

**COMPOSITE MINUTES OF THE 2018 SUMMER TERM AREA MEETINGS  
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

<b>South</b>	<b>Wednesday 13 June 2018</b>
<b>North East</b>	<b>Thursday 14 June 2018</b>
<b>West</b>	<b>Wednesday 20 June 2018</b>
<b>Mid</b>	<b>Thursday 21 June 2018</b>

**Action**

**1. WELCOME, THANK YOU AND NOTICES**

- a) Clare Kershaw, Director for Education, and the Area Chairs, welcomed those present to the meetings, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

**South**

Terry Flitman Wickford Infants (Acting summer term)

**North East**

Rick Cranfield Heathlands CE Primary (Acting)

Jennifer Dignum Montgomery Juniors (Acting)

**West**

Dale Bateman Coopersale & Theydon Garnon CE Primary

Dr Kate Tether Newport Primary (Acting summer term)

Barbara Young St Mary's CE Primary, Stansted

**Mid**

Louise Eastbrook Tolleshunt D'Arcy St Nicholas Primary

Kelly Koller The Beaulieu Park School (opens September)

Crystal Wiggs Parkwood Academy

- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post at the end of term:

**South**

Jacqui Gosnold William Read Primary

**North East**

James Aylott Dedham Primary

Abby Fairburn St Andrew's Primary, Weeley

Jacqu Martin Langenhoe Primary

Donna Wenden Lawford Primary

Trish Wilkie Layer-de-la-Haye Primary

**West**

David Burles Fawbert and Barnard UNDL Primary

Karen Cayford St Mary's CE Primary, Saffron Walden

John Clements Hatfield Heath Primary (remaining as CEO of Trust)

Laura Fox Alderton Juniors

Alan Gardiner Rickling and Farnham Federated Primaries

Elizabeth Gelston The Downs Primary

Veronica Wallace Staples Road Primary

**Mid**

Jacqui Barber Rettendon Primary

Helen Hutchings Highwood Primary

Ola Laniyan Southminster Primary

Gill Marrison Woodville Primary

Carrie Prior St Andrew's, Great Yeldham

Mandy Short St Michael's CE Primary Braintree

Jon Smith Holy Trinity, Halstead

Sarah Stevenson Templars Primary

## **2 INFORMATION ABOUT PROPOSED SALE OF ESSEX EDUCATION SERVICES (EES)**

The Professional Officer informed headteachers that a recommendation has been made to sell Essex Education Services (EES) via a competitive auction process, which includes the disposal of the asset, liabilities and contracts of EES. On 14<sup>th</sup> June (following a call-in to discuss the proposal), the Cabinet made the decision to proceed with the sale.

The sale includes the following assets:

- Target Tracker
- Education Finance Support
- Support for Governors
- Clerking Agency
- Schools HR
- Professional development
- Educational Visits

The sale does not include a number of services regularly used by Essex schools, including payroll, Essex Legal Services, Initial Teacher training, the recruitment website and outdoors learning (the facilities in the country parks etc). The LA's statutory responsibility for recruiting LA governors will remain in the Education Team.

EPHA representatives (and representatives from the other headteacher and governor associations) have met with Councillor Gooding to discuss the proposed sale and to share their concerns, particularly around the sale of HR.

If the sale does proceed according to the proposed timetable, a final decision will be made on 31 August. However, any change will not affect existing contracts with schools, and all EES staff will be transferred under TUPE arrangements to the new company.

In one meeting, a headteacher expressed his concern that if EES is sold to a commercial company it was very likely that the cost of the services will rise, particularly as a key reason for the sale is to encourage investment. He argued that this will have a major impact on school budgets.

## **3 LOCAL AUTHORITY UPDATE**

**Clare Kershaw**, Director of Education  
**Ruth Sturdy**, SEND Transformation Manager  
**Lisa Fergus** (South meeting)  
**Lyn Wright** (North East meeting)  
**Nicola Woolf** (West Meeting)  
**Liz Cornish** (Mid meeting)

### **a) EDUCATION TEAM RESTRUCTURE**

The restructure of the whole education team aimed at re-configuring services within quadrants is nearly complete. Clare shared the structure chart and appointments so far.

The quadrant structure will enable services to be delivered in an integrated way nearer to schools, children and their families, strengthening the service and increasing the responsiveness of the LA teams. Clare stressed that a particular aim was to support

vulnerable children, including pupils at risk of exclusion. The teams have started to work together and are already seeing a positive impact of the integration.

The four Assistant Directors have been appointed, along with (most of) the SEND Quadrant Leads and the Quadrant Head of Education and Early Years. They are:

CK

### South quadrant

Assistant Director of Education	Lisa Fergus
SEND Quadrant Manager	Kerry Howard
Head of Education and Early Years	vacant – Maz Norman acting up

### North East quadrant

Assistant Director of Education	Philippa Holliday (starts September)
SEND Quadrant Manager	Ros Somerville
Head of Education and Early Years	Lyn Wright

### West quadrant

Assistant Director of Education	Nicola Woolf
SEND Quadrant Manager	Chris O’Nions
Head of Education and Early Years	vacant (covered by Nicola Woolf)

### Mid quadrant

Assistant Director of Education	Liz Cornish
SEND Quadrant Manager	Tony Sales
Head of Education and Early Years	Alison Fiala

At each meeting (except North East) the Assistant Directors introduced themselves and explained their new role and vision. They have responsibility for the outcomes of all children and young people in their quadrant, from ages 0 – 25 years.

