



**REVIEW OF PROVISION
IN NORFOLK
TO MEET THE NEEDS OF
INDIVIDUAL PUPILS
WITH
SOCIAL, EMOTIONAL AND
BEHAVIOURAL DIFFICULTIES

(2001-2)**

December 2002

Review of Provision to Meet the Needs of Individual Pupils with Social, Emotional and Behavioural Difficulties (2001-2)

1.0 Introduction

- 1.1 Inclusion and Raising Standards for All Children: The Framework for Development for Children with Special or Additional Educational Needs in Norfolk (April 2002) sets out the approach towards providing inclusive provision for the next five years. This was published following an extensive review of provision and outlines the LEA's strategy to raise the achievement of all pupils irrespective of their needs.
- 1.2 Consequently a specific task group was set up in October 2001 with the following aims:
- to review the availability of provision for this particular group of pupils;
 - to contribute to the wider SEN Review across the county;
 - to provide the opportunity for a discussion about future developments in provision for those with significant difficulties (SEBD) with staff in schools (primary and secondary); and
 - to develop a countywide strategy to lead future directions in behaviour support in Norfolk consistent with the LEA's Behaviour Support Plan (2001-4).
- 1.3 Core membership of the Task Group included:
- Mike Downes, County Co-ordinator, Visiting Teacher Service;
Ben Horwood, Area Manager, Norfolk Psychological Service;
Liz Jones, Area Headteacher, Norfolk Psychological Service;
Alison Kahn, Education Officer (Pupil Access & Support Services);
Steve Lord, Senior SEN Adviser;
Sue Tallack, Inclusion Development Officer;
James Thatcher, Principal Educational Psychologist;
Carole Cross, Statement and Assessment Officer.

2.0 Current Context

- 2.1 The Education Act (1996) requires the LEA to maintain and publish a Behaviour Support Plan which sets out arrangements to support pupils with social, emotional and behavioural difficulties. The LEA's second Behaviour Support Plan was published in 2001 and outlines the core values and principles which include:
- a commitment to ensure all pupils in Norfolk have their needs met as locally as possible and with full access to a broad and balanced curriculum;

- a belief that there should be a continuum of provision in Norfolk to meet the wide range of pupil needs ranging from mainstream to highly specialist provision as appropriate to the individual needs of the pupil;
- recognition of the importance of the context of behaviour whether it be at home, school or elsewhere and an understanding of the influence of such a context on pupil achievement; and
- commitment to a partnership approach with schools, services, voluntary organisations and parents in developing and maintaining quality provision.

2.2 The Education Development Plan (EDP2) 2002 – 2007 has at its core the principle that every child in the county is entitled to an education which allows them to make the most of their potential. It details how the LEA aims to continue to raise achievement for Norfolk schoolchildren and promote learning for life.

The priorities are:

- A Recruitment, retention and development of all education staff.
- B Developing and celebrating good practice in teaching and learning.
- C Support for leadership and management – developing excellence in Norfolk schools.
- D Raising standards of achievement in Norfolk – primary phase.
- E Raising standards of achievement in Norfolk – secondary phase.
- F Supporting and improving schools causing concern.
- G Improving education in geographical areas.
- H Improving education for specific groups of learners.

These priorities and their accompanying detailed objectives and activities are designed to underpin school improvement. This in turn will sustain the development of strong school cultures with an appropriate, constructive ethos, and good practice in teaching and learning which supports the range of pupils referred to in this paper.

2.3 Norfolk County Council, in partnership with Health Services, has conducted a Best Value Review of services which provide support to children with additional needs and/or disabilities (2001/2). This review of services to pupils at risk of social exclusion formed an integral part of this Best Value process.

2.4 Norfolk recognises the importance of emotional well-being and good mental health in children and adolescents. Mental health in children and adolescents is defined in “Together We Stand” (HAS Report 1995) as:

“.. the resilience, capacity and emotional well-being that allows them to play, learn, relate to other people and resolve problems in life” and “to develop psychologically, emotionally, intellectually and spiritually.”

