

# Exclusion Prevention Fund

**Review Update**

**February 2021**

# Background and Purpose

- The Sheffield Schools Forum approved a transfer of £1.5m from the Schools Block to the High Needs Block in 2019/20. This agreement was repeated the following year and has now been approved for the financial year 2021 -2022.
- The focus of this investment is to increase inclusive provision and reduce unnecessary school exclusions.
- To do this we have established a number of support offers, including a coherent city-wide nurture offer across primary and secondary schools through establishment of four primary hubs and one secondary hub.
- Schools Forum have approved the funding for 21-22 on the basis that there be a review of this work

## Sheffield Inclusion Centre Prevention Support to Schools

Funded activity	Organisation	Funded amount 20-21 academic year total
2 x KS1/2 hubs (Bumblebee)	SIC	£178,726
KS3 hub (Herdings)	SIC	£46,478
Earl Marshall Step Out Hub (Locality B)	SIC	£85,264
Income support (Nurture/Step Out hubs)	SIC	54,000
Reintegration & Transition Support	SIC	£99,778
In school exclusion prevention support	SIC	£130,580
Leadership and management	SIC	£67,883

## Inclusion Gateway, Sector Leadership, and Infrastructure Support

Funded activity	Organisation	Funded amount 20-21 academic year total
Inclusion gateway	LA hold and administer the fund	£175,000
PIP AND SIP / Inclusion Gateway	Various, school and specials staffing	£282,765
Trauma Awareness Training		In the above

## Other projects

Funded activity	Organisation	Funded amount 20-21 academic year total
Locality A Nurture Hub	Coit Primary School	£72,343
Primary Outreach (Rowan Autism Outreach Service)	The Rowan Primary School	£186,322
Parenting – 2 FTE staff	LA	£70,473

# Achievements and outcomes

## **SIC prevention offer:**

- We can see a reduction in PX rates following attendance at one of the SIC hubs
- There is positive feedback from schools about the SIC offer and in particular the outreach support that is offer.

## **Gateway model:**

- This academic year, As of 4<sup>th</sup> December – 27 PX ( 22 secondary / 5 primary ) *8 have been withdrawn before the GDC due to support being put in within the 15 days between. And an additional 9 that have been avoided prior to headteacher decision where support has been put in place by the gateway.*
- Same period last year – we had 50 PX – (42 sec / and 8 primary )
- Trauma Informed Schools training has been rolled out to 75 schools this year and is well received

**Locality A nurture** – 100% of parents say they are happy with the provision. Reintegration plans for 4 children.

**Rowan Outreach support** – 39 children seen in the autumn term, All of returned impact forms show amber or green RAG rating of the level of school staff confidence in support strategies

**Parenting Support** – ASD specific programmes have expanded (8 a term) and we can demonstrate a rise in parental confidence and emotional wellbeing.

# Sam's Success Story – Locality A Hub

## **Background:**

his placement began in Feb 2019 following 10 exclusions for a total of 18 days over a 5 month period

- The majority of his exclusions were as a result of him fighting, swearing, defiance and racism.
- Sam had poor social interaction, and struggled with empathy for others and anger.

## **Intervention:**

- Visual timetables, shorter sessions that were gradually extended over time
- Diagnosed with dyslexia and support now in place
- Worked on personal hygiene, and routines

## **Success:**

- Sam now shows pride in his work, has made friends and is happier in himself.
- No exclusions since June 2019
- By July 2021 the aim is that he will be settled enough to leave nurture and reintegration plans have begun. He is currently engaging with all on-line provision and maintains weekly support via zoom from the hub.

# Child H Success story - The Rowan outreach

## Background

H was referred in May 2019. she was described as '.... at the early stages of development and remains pre verbal with limited understanding of language. IH finds it difficult to follow routine and prefers to follow her own agenda. IH struggles to take direction from staff.