The vision for the services has been considered by the teams:

#### THE VISION

0-25

Whatever your age, stage, unique characteristics, circumstances, strengths, aspiration, we want you to have:

- A positive experience of learning
- Successful progression to where you want to be
- The very best outcomes
- The right to be safe and listened to at all times

**Close to your home and supported by your family and friends.**

#### WORK IN PROGRESS

Establishing:

- Quadrant data and intelligence packages
- Clear lines of accountability
- Functional (but vibrant) collaboration networks
- Efficient communication protocols which join us up well

Developing :

- our working principles
- best collaborative practice that must be sustained

Over the summer and into the autumn term there will be a comprehensive review of the SEND services, including the Education Psychology team, the Statutory Assessment Service and the Specialist Teacher team. Clare explained that service members are aware of the review; there are around 400 people in the service. The review needs to respond to the consultation that took place last year and the aim is to have a new SEND service in place by January 2020.

## b) AREA OUTCOMES AND STATISTICS

The key characteristics for each quadrant were shared at the meeting.

	<b>SOUTH</b>	<b>NORTH EAST</b>	<b>WEST</b>	<b>MID</b>
<b>Districts</b>	Basildon Brentwood Castle Point Rochford	Tendring Colchester	Epping Harlow Saffron Walden	Chelmsford Maldon Braintree
<b>Pupil numbers</b>	65,806	45,599	41,352	53,685
<b>Schools</b>	Special – 7 Primary – 119 Secondary – 24 PRU - 1	Special – 5 Primary – 104 Secondary – 16 CSS - 1	Special – 3 Primary – 101 Secondary – 17 PRU - 1	Special – 5 Primary – 126 Secondary – 18 CSS - 1
<b>Ofsted outcomes</b> (31 March 2018) Current inspections only	<b>G or O 97.7%</b> Outstanding 33 Good 96 RI 3 Inadequate 0	<b>G or O 93%</b> Outstanding 18% Good 75 % RI 7% Inadequate 0%	<b>G or O 89%</b> Outstanding 3 % Good 86% RI 10% Inadequate 2%	<b>G or O 92%</b> Outstanding 19% Good 73% RI 7% Inadequate 1%
<b>EHCP</b>	3.3% (2153 pupils)	3.3% (1499 pupils)	2.7% (1132 pupils)	3.8% (2066 pupils)
<b>SEN Support</b>	9.8% (6480 pupils)	10.8 % (4931 pupils)	9.9% (4089 pupils)	9.4% (5031 pupils)
<b>FSM6</b>	21.7%	26.1%	19.8%	18.3%
<b>Disadvantaged</b>	22.3%	26.6%	20.3%	19%
<b>Looked after</b>	0.5%	0.5%	0.4%	0.4%
<b>Adopted</b>	0.6%	0.6%	0.5%	0.6%
<b>Enhanced provisions</b>	HI 2 S&L 1 Dyslexia 1 ASC hubs 2	HI 2 S&L 1 SLD 0 ASC hubs 1	HI 1 S&L 1 Dyslexia 1 SLD 1 ASC hubs 1	HI 2 S&L 4 ASC hubs 1
<b>PVI settings</b>	175	123	143	182
<b>Childminders</b>	263	213	228	268

Details of Multi Academy Trusts, SLIS Partnerships and Teaching Schools Alliances in each area can be found on the presentations, which are on the EPHA website.

<https://essexprimaryheads.co.uk/meetings/termly-area/>

## c) REORGANISATION OF ATTENDANCE AND MECES SERVICES

The restructure of the Children Missing Education/attendance team is in process. The plan is to separate out:

- attendance support for schools
- CME and elective home education
- Child employment and licensing