The significance of good mental health in children and adolescents has only been recently recognised because of increasing knowledge about the emotional and psychological development of children.

- 2.5 Regionally, in the publication “Making a Difference With What We’ve Got” – a Multi-Agency Strategic Framework for Child and Adolescent Mental Health in the Eastern Region, it is recognised that:

“There are clear connections between poor mental health in children and adolescents and a range of social problems. For example, there are high rates of mental health problems and diagnosable mental illness in young offenders and in children and young people who achieve poor results at school. The earlier the intervention the less likely it is that ever more expensive resources will be needed later”.

Regional priorities relevant to Norfolk include the need to:

- *“increase capacity at Tiers 2, 3, 4 especially for learning disabled children and adolescents who have a mental health problem, those involved with the criminal justice system and responding to the needs of the children looked after in public care and those who look after them;*
- *develop local provision for children and adolescents who challenge services so that commissioners are forced to find placements often far away from the youngster’s home and with little evidence of efficacy in spite of the frequently high costs available;*
- *(address) the difficulties of staff recruitment to specialist services and the lack of training opportunities for non specialised staff to develop their skills so that they can work in the specialist sector.”*

- 2.6 Norfolk has achieved a substantial reduction in the number of permanent exclusions from school through a partnership approach between schools and the support services. The use of the Pupil Retention Grant (Standards Fund 2001/2 and 2/3), the development of earlier intervention strategies, establishment of Learning Support Units, the creation of alternative Key Stage 4 curriculum packages and an increased commitment to supporting placement in mainstream schools by Norfolk teachers have all contributed to this success.

3.0 Principles

This paper outlines Norfolk’s approach and commitment towards developing a continuum of provision to meet the full range of individual needs locally. It is proposed that the following guiding principles should underpin decision making in relation to pupils with SEBD. They are seen as essential in raising the achievements of pupils with social, emotional and behavioural difficulties.

- 3.1 Early intervention (including early years and primary) and joint work with parent/carers and young people are vitally important. The long term benefits of preventative work are well known. Investment is needed in order to shift the focus from reactive working with the most severe and intransigent difficulties towards prevention.

- 3.2 The vast majority of pupils with SEBD are placed in mainstream schools. This is in keeping with the LEA's inclusion strategy. The main focus of LEA resources for pupils should be aimed at providing mainstream schools with higher quality support for EBD to ensure this strategy, and schools interventions are successful. The creation of more efficient, effective and high quality support services are needed with an emphasis on school-based strategies.
- 3.3 Pupils with SEBD may have special educational needs. Established research and local practice shows that the majority of pupils with EBD have significant learning difficulties which are frequently unaddressed. Provision must enhance their access to the curriculum and address their learning needs.
- 3.4 Work with parents is an essential feature of a successful strategy for addressing the needs of pupils with EBD. This needs to include parental involvement in decision-making and in strategies for supporting children and young people.
- 3.5 Support for pupils should be organised along the continuum of provision starting with support in mainstream and only moving progressively into more segregated forms of provision when needed. Pupils should receive the least intensive level of support which is effective in meeting their needs but with flexibility to respond urgently where required. Provision for pupils with EBD should be made as locally as possible and the vast majority of pupils should be provided for within the County and in liaison, as appropriate, with social and health care services.
- 3.6 There should be close collaboration between education, health and social care services so that joint planning takes place, children's needs are seen in their entirety, to avoid duplication of support and to ensure children and young people's needs do not "slip through the net". Joint assessment of needs at an early stage will facilitate the development of local, jointly planned and more creative packages of support for children and young people and their families which will ensure the best use of resources.
- 3.7 There is a need to ensure improved co-ordination of planning, monitoring and evaluation in relation to EBD provision, including demonstrable improvement in outcomes for pupils.

4.0 Arrangements Currently in Place

The LEA's Behaviour Support Plan (2001-4) provides a detailed overview of countywide arrangements to support vulnerable young people. In addition, this recent internal Review provides an updated position which is described in more detail in Appendix One. In general terms, behaviour in schools is satisfactory (Ofsted 2002) and the majority of pupils are well behaved in school.

