

RIVERS ESC OUTREACH POLICY

Introduction

Our Outreach Team provide a supportive service to the mainstream schools in the designated area. The primary and secondary teams work with pupils from Reception age to Year 11, who are at risk of exclusion from school.

Aims

The core of our work is to prevent pupils from being excluded from school and support their re-engagement with learning.

We offer inclusive and early intervention work with pupils.

We aim to work collaboratively with parents, schools and other agencies involved, focussing on meeting the needs of the pupils.

Objectives

- To help pupils avoid exclusion by encouraging them to develop self management strategies
- To work in partnership with schools, developing strategies which will help referred pupils to manage their behaviour
- To liaise with parents/carers as appropriate
- To be involved in multi-agency working, including FFA/TAF
- To support the reintegration of hard to place pupils

Provision

Student support

Intervention programmes are devised to meet the needs of pupils through individual or group support.

Staff Support

Offer suggestions on behaviour management for referred pupils
Collaborative problem solving in response to need
Use of lesson observations/outreach paperwork/questionnaires to inform outreach planning

Helpline with aim to respond within 48 hours

Solution Circle Drop-In Afternoons for Teachers

Support for parents

Contact with parents/carers as appropriate, through review meetings, PSP reviews, TAC meetings, phone calls etc.

Meetings with parents to be held in collaboration with school representatives and other services.

Helpline offered to parents.

Multi-agency liaison

Contribution to CAF/TAC process as appropriate

Referral to other services as appropriate

Involvement at professionals meetings if required CP conferences/CAMHS meetings

At Risk meetings with Integration Team and PSB

Referrals

Referrals are made for pupils at risk of permanent exclusion. Early intervention is promoted.

Schools will refer using either a FFA or SRF form.

The Outreach Manager will review the referral upon receipt and consult with team members about allocating support for pupils.

The school will be contacted and an initial meeting will be arranged to discuss the programme of support for referred pupil.

A discussion will often take place with the school to consider strategies to help the pupil. This is particularly relevant if outreach support is unable to begin immediately.

School is requested to provide relevant information on pupils e.g. PSP and IRAMPs. Reports from other agencies (with parental consent) may be included.

Prioritisation

Consultation with school leads to pupils being prioritised according to need. Support is allocated in relation to the resources available.

In some instances, crisis intervention is possible.

In most circumstances, schools will have implemented and reviewed a programme of provision, including Learning Plans/PSP.

Advice for schools working with pupils who have a EHCP can be offered if deemed appropriate.

Initial Assessment

See Appendix 1 for Secondary Outreach Procedures

See Appendix 2 for Primary Outreach Procedures

An initial meeting should take place, including the pupil, carers and relevant school staff.

An appropriate time for a lesson observation may be offered. Feedback to school will follow.

Schools are given relevant paperwork and regular feedback.

The timescale for the support programme will be given.

Programme of Intervention

The Outreach programme will be developed to meet the needs of the individual pupil, or the group of pupils referred.

Initially, the programme runs for 6 weeks consecutively in primary school with a review after 6 weeks. A further 6 weeks of consecutive support may follow if deemed appropriate.

In secondary schools the programme runs for 8 weeks consecutively. Decisions to extend support for a further period are made at review meetings.

Support is based on an understanding of pupils' strengths, areas of difficulty and learning needs.

The programme aims to raise pupils' self esteem. Intervention includes praise and positive reinforcement of acceptable behaviour.

Strategies to support the whole class of the referred pupil will be offered if appropriate.

Social and communication skills will be addressed if appropriate.

Personal responsibility for behaviour will be encouraged.

Evaluation

Outreach staff review progress with pupils/staff/carers/other agencies. A written final report is provided for the school and evaluations of the Outreach service are collected from Pupil, school and Parents/Carer.

APPENDIX 1: SECONDARY OUTREACH PROCEDURES

After receipt of SFR or FFA form, an initial meeting should take place with pupil, family, school and RESC. A discussion on the pupil's situation will usually be held.

After the meeting a letter is sent to parent/carer confirming the time of support. The letter explains the duration of support. A copy is sent to the school and kept on file.

Outreach staff will write a programme of support, outlining the nature of support offered and recording who was present at the initial meeting. A copy is sent to school and kept on file.

After 3-4 sessions Outreach staff writes an initial report, which comments on the current situation. What has been done so far? What are the pupil's strengths and weaknesses? What strategies could school try? A copy is sent to school and kept on file.

A final report is written after support is completed. Staff evaluate why the pupil was referred, progress made is recorded, and future steps to be taken are mentioned. A copy is sent to school and kept on file.

Towards the end of the pupil programme a Rivers ESC strategies sheet is completed. Staff assess the impact of strategies suggested in the initial report. A copy is kept on the pupil's file.

Evaluation on Outreach support is completed by school, pupil and parent.

Appendix 2: Primary Outreach Procedures

- Following receipt of SFR or FFA an initial meeting takes place between pupil, family, school and RESC.
- The meeting aims to include:
 - Arranging an appropriate time for observation/feedback
 - Completion of questionnaires (see checklist in assessment pack)
 - Drawing up a Behaviour Support Agreement(that includes initial targets/objectives and strategies)
- Weekly visits will deliver the programme of support
- The Programme of Support is reviewed as appropriate. The review included school, pupil, parent/carer and other agencies.
- If it is agreed that the necessary progress has been made and the pupil is no longer at risk of exclusion, support from the Outreach team would cease with the review document completed
- If the pupil is deemed as still at risk of exclusion, a further six weeks of support would be offered.
- An end of intervention report documents the progress achieved and evaluations of the support completed.
- Weekly “working notes” are completed and can be shared with relevant parties at any time as required.