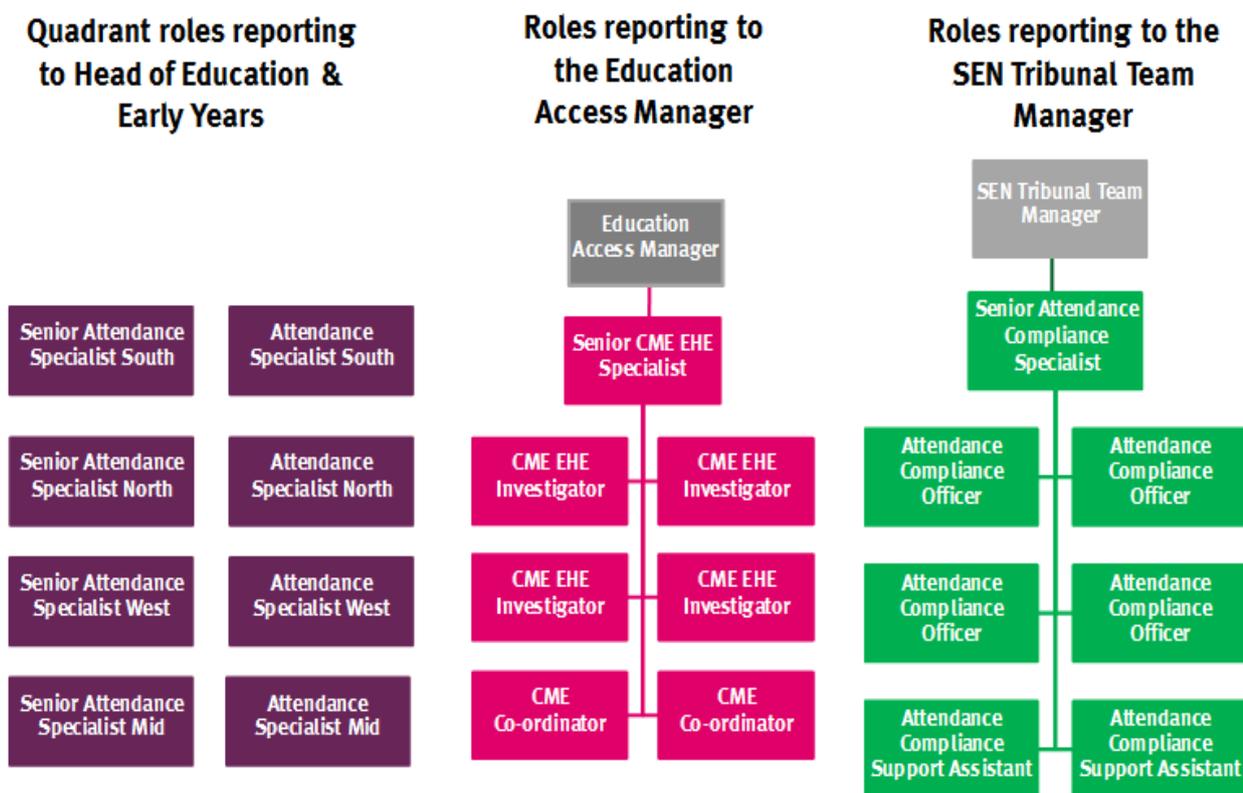
The service has been involved in a consultation and now the aim is to recruit and establish a new service by the first of August. It has been necessary to reduce the numbers in the service (by about 10 staff members) as this was previously funded by the ESG, but this restructure has provided the opportunity to consider the effectiveness and efficiency of the service and redesign it for the future. Julie Keating has been

appointed as the Education Access Manager.

Clare explained that the structure will include two dedicated attendance roles in each quadrant, who will work with schools to improve and develop effective practice around school attendance.

The LA will also create a dedicated Attendance Compliance Service and families may be referred directly into this service. The aim is to improve the referral service and, on the whole, if the paperwork is correct, a referral for prosecution will automatically be accepted. However, Clare noted that, in a number of cases, some prosecutions have been inappropriate and the non-attendance of pupils has been down to social issues, such as that child/young person having caring responsibilities. If referrals uncover such issues, the Local Authority will work with the school to support the family. She confirmed that other attendance companies will be able to refer into the Attendance Compliance Service.

The CME/Elective home education service will be in place to monitor and support those children and young people who come off role. There are currently 1,900 children in Essex who are educated at home. Section1 referrals will go directly to this team.



#### d) SCHOOL LED IMPROVEMENT SYSTEM UPDATE

##### SLIS survey

The Project Board and Leads of Partnerships are using the outcome to plan next steps in terms of ensuring the sustainability and developing maturity of the partnerships.

##### Peer Review Case Studies

12 case studies are in the process of being finalised. These will be then be shared through the partnerships and on info link. They are providing great practice and examples that partnerships will be able to draw on.

Quadrant Meetings have been established with Leads of Partnerships and TSAs and headteachers have been elected to chair each group

- North East – Nicky Sirett
- West - Colin Raraty
- South – Sue Jackson
- Mid – Lisa Feldman

Meetings will also be attended by representatives from the Headteacher Associations.

### **LA SEP time for Partnerships 18/19 (proposal)**

8 Core days per partnership –Universal offer

May be able to submit an expression of interest for extra days

It was noted that the School-Led Improvement Partnership system in Essex has been favourably commented on by Ofsted, and some examples of quotes from inspection reports were shared at the meeting.

### **e) REVIEW OF SCHOOL MEALS ADVISORY SERVICE**

The School Meals Support Service is a non-statutory, chargeable, ECC service providing compliance support to 67% of Essex Schools. The budget for the service is currently top sliced from the Essex LA maintained schools, via the Schools Forum or provided to academies as a traded offer.