- 4.1 To summarise the position, the County benefits from:
- a wide range of preventative and early intervention strategies;
 - developing early years specialist provision;

- support for those who are at risk of or known to commit criminal offences;
- a wide range of professional development courses for staff in schools, including governors;
- Family Support Team for young people with mental health problems and learning difficulties (4-16 years);
- specialist therapeutic health services approaches, including for children in public care.

4.2 Norfolk also benefits from the following provision arrangements:

- increasing opportunities for voluntary sector initiatives and support from a national charity, Include, for KS4 pupils out of school;
- a coherent whole-school funding strategy for mainstream schools following a comprehensive audit of need with delegation of funds to mainstream schools to provide appropriate support;
- specialist outreach from area PRUs and Eaton Hall special school in Norwich;
- specialist support from the Pupil Referral Units, Educational Psychologists, Learning Support Assistants, specialist teachers, LINKs4 for excludees and those at risk of exclusion as well as support for attendance;
- additional resourcing through Band E for exceptional needs;
- 32 residential and 9 day places in a Norfolk special school for pupils with severe and complex EBD (Eaton Hall);
- a further 18 residential and 90 day places at Sidestrand Hall and 23 + 2 pending residential and 59 + 2 pending (61 as of now) day places at Fred Nicholson for pupils with learning and behavioural difficulties.
- appointment of a full-time Senior EP for behaviour and an Adviser (Behaviour) from September 2002 in addition to the Principal EP post.

5.0 Priority Issues

The following summarises key priority issues which require addressing for 2003-4.

5.1 *Exclusions from School*

- Increases in permanent exclusions for 2002-3 from 64 to 94.
- Increase in fixed period exclusions to 178 by the end of 2001-2 academic year.
- The high number of pupils excluded from special school provision has been identified by the LEA's Ofsted Inspection (2002).

5.2 ***Support Service Intervention***

- A significant number of pupils who refuse to attend school are known by central support services - approximately 200 are known to the Psychological Service for 2002-3 (projected) compared to approximately 150 in 2001-2.
- Schools and early years settings are requesting more advice and support for behaviour and referrals to the Psychological Service as reported by the LEA's Ofsted Inspection (2002) remain high.
- Ofsted (2002) have identified the need to have a joint strategy for combating truancy with protocols governing the exchange of information and notification procedures.
- There is a need to review the access arrangements to Family Support Teams from schools where services may duplicate existing statutory services.
- 90% of young offenders will be in full-time education, training or employment through extending support from partners such as Connexions and voluntary providers like Include. In order to resolve the issues, there will be a need for better targeting of 12/13 year olds for preventative work and 14/15 year olds, 15/16 year olds in terms of preparation for employment and to increase attendance in provision.
- Expanding early years provision is in progress to include more staff with specialist support in EBD.
- Extension of Project Workers (LINKs4) to become Personal Advisers (Connexions) will provide an additional 2.5 FTE staff to improve attendance in Norwich and King's Lynn.
- The LEA needs to audit and review the increasing number of EBD pupils placed in LINKs4 provision and other provision (excluding PRUs) for 2002-3.

5.3 ***Whole School***

- Some schools remain reluctant to engage with young people where behaviour is a cause for concern e.g. Youth Offending Team clients. There is evidence to suggest schools prefer other agencies to take responsibility for them (Ofsted, 2002).
- Schools are unclear how and from whom to access support for behaviour (Ofsted 2002).
- Mainstream schools require an LEA handbook of good practice on behaviour and the leadership of a coherent LEA strategy for supporting behaviour on an inclusive basis.
- Ensure every young person at risk of school exclusion should have a Pastoral Support Programme with clear LEA and school responsibilities.

5.4 Specialist Provision

- There are difficulties in finding day special school placements for pupils who are offending and or who have learning difficulties. Many of these need more family support.
- Consideration of an expansion of further opportunities for outreach work from specialist schools.
- There is a need to develop in-county KS2 specialist provision for EBD.

