN	A mapping exercise has been carried out and a draft pathway for early years services is being developed.
5	Clarify the purpose of children's centres and the balance between the aim for a universal offer and the targeting of limited resources at those in greatest need	A sub-group has been established to address this and will report back in January.