Clare reminded the Executive that Schools Forum made the decision to establish the School Meals Advisory Service as a traded service from September 2018. An amount of £1.72 per pupil was de-delegated from the maintained primary schools block to fund the service from April to September (reduced from £4.12 per pupil in 2017/18).

However, she explained that it will not be possible to establish a traded service by September and the service will continue until the end of March 2019, and become a traded service from April 2019.

This leaves the Authority with a gap in funding. Clare explained that she has considered the basic cost of the service and what the impact will be on the Local Authority. She has decided that schools who use the service will be asked to make a notional contribution of around £200 for the period from September to March and this has been agreed by the EPHA Executive. Any shortfall will be made up by the LA. This delay gives the Local Authority a chance to plan for an effective traded service.

Geraldine Smith, who is currently heading up the School Meals Support Service, noted that a short consultation was held at the end of the spring term.

What schools valued:

- Compliance: Support was critical
- Training: The highest add-on preference
- Relationships: You valued the professional support

What schools preferred:

- Pick and mix
- To choose the number of visits
- To design their own package of services

What was holding schools back:

- Cost for smaller schools
- Detail of add-ons
- Financial start dates

## **Compliance**

All schools have a legal duty to ensure the food they prepare and serve, meets the necessary standards to protect consumers.

Schools are legally bound to provide meals to all Key stage 1 children (UIFSM) and other Free Meals Pupils (based upon pupil premium data).

Legislation in place that schools must work to is:

- The Food Hygiene (England) Regulations, 2006.
- EU Regulation No. 852/2004 on the Hygiene of Foodstuffs
- The Food Safety Act 1990
- The School Food Plan (School Food Standards 2015)
- Health and Safety at Work Act 1974

## **Schools need to manage**

- Effective and efficient service delivery
- Compliance (audit, record and review)
- Training by a competent trained person
- Changes to legislation
- Menu planning and food presentation
- Continuous service development and innovation
- Catering team development and performance
- Developing and driving meal uptake
- Business planning and financial efficiencies
- Supplier price negotiation and sourcing
- Kitchen design and development

## **Proposed offer for March 2019**

Geraldine shared a detailed proposed offer for the traded service in March 2019, including the pricing structure and numbers of visits allocated to a school. The decision has been taken to charge schools in bands, according to numbers on role. There was some concern about the increase in charges when a school tips into a higher bracket (e.g. a school with 99 pupils would be charged £400, while a school with 101 would be charged £700). Headteachers suggested that the band margins should be based on form entry plus a few – e.g. a one form entry school 210 pupils plus a margin – i.e. 220 pupils.

Geraldine agreed that this could be discussed further. The school meals headteacher advisory group, which met last year to discuss the proposals, will meet later in the term to discuss the proposals.

## **f) SEND STRATEGY UPDATE**

Ruth Sturdy, Schools Effectiveness Lead for Inclusion, reminded headteachers that the number one priority for the Local Authority this year is to achieve greater inclusion and effective support for children with special educational needs. A Headteacher Round Table has been established with a particular focus on the challenges of SEND in mainstream schools and with the aim of developing a mainstream strategy.

Progress so far

- The Essex Inclusion Statement has now been agreed by the Headteacher Roundtable, and the expectation is that all school leaders and their governors will sign up to the statement.
- Universal provision expectations ( minimum expectations) work beginning-linked to SEND strategy and using the current SEND provision guidance as a starting point

- Outcomes Framework initial version complete and training programme being developed ready for roll out in September
- Partnership SENCOs identified- space for more – there are about 30 across the county
- SEND Peer Review – the one conversation about SEND- first training completed led by David Bartram OBE, pilot reviews taking place by the end of term. More free training to be delivered in September.
- Discussion about exclusions with ASHE and the start of a conversation with EPHA at EPHA Executive meetings.

## **Exclusions**

Ruth acknowledged that it is a challenge to keep some young people in mainstream schools, and she accepted that headteachers have the right to exclude pupils. However, the LA wants to find out from schools what support they need to manage challenging children and, ideally, to avoid exclusion.

The ASHE Council discussed the issue of exclusions and came up with a number of proposals. These included:

- Develop a managed move protocol across the County including when they are appropriate, when they can be terminated, when pupils transfer to their new schools
- Protocol for when elective home educated children return to school
- Seek a commitment from schools to admit a pupil returning from a PRU, managed move or PR1's every time they use permanent exclusion
- Ensure county- wide data is made available at each EPHA meeting from the LA.
- There is a need to address social factors which are leading to exclusions – gangs, county lines, drugs, knives
- Develop an expanded offer from PRUs – outreach and short-turn around provision
- We need to review the arrangements for anxious school refusers and pupils with mental health needs
- We need transition plans for primary pupils in PRUs, GROW or those at risk of disengagement in Year 7
- Look at other models to learn from them and adapt them to our needs