5.5 Support to Parents

- There is a need to extend training and support for parents including from multi-agency service delivery.

6.0 Recommendations

As a result of the key issues identified above, a range of activities are outlined in the following section which will be actioned in 2003-4.

Some of these actions relate closely to the LEA's Behaviour Support Plan (2001-4) and will need to be systematically monitored as part of this process. Other tasks are closely associated with the Best Value Review of Support to Individual Pupils action plan and/or form part of the LEA's existing strategy for Special and Additional Learning Needs (2002).

Priority actions are outlined in more detail overleaf in the following areas:

- Enhance monitoring and evaluation of need.
- Improve opportunities to develop early intervention strategies.
- Improve and outline clear admission arrangements for vulnerable pupils.
- Develop additional and mainstream-based provision which is specialist in local areas through the review of Learning Support Centres.
- Provision of a consistent county-wide framework for behaviour management for all schools and early years settings, including dissemination of good practice.
- Improve guidance and information for parents.
- Publish county guidance on Pastoral Support Programmes.
- Complete the reshaping of Pupil Access and Support Services (Best Value) to include a specific responsibility for behaviour with focused, targeted, multi-agency support to schools.

7. ACTION PLAN (Behaviour)

OBJECTIVE	ACTIVITY	BY WHOM	LEAD OFFICER	BY WHEN
1. To improve the monitoring and evaluation of pupil needs and analyse trends.	Multi-agency liaison group to meet to review data termly. E.g. Exclusions Reintegration Outreach OoC data Out of School Pupils Young Offenders	Exclusions Officer Principal Educational Psychologist HoVTS Senior Adviser (SEN) HT representative, Admissions rep. SSD (CWD) PCT reps. Special School HT rep. Connexions	Attendance and Behaviour Manager, PASS	Monitoring and Evaluation Group to be set up by May 2003 to meet on a termly basis.
2. To identify early intervention strategies for school refusers and issue guidance to schools and agree inter-agency and inter-departmental protocols.	To prepare and publish guidance for schools and agencies outlining key responsibilities for all; including parents.	HT rep. (primary and secondary) EP rep. SSD rep. CAMHS rep.	Educational Psychology and Specialist Support Manager, PASS	July 2004
3. To review the partnership arrangements in place to better co-ordinate support to early years settings; including ways of improving resource allocations	To carry out a review and identify ways of co-ordinating existing resources into a single central team. To review OLEA mechanisms and pilot model in one area for multi-agency resource allocation panel (along with CWD).	SEP (EYs) EYDCP rep. SSD rep. Consultant Paediatrician (CDU PESO	Senior Educational Psychologist (EYs)	September 2004

4. To set out clear arrangements for the admissions to special schools and mainstream schools for pupils with behaviour difficulties, including Young Offenders.	To publish guidelines for admissions to schools for vulnerable children following LEA's strategy for inclusion (2002).	Admissions rep. Special and mainstream school HT SEP (Behaviour) PESO SSD rep. VTS rep.	Senior Educational Psychologist (Behaviour) Education Officer Social Assessment and Provision	September 2003
5. To develop additional provision for pupils with behaviour difficulties.	To complete the implementation of primary and secondary mainstream based provision (LSC Review) in local areas. To identify designated number of places for pupils with behaviour difficulties requiring day provision in-county through repositioning of existing special school provision.	SEP (Behaviour) PESO SSD rep. VTS rep. Special school rep. Mainstream school rep. EO (Inclusion)	Assessment and Provision Manager	April 2005
6. To provide clear guidance to schools and early years settings on access to support for behaviour.	Set out, publish and promote co-ordinated guidance using keyworker system.	SSD rep. EYDCP rep. PEP HoVTS Adviser (Behaviour) NPAS rep. Y&CS rep NPAS	Attendance and Behaviour Manager	July 2004
7. To provide clear information for parents on training and support.	Issue clear information on a yearly basis for parents detailing access points and cross agency training.	Parent Partnership Adviser (Behaviour) SEP (Behaviour) SSD rep. CDU reps.	Senior Educational Psychologist (Behaviour)	April 2004

