



Delivering an all-through SEMH provision within Berwick Locality.

An initial draft proposal from Berwick Academy
and Berwick St Mary's CE First School

Rationale

The following proposal is based on evidenced based current good practice models working within a 2-tier structure, with the aim of providing a coherent and inclusive locality-based provision for the growing need of SEMH within the Berwick area, allowing SEND learners the opportunity met within their local area for schooling and remain connected to their community and peers. Along with providing a local family offer of support and advice.

The aim of the offer is to meet the needs of students with SEMH in delivering positive and appropriate learning experiences to best prepare them for their next stage in education and life. There will be a clear focus on maintaining as much appropriate mainstream access as possible, therefore enabling students to receive a broad and balanced curriculum offer that will build on their own aspirations, as well the requirements of a successful post 16 experience.

Although a local centric offer, this proposal will deliver the aims of a best practice SEND approach for children with SEMH and ASD within the new statutory framework. For instance, we aim not to deliver a curriculum that just prepares children for post education through providing basic life skills lessons, but rather a bespoke curriculum ensuring those with SEMH can achieve their full aspirations academically and technically, with provision of life skill teaching simply a part of the QFT all students will receive.

Strategic

The structure of the offer will be aligned with existing SEND provision at the Grove through sharing expertise and applicable resources, however due to the variance of needs for the 2 separate groups the provisions will be spatially separate and where appropriate with other alternate provisions.

A memorandum of understanding from all three schools will be produced to secure lines of accountability for outcomes for pupils and external inspection.

Initial capital funding for the provision will come via the published identified funding streams linked to the on-going partnership restructuring, with other external sources also explored. Additional funding may also come from Northumberland County Council's establishment of Specialist Support Base (SSB's) initiative.

On-going operational funding will come through the commissioning of places, using the current financial high needs SEND model used across NCC, including the implementation of SSB's.

Strategic delivery partners and leadership structure

Strategic delivery partners:

- Berwick Academy
- Berwick St Mary's CE First School
- NCC

Management Structure

- Head of primary and secondary provisions - Berwick Academy / Berwick St Mary's
- Director of Alternative Provision
- Penny Derries - The Grove
- Partnership head - Berwick Partnership representative
- Parent representatives - Locality and NCC specific
- Community representative - Governor / Councillor
- NCC SEND representative
- Pupil voice
- Other

The commissioning and allocation of places will follow the NCC SEND process.

Integrated Working

This offer will be based on integrated working practice with staffing and additional services working through agreed pathways for:

- Early Years SEND coordination
- Early identification of needs
- Continuous provision
- Integrated transitions
- Parent liaison and support
- Extended 16+ provision

Additional services to be considered within the offer include (but not limited to):

- Speech and Language
- Occupational Therapy
- Family workers - including Early Help teams and Children Social Services
- Parent Liaison
- NCC HINT team
- Specialist counselling services
- Education Psychology
- Portage
- Health Visitors/school nurse
- CYPS/PMHT
- EWO's
- Appropriate alternative providers (Secondary)

Please note these additional resources would also be used in supporting the SEND requirements of the wider partnership, enabling more students to maintain places within mainstream provisions.

It would be envisaged that these additional services would reflect the creation of a North Northumberland SEND Hub managed by the identified strategic lead within the Berwick SEND strategic management committee. The three schools within this offer appreciate advice would be required to secure these services and ensure compliance with appropriate HR requirements, especially linked to the employment of staff and

contract liabilities, however all 3 are committed to finding a solution and operate within good practice.

Staffing

To ensure the success of this approach we require specialist staff with the experience and enthusiasm to deliver the desired outcomes for students with SEMH / ASD. The difficulties in recruiting within our area are even greater than those currently nationally, however we believe within the partnership we have the professional expertise to fulfil these roles, as long as we provide a comprehensive and continuous CPD offer and the required resources to make it possible to deliver the curriculum and personalised offer we hope. Therefore, it is envisaged we can recruit strongly from the existing staff pool within Berwick to meet the needs of the proposed SEMH / ASD provision, and utilise the wealth of current expertise in the locality for training and support.

Primary Specialist SEMH Provision - Berwick St Mary's

To expand the current Primary Support Base offer with the establishment of a specialist SEMH / ASD provision offering:

1. Short term assessment places (similar to the current Primary Support Base), these can be 6-12 weeks and will focus on enabling students to be supported back into maintaining their mainstream position within their host school.
2. Long term placements within a specialist purpose built SEMH / ASD provision, with additional access to mainstream teaching and learning in St Mary's.

All students will access both mainstream (St Mary's) and specialist teaching to support the development of core areas of learning and identified areas of development or interest.

Each child will receive a bespoke curriculum offer, however those children with high levels of needs will be supported further through EHCP targeted areas as well as emerging needs as they progress through the provision.

Secondary Specialist SEMH Provision - Berwick Academy

To create an inclusive SEMH / ASD appropriate provision base to ensure secondary age students are included in a mainstream education setting with tailored provision to allow them to access to a close to full curriculum offer, to access examinations and in turn contribute to the wider community.

1. Bespoke intervention provision enabling reintegration to full time education for students with SEMH / ASD, with access to additional services, reduce elective home education.
2. Daily enhanced support provision for tailored intervention from school staff and additional services allowing access to mainstream lessons.
3. Short term assessment places, these can be 6-12 weeks and will focus on enabling students to be supported back into maintaining their mainstream position within their host school. This will be based on the PSB model to provide continuity

of working practices and maintain appropriate levels of challenge in outcomes and support practices.

4. Transition provision for students who have accessed alternative provision and or home and hospital support.
5. Long term placements within a specialist purpose built SEMH provision, with additional access to mainstream teaching and learning in Berwick Academy.

All students will access both mainstream (Berwick Academy) and specialist teaching to support personal and academic development.

Each child will receive a bespoke curriculum offer, however those children with high levels of needs will be supported further through EHCP targeted areas as well as emerging needs as they progress through the provision.

For those children who needs may be more specific, an alternative provider will be commissioned to support those extended needs. This may include two key options:

- 1) Working with Alternate Providers to offer one to one and small group sessions within the Appropriate Provision base.
- 2) Working with Alternate Providers to offer off site placements for students with specific needs who require specialist outdoor/vocational life skill sessions.

To ensure the correct option is offered to the student the following process will take place:

- Observation and assessment by team within appropriate provision including NCC
- Personalised Plan to follow Plan, Do, Review process including parent and child in process.
- Observation by Alternate Provider or NCC expertise to discuss current barriers, identify needs of child and plan appropriate action.
- All steps will be with an end point of ensuring the child stays within education as part of Berwick Academy, whether full time in Appropriate Provision or with an end point to integrate into some main school lessons.

A vital aspect of the transition and plan will be communication and interaction between staff, child and parent at both provisions, to promote a sense of belonging for the child and therefore increase their self-concept resulting in enhanced self-esteem and a successful young person.

Summary

This draft proposal is designed to ensure the current gap in SEND provision within the Berwick partnership for SEMH and ASD is solved through a local solution delivering the targeted entitlement to all students.