## **The following comments were made at the primary headteacher meetings:**

### **South**

- There is a need for mental health services in schools
- There is a need for staff support (supervision) when they are working with complex children
- Funding – pupils with SEMH needs often need high levels of support and schools struggle to find this. It costs a lot when they are “holding” children while different provision is found for them
- The system plays on the morality of HTs- who worry about the impact of children with SEMH needs on others
- Mainstream schools are about education – these complex pupils affect others and their education
- Quality first teaching is not going to solve some of the needs of our most complex children- sometimes it feels like people are saying it will
- Parents need support too
- Geography can affect whether agencies will get involved with a family (family moving from one LA to another due to eviction and no one taking responsibility for their needs)
- Funding for EHCPs – the banding has resulted in reduced funding – reduced

- support follows and then increased exclusions
- Limit to capacity in schools
- Complex SEMH needs has an effect on recruitment and retention- it's difficult to recruit staff and when you do they are often inexperienced and therefore do not have the skills to meet needs and they leave- cycle
- Need to invest more money
- There was a concern that at secondary school the pastoral support and care pupils get is not as good as at primary – significant numbers excluded in yr 7 – is this true?? Primaries say they know it's going to happen and to which pupils
- EWMHS “abysmal”

### **North East**

- Heads are desperate to avoid exclusions
- Need for an holistic approach to families not just the child
- Need more resources
- Complex ASC is a challenge – often families have complex needs too- need more genuine expertise and funding
- KS2/3 transition – secondary schools don't meet need and children are vulnerable
- No funding when the issues are social
- SAS needs to take account of context when placing pupils
- Outreach support from schools with expertise would be great – we need practical support
- There are staff implications in meeting the needs of some pupils – safeguarding complaints following some situations-
- Essex Steps got a positive mention
- Some of the situations all pupils witness are traumatic for them – need access to counselling for them
- Early years are letting children down – they are sending us children who are non-verbal and still in nappies
- There is a lack of identification of need at the earliest stages, including medical needs
- What are health professionals doing?

### **West**

- Essex Steps effective intervention but very expensive to keep two trained people in school – it does lead to whole school approach though which means exclusions are decreased
- Concerns about Essex admissions not having enough information about pupils before they start in schools and so no time to plan for their needs. This can lead to a fixed term exclusion while schools try to re- group and plan for some complex pupils
- Mary Evans described a form she had from another LA which required comprehensive information about a child who was moving to their LA
- Concerns were expressed about other councils buying offices to turn into housing for families and that no planning had been possible for this as there did not seem to have been any communication about this to any services. This is putting a strain on schools as some of the children from these families have high levels of need
- There is sometimes tension between governors approaches to pupils with high levels of SEMH needs and HT's approaches
- It would be useful to have a “menu” of what support is available and where there are possible sources of funding for the work schools want to do. At the moment

it's not information everybody has

- Suggestion that we adopt the Suffolk model of half termly “clinics” where schools can present cases and get support and advice
- Concerns expressed about the transition from Primary to Secondary school and the increase in exclusions which were seen to be related to changes in support offered
- Concern that information from primary schools was not being shared and that class teachers were unaware of the needs of pupils as a result. This is leading to them not being aware of the barriers to learning and not planning to remove them

## Mid

- A lot of SENCos (and support staff) are delivering excellent intervention, nurture and support groups. Where schools struggle is managing the Band 4 children, who need intensive support, are often aggressive. GROW provision is effective, but numbers are extremely limited.
- There are inconsistencies across schools around how much they will tolerate. One head said that the only time he got a reaction (and support) from the LA was when he threatened permanent exclusion.
- Fixed term exclusion gives brief respite to staff and other pupils but doesn't help or address the problems that the excluded child has.
- There is very little therapeutic help available
- Advice from different teams, e.g. Statutory Assessment Service, Specialist Teacher Team, differs and is sometimes contradictory.
- No doubt that the LA wants to improve things, but the available support just isn't there. Schools need funding and resources to provide the support that these children need; there is very little choice for parents.
- One head noted that her school is well-supported by SEN, but she is frustrated by having to “prove” what is SEN and what is SEMH. Lack of trust in the professional understanding and experience of school staff.
- One headteacher has just had to go through a tribunal which has cost the school £10k, and with no support from SAS
- Schools want more support and decisiveness from the LA when giving parents advice. They understand the right of parental choice, but noted that there seems to be a reluctance from the LA to state any view, so parents are getting mixed messages about what provision is suitable for their child
- Parents who work with the school to support their child make a huge difference to how problems can be addressed
- Problems are not identified early enough – there are an increasing number of very young children with significant problems
- When excluded pupils transfer to secondary, schools are often not given sufficient information to ensure effective transition

## g) SCHOOLS BROADBAND – REVIEW OF SERVICE

Sean Russo, Traded Development and Commercial Development Team Relationship Manager, was welcome to the meeting. Clare noted that there is recognition that the service needs investment and as schools have bought into Schools Broadband for the next two years through de-delegation of funding, it is essential that the best offer and service is provided.

Sean explained that the Traded Development and Commercial Development Team has been asked to review the service as a commercial proposition.