8. To provide an LEA handbook of good practice on behaviour including LEA's strategy for prevention and early intervention.	Prepare, consult and publish LEA handbook.	SEP (Behaviour) VTS rep. Adviser (Behaviour) Special and mainstream school HT rep. Y&CS Connexions FST rep.	Attendance and Behaviour Manger	September 2004
9. To develop county guidance on Pastoral Support Programmes as a strategy for prevention of social exclusion.	To prepare, consult and publish LEA guidance on PSPs to complement IEP, PEP guidance.	SSD rep. Y&CS rep. Primary and secondary school reps. SEP (Behaviour) VTS rep Eaton Hall rep. PESO	Senior Educational Psychologist (Behaviour)	January 2004
10. To complete the (BV) reshaping of PS&SS to include a specific management responsibility for behaviour.	<p>To model new management system to focus specifically on enhancing specialist support for behaviour in schools and within CAMHS.</p> <p>To create new management post within PS&SS to steer implementation of LEA strategy and ensure co-ordination of approach.</p> <p>To establish a multi-agency Behaviour and Education Support Team (BEST) jointly funded with SSD, to provide an early intervention service (preventive strategy).</p>	AD (PACS) HoPASS HoVTS PEP AD (C&F) FST PCT CAMHS AG	<p>Head of PA&SS</p> <p>Head of PASS</p> <p>Attendance and Behaviour Manager</p>	<p>September 2003</p> <p>September 2003</p> <p>April 2004</p>

1. School Provision

Norfolk has 450 schools - 52 secondary, 12 special and the remainder primary phase. There are also 4 Pupil Referral Units (PRUs) for excluded pupils in Key Stages 1- 3 and Visiting Teacher/LINKS4 provision for pupils excluded from school in Key Stage 4. Norfolk is committed to empowering schools to make appropriate provision and to develop inclusive practice (e.g. in the Learning Statement).

2. Learning Support Units in Mainstream Schools

Four secondary school clusters are developing Learning Support Units (LSUs) with assistance from Standards Fund:

Fakenham/Wells/Litcham; Caister/Great Yarmouth; Hamonds/Wayland/Methwold; Rosemary Musker/Charles Burrell.

3. Managed Moves

Important initiatives are being developed to support secondary schools in making more flexible provision. The Managed Moves initiative in partnership with the Psychological Service has just been developed with headteachers in Central area and aims to enable children at risk of exclusion between schools to be reintegrated after exclusion on an equitable basis with the Psychological Service providing 'brokerage' and professional support. This Managed Moves system is being developed in other parts of the County.

4. Partnership Working

Work in Norfolk is characterised by partnership, between LEA Services and schools; between LEA services and between agencies.

Partnership activities involving LEA Services and schools have resulted in:

- reduction of permanent exclusions by 64% between 1998 and 2001;
- containment of primary phase permanent exclusions using a variety of strategies;
- an increase in provision for pupils permanently excluded from 15 hours a week in 1998 to 22.5 hours a week in April 2002 and full-time from September 2002;
- successful inspection of all Norfolk's PRUs by Ofsted between 1998 and 2001 and the first PRU being successfully inspected for a second time in 2002.

The Education Department works in close co-operation with Health and Social Services, providing parents with the benefit of a multi-agency approach to their child's needs where appropriate.

5. CPD for Schools

Cross-service planning takes place on an annual basis in order to create a coherent and comprehensive package of professional development opportunities for staff and governors working with pupils with SEN. Activities within this programme involve partnership working between LEA services, practitioners from schools and external partners.

The County's professional development programme includes:-

- Both general SEN and behavioural difficulties for teachers, teaching assistants, governors and ancillary staff.
- Advanced professional qualification courses for teachers and teaching assistants.
- Targeted courses for new and established SENCOs.
- Support for SEN Networks.
- Thematic courses which address areas of particular knowledge.
- Training for governors.
- Support for in-school preventative measures.
- Training Positive Handling Strategies and the use of physical intervention.

Furthermore, a new post for County Adviser (Behaviour) has been made to enhance provision of support.