## Intervention – planned work with H in her setting:

- Intensive interaction to develop joint attention, acceptance of adults into personal space, and to increase eye contact.
- To introduce PECS to develop a means of communication and have needs met
- To respond to direction using objects or visual support of first and next photographs.
- School staff to be confident implementing strategies used in sessions

## Success

- H has made significant progress in all the areas the staff focused on.
- Engagement and interaction levels with a familiar adult improved and able to use photographs to aid communication
- Rowan Outreach Service continue to deliver sessions for H

# Child A success Story– The Bumblebee Hub

## **Background**

Child A was 4 years old in reception at referral

ASD, family bereavement, chaotic homelife

Displaying violent behaviours and angry outbursts in school – risk of exclusion

## **Intervention**

Nurture, one2one and small group interactions and routines

Staff supported the child with emotional regulation, unpicking and unpacking feelings, sharing and narrating strategies to help him cope with his emotions.

- After the child settled at BB, knew and trusted the staff, we liaised with school as to how we could best support and meet his needs in the school setting.
- Identifying tricky, trigger points during his day to offer additional 1:1 in school Bumblebee support.
- These included transition/separation from sister in the morning.

## **Success**

Transition and successful re-integration into school after 2 terms

# Proposed approach to the next phase

- Funded projects are monitored through quarterly meetings and all are meeting targets and achieving positive outcomes. However we need to review the work based on the desired outcomes and the most appropriate delivery model to meet these outcomes.
- We will take a commissioning approach to the review of this funding, by considering the needs of the city, and co-developing a model with the sector.

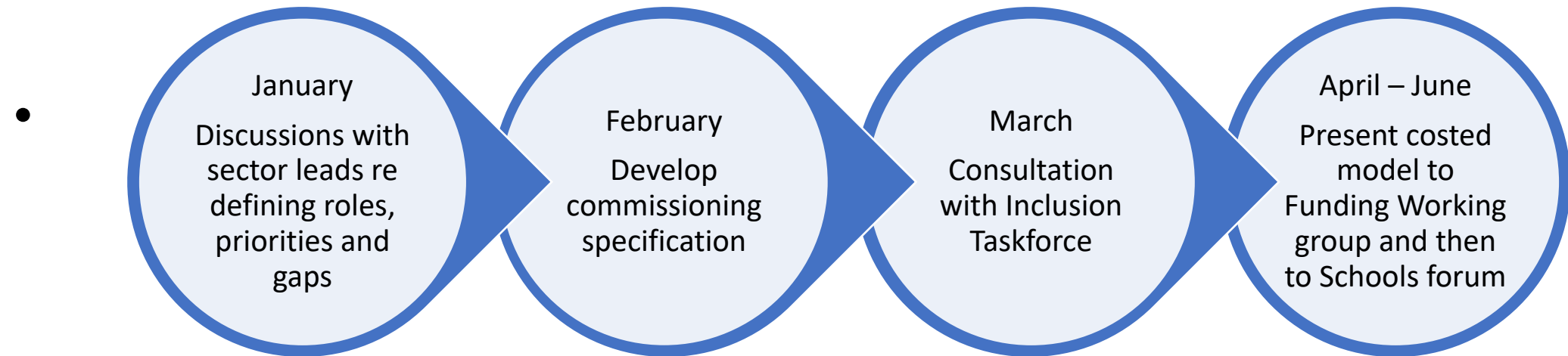
# 1. The Inclusion model – Prevention

- We are currently exploring ideas with SIC considering the alternative approaches to enable a wider reach and impact.
- Development of the model will include SCC education services, and sector leads. We will then take this to the Inclusion Taskforce for discussion, prior to bringing a costed proposal back to this group.



## 2. Sector Leadership and Infrastructure

- We are meeting with sector leads and Learn Sheffield to consider how we get the most from these roles to get the greatest impact, and build on the work to date.
- This will include redefining roles, priorities and measurable outcomes.



### 3. Additional Projects

The following additional projects are funded:

- Coit Locality A nurture Hub
- Rowan Autism outreach support
- Parenting support

These areas of work will be continued whilst we develop agreed models for the city, and reviewed in line with agreed approaches.

We will need to ensure an appropriate lead in time for any changes in order not to disrupt provision for children.