They are asking some fundamental questions;

- Are the customers happy?
- Would they purchase this service by choice?
- Is the pricing clear?
- Do customers understand what is being provided?

Sean stated: “Unfortunately, we didn’t see a very positive picture! Interestingly, we noted that an independent review in 2016 suggested that the service **does** provide value for money, but to be honest if customers don’t think so then that’s almost irrelevant.

We admire the principle of making broadband affordable to **all** schools, and ensuring rural schools can afford the service, and agree this is one which should be held at the **heart** of the offer. However, we don’t understand the pricing. So, whilst we’re still in the early stages, we’re trying to explore how we can introduce clear and fair pricing. After all, we assume you don’t get additional funding if you’re further away from an exchange, so how can we make sure that you’re not paying disproportionately more than a school which happens to be right next to an exchange?

We also want to understand the barriers schools are having, to see how we can put in place measures to address these.

That’s it, it’s a simple commercial proposition.... I have left business cards on the table outside if anyone wants to get in touch directly. Once we’ve worked up a proposition we’d love to be able to test it with you, so please do get in touch if you don’t mind being a sounding board. **Thank you.**”

Sean asked headteachers to contact him with comments and suggestions at [traded@essex.gov.uk](mailto:traded@essex.gov.uk)

The Schools Forum Broadband sub-group will meet on 27<sup>th</sup> June to discuss the proposition further.

#### 4. **MANAGING ADMISSIONS TO GROW AND ENHANCED PROVISION**

##### **South meeting**

Steve Phillips, head of CSS attended the South meeting to inform headteachers about future admission to enhanced provisions.

As from September 2018, the Primary SEMH Panel will become the sole referral route to the existing expanded Primary Enhanced Provisions in the South of Essex and for Primary aged Positive Referral places at The Children’s Support Service (CSS).

The Enhanced Provisions aim to support pupils to improve their behaviour and engagement by working directly with the young person at an Enhanced Provision and then reintegrate them successfully back into their school after an agreed amount of time (no longer than 3 terms). These places could be full or part time. A CSS Positive Referral has the same aims but results in the pupil being reintegrated into a different school at the end of their placement.

The Enhanced Provisions are:

- The Re-Start Unit (KS2) at Canvey Junior School  
[GemmaBurton1@canvey-jun.essex.sch.uk](mailto:GemmaBurton1@canvey-jun.essex.sch.uk)
- The Arc (EYFS and KS1) at The Ghyllgrove Infants School

[lisapatmore@ghyllgrove-inf.essex.sch.uk](mailto:lisapatmore@ghyllgrove-inf.essex.sch.uk)

- The Atrium (KS1 and KS2) at The Hearts Academy

[a.cansdale@heartsacademy.uk](mailto:a.cansdale@heartsacademy.uk)

For more information about these provisions please contact them directly using the email addresses above. For information about CSS Positive Referrals please contact [Steve.phillips@css-essex.co.uk](mailto:Steve.phillips@css-essex.co.uk)

**The SEMH Panel** itself consists of staff from the Enhanced Provisions, the Local Authority, CSS, the Educational Psychology Service, the Specialist Teacher Team and representatives of Primary Schools.

The Panel offers a continuum of support to primary schools in the South of Essex aiming to:

- Ensure the effective use of places at the Enhanced Provisions in the South of Essex and at CSS, by ensuring a transparent and rigorous referral process involving a consensus of opinion between the Provisions, other professionals and the Local Authority.
- Increase the capacity and ability of primary school staff to assess, understand and work effectively with their pupils by offering advice and signposting schools to appropriate support.

It is not expected that pupils with EHCPs will be presented at the Panel unless there is a clear and time limited piece of work identified for the Enhanced Provision or CSS to undertake with the child. Any such referral must have support from the Statutory Assessment Service. Not all children will be shortlisted, but the panel will produce an action plan for every pupil who is referred.

Local Authority referrals to the provisions will be referred to the Panel in the interests of transparency although these may have been agreed in advance as they are likely to be pupils without appropriate provision, or pupils who have been permanently excluded from school.

The Panel does not replace or change the referral process for any other service i.e. the E.P Service, Specialist Teacher Team or The Statutory Assessment Service.

To access support from the Panel please complete the referral form on the back of this page and email it to [Steve.phillips@css-essex.co.uk](mailto:Steve.phillips@css-essex.co.uk) and [Janice.edwards@css-essex.co.uk](mailto:Janice.edwards@css-essex.co.uk) or contact Steve on 07484 083863 with any questions or queries. If appropriate you will be contacted for further information and invited to present/discuss the pupil at the next available panel meeting. Panels are held every three weeks at the CSS Daws Heath Centre.

Additional referral forms will be required to be completed if a pupil placement at CSS or an Enhanced Provision is agreed at the Panel.

The fee for a placement at an Enhanced Provision or CSS is based on pupil AWPU and transport is arranged and agreed by the referring school, parents and the identified provision.