Norfolk Parent Partnership provides parents with advice and support. It has trained a number of volunteer independent parental supporters who are available to support parents through the process of assessment, attendance at Annual Reviews and meetings at school or with LEA staff. Parent Partnership is managed in partnership with a number of voluntary agencies along with representatives from Health, Social Services and schools.

6. Child and Adolescent Mental Health

Services and provision for children with mental health problems are planned and co-ordinated by the multi-agency Child and Adolescent Mental Health Strategy steering group. This group, comprising representatives from Social Services, Education, Health Services, YOT, Family Support Teams (FST) and Child and Family Psychiatric Services is for children and young people with mental health difficulties and their families.

Developments have included **Family Support Teams** and increased Tier 3 Services for young people with learning difficulties and mental health problems. Norfolk has five Family Support Teams and a qualified staff group of 27.4 w.t.e which provide an early intervention service on the CAMHS continuum for the County. Its remit is to work with school age children (4-16) who are exhibiting early signs of mental health problems and/or emotional distress. The service was

commissioned jointly by health, education and social services in 1998 following a successful pilot, and receipt of a time limited grant from the DoH.

Therapeutic support is available through Tier 3 services at the Bethel Clinic, Thurlow House and the Child and Family clinic in Yarmouth.

Nurture Groups are developing across Norfolk supported by Norfolk Education Advisory Service and Norfolk Psychological Service staff and funded in part from the Standards Fund. Groups have been piloted in the Thetford EAZ at both the First and Middle school levels.

A further Nurture Group is supported in Norwich as part of a partnership project involving the Psychological Service.

7. Voluntary Sector

Voluntary sector contributions are increasingly being made with support from the Children's Fund (e.g. anti bullying initiatives and parent support) and the Connexions Service is prioritising young people who are vulnerable to social exclusion because of social, emotional and behavioural factors.

Community based approaches are being developed by a number of voluntary organisations including National Children's Homes, Norfolk Youth and Community Service and the Young Mens Christian Association. These are deployed in a variety of schools and communities particularly those with high levels of need (e.g. the multi-agency project supporting Charles Burrell High school in Thetford).

8. Young Offenders

The Youth Offending Team (YOT) ensures 90% of young offenders supervised are in full-time education, training or employment by 2004. This year has seen a marked improvement in the joint approach with the LEA to engage young offenders in education and preventive activity. Analysis shows that those subject to Community Orders or Detention and Training Orders not engaged in full time education is down from 50% to an average of 30% which is supported by ASSET data.

9. Exclusion from School

Within Norfolk, permanent exclusion from secondary schools has been reduced by 57% and across all Norfolk schools to 81 in number. The LEA has also achieved its target of providing every permanently excluded pupil with a minimum of twenty hours a week of timetabled education provision. Actual attendance levels at Pupil Referral Units were measured during 2000/01 and 64% {n=186} of excluded young people attended for over ten hours a week of education and 8% for more than twenty hours. Levels of attendance in Norfolk secondary schools have risen from 90.6% in 1997/98 to 91.4% in 1999/2000 and unauthorised absence over the same period remained stable at 0.9%. Discussions between NYOT and the Norfolk Pupil Attendance Service [NPAS] around the provision of Parenting Groups have led to the adoption of a joint policy and the delivery of parallel parenting programmes for the parents of young offenders and non-school attendees.

10. Children in Public Care

Children in Public Care have been the subject of considerable multi-agency development. Key features of development include:

- expansion of support by Psychological Service Education Co-ordinators;
- establishment of dowries to support the reintegration of children in public care who are out of school;
- development of systems to promote higher educational achievement of all children in public care;
- development of the joint Peper Harow, Social Services and Education provision at Honingham.

11. Include

Include are a national charity providing education for pupils who are out of school. Norfolk have had partnership arrangements with them for several years. The current arrangements allow for three projects. Each year a group of Year 10 pupils are identified who have a high level of need, hold a statement and do not have appropriate provision in a special or mainstream school. They are taken onto a two year programme managed by Include where they receive a combination of input from Include staff and from bought in providers. Each group is given both individual and small group provision dependant on need and the type of input.

