

SCHOOLS FORUM

Oakfield Outreach Traded Service Offer

18 June 2015

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	
Academies	X	Foundation Stage	X
PVI Settings		Primary	X
Special Schools / Academies	X	Secondary	
Local Authority	X	Post 16	
		High Needs	

Purpose of Report

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

1. This report updates Schools' Forum on Oakfield Short Stay School 'Behaviour Outreach Traded Service' developments

Recommendations

2. That Schools Forum is asked to:
 - note the progress made on developing the behaviour support outreach offer;
 - note the outcome of the consultation with schools on the details and costs of the traded outreach service;
 - note that the 'business plan and draft financial model' have been approved by the Traded Services Board on 22nd May 2015 and by the Children and Family Services Departmental Transformation Board on 3rd June 2015;

- note the intention to promote the service to schools as soon as possible to begin trading at the start of the academic year 2015/16;
- note that further modelling will be undertaken in mid-September to provide actual vs forecast financial position for final sign off for trading with ;
- note the further activities required prior to service becoming operational, as detailed in the next steps section.

Introduction

- 3) On 18th September 2014, Schools Forum agreed to use funding from the Dedicated Schools Grant (DSG) reserves to provide the resources to pilot a Behaviour Support Outreach Service from Oakfield Short Stay School. This paper provides an update on the Traded Service that has been developed as a result of the successful pilot project.

Background

4. In December 2014, the Children and Family Services Department Transformation Board gave a mandate that a traded outreach service offer should be developed to address the issues experienced by mainstream schools and Oakfield Short Stay School.
- 5) This proposal has been developed in response to the Transformation Board's request.

Proposal

- 6) The purpose of the traded outreach offer is to develop targeted support for schools alongside an increasingly strong school-to-school support system that reduces the number of children excluded from primary schools and the number of pupils at risk of exclusion requiring dual-registration at Oakfield Short Stay School.
- 7) Through the introduction of the new traded service the outcomes that are intended to be achieved are:
 - A reduction in the number of children permanently excluded from primary schools;
 - A reduction in the number of requests from schools for pupils at risk of exclusion to be dual-registered with Oakfield Short Stay School;
 - A structure that empowers schools with the tools required to develop their own strategies, based on sound understanding of behaviour management to meet the needs of children with social, emotional and mental health difficulties;
 - Increased capacity in schools for the early identification of circumstances which can lead to pupils experiencing difficulties that may manifest themselves in challenging behaviour;
 - An increase in the number of schools taking part in school-to-school improvement initiatives to represent 50% of the pupil population.

The objectives of developing such offer are to:

- Reduce the number of permanent exclusions by 10% annually;
- Reduce the number of requests for dual registration at Oakfield Short Stay School by 20% annually;

- Increase the number of schools judged by Ofsted to be good or outstanding for behaviour & safety to 90%;
- Increase the number of schools taking part in school-to-school improvement initiatives to represent 50% of the school population.

Consultation on the Traded Outreach Offer

- 8) The outreach offer was initially scoped at three levels, the differentiating factor being the level of outreach provided to subscribing schools (appendix 1 describes each offer). The intention had been to provide a range of small, medium and large schools with potential options and costs to determine the final offer that will be available on a subscription basis from October 2015. Based on affordability of offer 3, a decision has been made by the senior managers not to consult on offer 3.
- 9) At the beginning of May a s number of Head teachers which included those who had been involved in the pilot scheme this year, were contacted to ascertain their views. This in turn informed a larger consultation around Offers 1 and 2 to the 55 Head teachers attending three Leicestershire Primary Heads' conferences. Affordability was a concern for all schools but especially for small schools who were willing to pay a small amount as insurance, realising that they are unlikely to draw upon the behaviour forum and outreach services; it should be noted that following consultation with schools all funding for behaviour support was delegated to primary schools in 2013. Offer 2 would be most acceptable for medium and large schools both in terms of affordability and also with regard to the depth and breadth of the support provided by Oakfield. It is, therefore, Offer 2 that will form the Outreach Traded Service.
- 10) The Service offer, which is detailed in the business case, includes; advice and support, consultancy, training, observation, assessment, practical strategies and advice. Services are offered at whole school level to relevant staff for the situations identified by the school and could include the Headteacher, SMT, Governors, SEN Coordinators, Inclusion Managers, NQTs, Teachers, Teaching Assistants and Learning Mentors for children with significant and complex needs.