### **North East and Mid meetings**

Steve Whitfield attended the West and North East meetings to inform headteachers about the admissions to GROW. He stated that conduct in the early years is the most reliable indicator of how children will behave and succeed in school.

Learning over the past years

- **Challenges and tensions about referrals**
  - high demand and how to prioritise; school and LA referrals
  - what happens when there is no space- waiting lists don't seem to work
  - how do we really know a referral is appropriate
  - how to engage in meaningful partnership and maintain parental confidence in the partnership
- **How to create a system that**
  - is fit for purpose
  - has a flow through it
  - is fair and transparent
  - **How to attract the staff to join the teams**
  - this is work that demands special qualities
  - supported thorough training and effective support
  - providing a career path for these people

### **Working in partnership with North East Essex Cooperative Academy (NEECA) Why?**

- the children often have the same profiles and same needs
- peer support and review
- to increase capacity
- to create and enable flow through the system; enabling and preparing children to find a way back into their own communities
- to enable children to have a roll status

Referrals are from NEECA, Wells Park, Statutory Assessment Service, and from schools.

Where do pupils move on to?

- Referrals from mainstream are always within a partnership- the child will remain on roll and will return to the school
- Referrals from NEECA always need an exit at commencement- we thus need willing partners to give the children another chance
- Referrals from Wells Park normal exit is the mainstream secondary but not always
- Referrals from LA SAS normal exit is the GROW mainstream provision

## **5. ESSEX STEPS**

Joel Shaljean attended the meetings to give information about Essex Steps.

- To date staff from over 350 settings have received Step On training in Essex.
- 75 Special School Tutors trained
- 60 Mainstream Tutors trained
- Up to 90% restraint reduction in settings
- Consistently significant improvement in confidence following training

From now on training will be delivered by training staff to become Steps Tutors. This training will enable staff to become a Steps Tutor to provide 'Step On' training and consultancy to staff within their own setting. Settings are encouraged to build a small team with a minimum of two tutors. These tutors can work together to continually influence practice as well as maintain 'STEP ON' certification within their setting. The course provides the Essex Steps product to staff who already have a therapeutic attitude to children, an ability to present and an aptitude to efficiently acquire the Essex Steps skill set.

Essex Steps tutors are certificated to be a resource for the setting in which they work. Tutors are not certificated to provide training or consultation on a voluntary or paid basis outside of their own school setting.

The presentation provides dates for Tutor training and for the quadrant meetings. For all bookings please contact:

[essexsteps@esset.org.uk](mailto:essexsteps@esset.org.uk)

Also see [www.esset.org.uk](http://www.esset.org.uk) for all info related to courses next year, including refresher training for existing tutors

The full presentation is available on the EPHA website

<https://essexprimaryheads.co.uk/meetings/termly-area/composite/>

Joel referred to the 2016 DfE guidance -Mental health and behaviour in schools – available on the EPHA website

## 6. VIRGIN CARE/BARNADO'S CONTRACT WITH SCHOOLS

West and Mid meetings

Celena Saddington – Quadrant Manager West

Kate Walder – Deputy Manager Mid Essex

On 01 April 2017 and following a public competitive tender process by Essex County Council (ECC) and West Essex Clinical Commissioning Group (WECCG), Barnardo's as a sub-contractor to Virgin Care Services Ltd (VCSL) commenced a new contract to deliver an integrated pre-birth to 19 Child and Family Wellbeing Service. In doing so, Barnardo's and VCSL took over the employment of around 1300 staff from 10 different organisations. The range and the quality of service provision varied as did the skills, competencies, training and job role definition of the combined workforce.

### The Contract combines

- 0-5 Healthy Child Programme includes Health Visiting,
- 5-19 Health Child Programme Includes School Nurses,
- Healthy Schools Programme-Improving health & well-being of children in school
- Family Nurse Partnership (FNP) model
- Support for young mums with their first child
- Sure Start Children's Centres Community based support for children and families

Critical to the successful delivery of the proposed new service is the integration of resources to deliver a range of activities that were historically and traditionally carried out in isolation by social care and third sector staff from children's centres and by health staff from health visiting and school nursing teams. The new service delivery model is based on the integration of the services and the creation of new multidisciplinary 'Healthy Family Teams' (HFTs) which will be centred around specific secondary schools, feeder primary schools, nurseries and local communities. Staffing within each HFT will include a mixture of professionals working from pre-birth to 19 from both Barnardo's and VCSL. The aim is to create a "service without walls".

Each quadrant includes Healthy Family Teams operating from hubs, comprised of:

Integrated teams- Quadrant Managers

South - Nikki Lee

North East - Lizzie Kingsford

West - Celina Saddington

Mid - Zoe Oddy

Each Quadrant Team Manager also has a specialism; Zoe Oddy focuses on schools, school readiness and healthy schools, while Nikki Lee focuses on Early Years 0-5 and health visiting.