12. SEN Resources

Resources for special educational needs are distributed to schools through the SEN Audit mechanism. Emotional and behavioural difficulties are recognised through a behavioural checklist, with resources being determined according to the level achieved. The audit may provide Band A to D level resources. These are delegated to schools, who then decide how they should be allocated. For extreme behavioural difficulties, the authority can allocate high level Band E resources to a school. In this case, the use of the resources is usually determined through the child's Statement of Special Educational Needs. Band E resources are subject to regular review.

13. Early Years Support

Specialist support is being developed for early years settings on behalf of the Early Years Partnership by the Psychological Service. Five Area SENCos are in place, together with 3 specialist support assistants and these staff provide consultancy support for early years settings. All early years settings have access to a named Psychological Service SENCo.

14. The Pupil Access and Support Service

The LEA maintains a range of specialist support services to support the work of schools in addressing EBD. The **Pupil Access and Support Service** provides:

- * regular consultative and problem solving visits to all schools;

- * specialist support for children with EBD from educational psychologists, teachers and support assistants;
- * sessional therapeutic support for pupils at PRUs;
- * dual registered part-time placements at PRUs;
- * full time placements for permanently excluded pupils with the aim of reintegration to mainstream schools;
- * short-term interim placement for pupils who are excluded and are awaiting placement at EBD special schools;
- * partnership projects to maintain children in mainstream schools including:
 - Ranworth Nurture Group
 - Heartsease PRU Centre
 - Project West

The **Visiting Teacher Service** provides off-site provision for:

- * excluded children in Key Stage 4 who are unlikely to reintegrate to mainstream school;
- * children who are refusing school because of a psychological illness;
- * sick children who are unable to attend school.

The **Pupil Attendance Service** supports children who have difficulty in achieving regular attendance and their schools.

Pupils who are permanently excluded receive 22.5 hours education at a PRU if they are in Key Stages 1 – 3 and if they are in Key Stage 4 and judged likely to be able to return to mainstream schools. This education is linked to mainstream schools and aimed at achieving reintegration.

The **LINKs4** Projects were set up to provide education for pupils permanently excluded from school in Years 10/11 who are unlikely to find another school place. Provision has increased over the last three years until 25 hours a week for all students was achieved this year to meet government requirements for full time education by September 2002. There are four LINKs4 Projects in place, managed by the Visiting Teacher Service, offering a varied programme of education to all in partnership with a wide range of agencies and other providers. These include Youth & Community Services, Careers Service, FE Colleges, Adult Education, Voluntary groups and many others. Each pupil has a personal education plan, regularly reviewed which is made up from a menu of available provision. Project Workers in each team work to put in place external provision, work experience and suitable Post16 placements. Core subjects such as maths and English are often delivered by VTS teachers offering levels up to and including GCSE where appropriate and possible.

In addition to all of the above provision, the LEA has a **specialist school** for children and young people who have the most severe and complex EBD needs. Eaton Hall School is based in Norwich which is a 32 place maintained community residential special school for Key Stages 2-4 serving Norfolk countywide.

Pupils who attend have associated learning difficulties which impede their educational progress. In addition, a significant proportion of pupils have experienced long term difficulties in their home and/or community setting. The aim of the school is to return pupils to their home and mainstream school environment where appropriate to their needs. Additionally, 9 pupils attend on a day basis as part of their reintegration into their home, local environment.

Eaton Hall has a relatively successful reintegration record of 13% pupils since 1988 with an overall reintegration rate over the total of the last 5 year period of 25%. KS4 residential pupils achieve high standards at GCSEs compared to the national average for EBD special schools. Ofsted consider the school represents good value for money. On average the school reintegrates one pupil a year into mainstream school.

In partnership with the LEA, the school is piloting an outreach support service in Norwich to mainstream schools for pupils known to the educational psychologist to be at risk of permanent exclusion. Early indications are that this is proving a successful strategy with most young people being supported in their mainstream school.