The Traded Service

The service offer entails:

<u>Telephone Contact</u>	Rapid access via telephone and/or email support will be provided for crisis consultation and advice for schools experiencing difficulties in managing young people presenting with challenging behaviour. Following the initial contact a specialist will respond back to the school within 24hrs of the receipt of the request.
<u>Website</u>	A membership based website with tips and strategies will be available for schools to access via a user name and password. The following will be available: <ul style="list-style-type: none"> • teacher strategies and classroom management of learners with social, emotional and mental health issues (SEMH), • support and guidance on developing programmes of behaviour management and behaviour modification for individuals or groups of learners,

	<ul style="list-style-type: none"> • support for classroom management and organisation, • on-line discussion forum also to include the specialist to respond. • online resources and signposting to research and articles.
<u>Fortnightly Forums</u>	Member schools will have the opportunity to attend fortnightly behaviour forums to discuss and address behaviour management needs within individual schools or groups of schools in a group setting. Each school attending will be required to complete a form describing the issues they are facing which will be discussed. At end of the forum meeting short, medium and long term actions will be agreed.
<u>Continuing Outreach</u>	Following attendance at a fortnightly behaviour forum there will be three half-day follow up visits to the subscribing school to meet with staff, observe pupil(s), assess needs, offer recommendations and support the school in implementing recommendations and the agreed medium and long term actions
<u>Training</u>	A termly themed workshop will be available for one member of staff providing opportunity to network, build on skills and share CPD in their own school.
<u>Conference</u>	An annual half day conference on behaviour related matters where one place per school will be allocated. This conference will be delivered by a key note and specialist services speakers and there will be number of workshops related to current issues raised by schools.

Financial Model Development Methodology

- 11) The financial model has been developed by identifying the types of activities and resources required to deliver the service. It uses January census pupil data detailing the number of pupils on roll in each school. The models have used a range of take-up rates to provide a full understanding of the risks and potential benefits and losses.
- 12) All direct and indirect staffing costs and other overheads have been identified for each offer and a set of staff requirement assumptions have been developed to support the rationale for increased resource requirements in differing levels of the offer.

Initially several options for charging/subscription have been considered;

- per school
- per pupil
- a banded model
- a flat rate plus per pupil charge

- 13) The consultation with LPH was based on a model using a flat rate per school of £350 plus a per pupil charge of £7.50. In order to not run at a loss, at least 50% of schools would be required to buy in to the proposed traded service offer. Looking in detail at the size of schools involved in the pilot scheme this year and using the same proportions of schools buying in, an operating surplus of £31,657 would have been achieved, if this model was implemented.
- 14) A key success factor for realising the outcomes outlined above is the affordability of the offer and the willingness of schools to subscribe to it. The consultations indicated that the charges to schools in the proposed model would be too great. The smallest school would pay £537.50 and the largest school £4857.50. With this in mind, an alternate model has been developed with operating costs being kept to a minimum to determine an affordable unit cost. The financial model presented aims for 'full cost recovery', charges the smallest school £125 and the largest £3505. These costs are within the tolerances suggested at the consultation.
- 15) Assumptions in the initial financial model propose that the staffing requirements need to increase with the proportion of schools that buy in to the service. While this is true to an extent, in reality there will be a limit to the number of pupil-cases referred through this process and lower-level cases will be managed through referral to a number of additional resources including websites, teaching school alliances and other services such as Educational Psychology.
- 16) Further analysis has been completed using a range of take-up rates, comparing income against the cost of delivering the service. It is noted that there may be a small surplus recorded at the end of the first academic year with 63% take-up from schools. In the consultation at LPH, 85% of those present indicated that if the price was right they would buy into this service (55 out of 223 teachers, attended the LPH conferences).
- 17) Based on the modelling done to date and the consultation that took place with LPH, it is proposed that the outreach service, subscription rate is set up at £5 per pupil and a flat rate per school, as outlined below, to commence the promotion of the service from September 2015.

Number of pupils in school	Flat rate per school £	Charge per pupil	Number of schools
<100	0	£5	43
101-199	100	£5	64
200-299	200	£5	53
300-399	300	£5	38
400-499	400	£5	14
500+	500	£5	11

The service will begin to trade from Monday 31st August should there be sufficient take up to make it financially viable. It is also proposed that further financial modelling is completed at the end of September once take up rates are validated for sign off by the Transformation Board and DMT.