- Healthy Family Team Leaders (from Barnardo's and Virgin care)
- 1 Hub Coordinator
- School nurses, Children and young people practitioners(schools), Community Development Workers Neighbourhood and Schools, Health Visitors, Healthy Family support workers Healthy family support assistants, public health specialists

The service also manages the Essex Healthy Schools Programme, a school health improvement strategy which builds on the commitment within Essex schools to better the health and wellbeing of children and young people.

- They provide a strategic framework for schools to reflect on the relationship between health and achievement. This maximises the potential for development and innovation at a local level to improve health and wellbeing.

Universal delivery, EYFS, Key Stages 1 and 2

- School Entry New Parent talks
- School Entry Health Assessment: Vision screening, NCMP and hearing on request
- Link Practitioner
  - Termly Visit
  - Public Health Information, Advice and Guidance
    - *Urgent Medical Advice call 111*
- Link Healthy Schools Engagement worker, to provide support with population needs assessment and response.
- YR 6 NCMP
- YR6 Transition Talk
- Public Health Information (linked to National Health Promotion Calendar) provided to Schools for circulation
- Accessible community drop-ins within ALL Family Hubs and Delivery Sites

Community based services include

- |   |                                    |
|---|------------------------------------|
| • Prebirth to 19 (25) Centres)          | Family Hubs (previously Childrens  |
| • Community Paediatric Services         | Dietetic service                   |
| • Speech and Language Therapies         | Allergy service                    |
| • Physiotherapy                         | Continence service                 |
| • Occupational Therapy                  | Specialist School Services         |
| • Community Children's Nursing Services | Paediatric Liaison Health Visiting |

Virgin Care/Barnardo's also offers free PSHE training and resources in response to identified public health need (based on their Key Performance Indicators).

Headteachers had some concerns about the training on offer, particularly around PSHE and transition, which they felt schools already manage well; there was a feeling that this training is being duplicated, and the valuable time of health professionals is being taken up delivering this training. It was argued that what schools want and need from the health professionals is specific training about how to manage children with health issues, including asthma, epilepsy and, in particular, Epipen training. One headteacher in West expressed his worry and disappointment that school nurses no longer offer Epipen training to all staff in schools; he argued that, although a small

number of staff in a school can be trained, this may not prevent a serious tragedy if trained staff are not available in the event of an emergency.

Another concern was expressed, that the majority of school nurse time is taken up with attending Child Protection conferences.

It was **AGREED** that these concerns should be discussed with managers at Virgin Care/Barnado's.

## 7. **EVOLVE INTERVENTION**

Emma Prince, Helen Prince and Phil Turner attended the meetings to give information about Evolve Intervention alternative provision service.

The service offers offer one-to-one mentoring, coaching and tuition as well as group work, training and consultancy. The coaching and group work interventions usually run for at least 6-8 weeks but can be tailored to a school's requirements. Mentoring is designed to be a longer term intervention so that the child or young person can truly benefit from building a strong working relationship with their mentor and have a developmental focus. All Evolve Intervention practitioners are fully insured and enhanced DBS certified.

The service has been founded to meet the needs of the growing number of children and young people aged 8-18 who are struggling without support. Their practitioners are highly skilled and trained professionals who are totally dedicated to improving outcomes for children. Their experiences in schools and other settings have highlighted the huge increasing deficit in intervention provision.

Evolve accepts referrals from any professional working with children or young people, such as teachers, pastoral workers, social workers, local authorities, and so on. They will come to the setting to work with the child/ren referred to them; this approach permits us meet with the children in a familiar environment and enables us to continue to be cost effective in times of restricted budgets. They can also offer training and consultancy for your staff and settings in a number of areas linking to effectively supporting children and young people.

More information, including how to make a referral are on the Evolve Intervention website <https://www.evolve-intervention.com/>

## 8. **DATES AND TIMES OF FUTURE MEETINGS**

### **Area Heads Meetings**

Autumn term 2018

N-EAST	Wednesday 7 November	Weston Homes Community Stadium
SOUTH	Thursday 8 November	Holiday Inn, Basildon
MID	Wednesday 14 November	Chelmsford City Football Club
WEST	Thursday 15 November	Weston Homes Business Centre, Takeley

Spring term 2019

N-EAST	Wednesday 6 March	Weston Homes Community Stadium
SOUTH	Thursday 7 March	Holiday Inn, Basildon
WEST	Wednesday 13 March	Weston Homes Business Centre, Takeley
MID	Thursday 14 March	Chelmsford City Football Club

Summer term 2019

N-EAST Wednesday 12 June

Weston Homes Community Stadium

SOUTH Thursday 13 June

Holiday Inn, Basildon

WEST Wednesday 19 June

Weston Homes Business Centre, Takeley

MID Thursday 20 June

Chelmsford City Football Club

### **EPHA Conferences**

Deputy/Assistant Headteachers' Conference

Friday 5 October 2018

Weston Homes Community Stadium

Headteachers' Conference

Friday 22 March 2019

Stock Brook Country Club, Nr. Billericay

Pam Langmead

EPHA Professional Officer

[pam@langmead.me.uk](mailto:pam@langmead.me.uk)

01621 786359

07791 143277