- 18) Should a school not buy in to the traded service then request support from Oakfield of the type described in the Outreach Traded Service model, schools will be expected to buy in to the service paying the full-year cost at that point.
- 19) Oakfield Short Stay School staff will charge for their services when providing ad hoc advice to other organisations such as external agencies and alliances with senior leaders charging £450 per day and Subject Leaders £350 per day.

Further conversations around the developing relationship with the behaviour partnerships and secondary schools will take place once the traded service model has been determined.

Strategic risks

Risk	Contingencies
Not enough schools want to buy in to the traded service offer to make it financially viable.	Use LPH meetings to promote the traded service, visit those schools already involved in the service pilot to garner their support and commitment, contact schools with grades 3 or 4 for behaviour to promote the service and highlight the benefits of buying it in.
Teaching staff at Oakfield are absent and unable to offer the traded service outreach element in the quantity required.	The Deputy Head Teacher Outreach post provides additional capacity from September to support this service and provide some cover for absent colleagues. Teaching Assistants are encouraged to develop expertise and provide short term teaching cover to release teachers where needed.
Ofsted changes to the framework make achieving a good behaviour judgement more difficult due to the inclusion of other factors.	Analyse inspection reports where schools have been judged to be less than good to identify specific requirements for behaviour support.
The service is not traded and as a result the number of permanent exclusions rises alongside requests for dual registered placements.	The newly appointed Deputy Head for outreach services works with schools considering exclusions to prevent or overturn permanent exclusions. Placement at Oakfield may then need to be restricted to only those pupils who are permanently excluded; enhance the speed of admissions to specialist provision where possible – this is an expensive model at approximately £60,000 per placement; explore the development of similar provision in localities across the authority – again an expensive option; seek a change

	to the PRU admission number from DfE.
The minimal operating model does not provide enough staff cover to meet school demand who want action for their money.	Develop good website resources and links to other support mechanisms.

Dependencies

The following dependencies have been identified:

- The service will only be provided if there is sufficient take up to make it financially viable.

Assumptions

Following are a set of assumptions made in the development of the traded offer:

- The firm commitment to be sought from schools in June continues when the new term starts;
- Recruitment and availability of staff;
- Schools have budgets available part-way through the year to subscribe to the service;
- Resources required and calculated for 62% take-up (equalling 132 schools) are sufficient to deliver the service;
- Assumptions used for staffing requirement are correct.

Quality Assurance

20) The subscribing schools will be given opportunities to feedback on Oakfield's performance and the support and advice they received. Any feedback received will be analysed by the Service Manager and areas for improvement will be identified; appropriate actions will then be taken to improve the quality and efficiency of the service. The staff responsible for developing content, supporting and advising schools will be competent and supervised by The Service Manager. The learning and development needs of staff will be taken seriously as they will be acting as an ambassador of the organisation and their competence and interaction with schools will be important to the success of the new service.

21) The Service Manager will quality check the advice given and supervise the caseloads of Oakfield staff involved in outreach services. Via regular line management meetings between the Service Manager and the Head of Strategy for the Achievement of Vulnerable Learners, the traded service will be monitored. Half-termly reports on the numbers of schools and cases involved in the outreach work will be analysed and sample case-studies evaluated to monitor the quality and effectiveness of the traded service.

Next Steps

22) Following the approval of the final offer and the subscription rate, the following activities will need to be completed in order for the trading to commence in September:

- Develop a marketing plan including, communication activities, general and targeted campaigns (for schools that have specific behaviour and/or capacity related issues identified);

- Set up financial processes to charge schools and recover costs;
- Set up financial and operational processes to monitor take up to agree strategies to ensure continuing sustainability of the services;
- Develop a service plan (scheduled meetings, CPD events etc);
- Develop a Service Level Agreement;
- Develop the website

The school business manager and the finance manager, supported by specialist local authority staff, will lead on the completion of these activities.

Resource Implications

The traded offer has been developed on the 'full cost recovery' basis. It is essential that the service be traded only if sufficient take up makes it financially sustainable.

In order to fully appraise the sustainability of the offer, further analysis will need to be completed in September when schools confirm their intention to subscribe.

Equal Opportunity Issues

The pupils who are subject to this provision are highly vulnerable therefore their safeguarding will remain a key priority within the planning process.

Background Papers

- Schools Forum, 20 February 2013,
- Schools Forum, 18 September 2014,
- Traded Services Board, 22nd May 2015,
- Transformation Board, 3rd June 2015.

Officers to Contact

Chris Connearn
Head of Strategy – Achievement of Vulnerable Learners
Children and Family Services
Telephone: 0116 305 5138