

# North Tyneside Council Report to Cabinet 10 March 2014

## ITEM 7(g)

Emotional, Social,  
Behavioural Difficulties  
(ESBD) Provision

Portfolio(s): Children, Young People  
and Learning

Cabinet Member(s): Councillor Ian Grayson

Report from Service Area: Children Young People and Learning

Responsible Officer: Jean Griffiths, Head of Children,  
Young People and Learning Tel: (0191) 643 8782

Wards affected: All

### PART 1

#### 1.1 Purpose:

Following agreement by Cabinet at the meeting held on 9 December 2014 (minute CAB145/12/13 refers), the purpose of the report is to inform Cabinet of the outcomes of the Key Stage 1 and Key Stage 2 Emotional, Social, Behavioural Difficulties (ESBD) review across the school estate following consultation with local schools. The report also identifies a new preferred model of delivery which has been identified and led by a strategic group of headteachers.

#### 1.2 Recommendation(s):

It is recommended that Cabinet:

- (a) notes the information outlined in this report;
- (b) approves the arrangements outlined within this report following consultation with all schools, in respect of the review of the Key Stage 1 and Key Stage 2 ESBD provision with effect from September 2014;
- (c) Requests the Head of Children, Young People and Learning in consultation with the Head of Law and Governance to formally consult and publish statutory notices on the closure of the existing ESBD Additional Resourced Provisions currently established within mainstream schools; and
- (d) Requests the Head of Children, Young People and Learning in consultation with the Cabinet Member responsible for Children, Young People and Learning to work with all schools to fully implement and commission the new delivery arrangements.

#### 1.3 Forward Plan:

The report appears on the Forward Plan published on 10 February 2014.

## 1.4 Council Plan and Policy Framework

The report relates to the Council Plan – Our North Tyneside 2014 – 2018. Priority 1 – Our People Will – Be supported to achieve their full potential, especially our children and young people.

## 1.5 Information:

### Background

The Local Authority (LA) commissions a range of place led education provision from North Tyneside schools to support the inclusive education of children with complex needs. This includes support for those pupils with ESBD.

Officers from within Children, Young People and Learning have been working for a number of months with headteachers to evaluate the current arrangements for children who require additional support with particular focus on ESBD. Referral systems and procedures have been a particular focus to establish if the LA has the right type of provision across all Key Stages and to identify if a gap in provision exists for pupils aged between 3 and 11 with ESBD. In addition to this, the Governing Bodies of two of the established mainstream Primary Additional Resourced Provisions (ARPs) have notified the LA that as part of the review they would be looking to de-commission the existing arrangements from the end of the summer term 2014. The LA therefore needs to evaluate the current arrangements and consider the options in moving forward to ensure that it could continue to provide an ESBD pathway.

This ESBD pathway was further discussed at the Headteacher Briefing session held on 22 November 2013 and has been subject to a detailed review with a task and finish ESBD Strategic Group involving officers and a number of headteacher colleagues representing all sectors of education.

In moving forward with any proposed arrangements, the task and finish group will be guided by the following key principles which emerged as a result of feedback from the Headteacher Briefing:

- All children (particularly the most vulnerable) have the right to a good quality of education within their own community in order for them to achieve their potential.
- Any programme of support for pupils with ESBD should be:
  - rooted in a shared belief and accountability system;
  - clear and transparent;
  - provide value for money;
  - reduce the incidents of 'crisis';
  - be supported and delivered by high quality professionals;
  - have a clear pathway for every child.
- Children are family members and their context is extremely significant.
- Early intervention is the most effective method of addressing challenges.

Linked to the above key principles, the LA aims to work collaboratively with schools to further develop a partnership approach that will:

- Deliver a strong education system to meet the needs of all pupils;
- Understand the needs of children with Special Education Needs (SEN);
- Ensure the join up of key agencies in the planning, delivering and integrating of services to avoid duplication; and
- To ensure early identification and assessment of pupils needs.

A report was considered by Cabinet at the meeting held on 9 December 2013 (minute CAB145/12/13 refers) where it was agreed that a consultation exercise in respect of a review of Key Stage 1 and Key Stage 2 ESD provision across the school estate should be undertaken and that a further report should be brought back to Cabinet in March 2014 detailing the outcomes of the consultation exercise and agree the next steps.

#### 1.5.1 Existing Provision

Currently across North Tyneside, the ESD provision is supported by three ARPs in mainstream school settings. As previously outlined in the report that was considered by Cabinet at the meeting held on 9 December 2013 (minute CAB145/12/13 refers), the Governing Bodies of two of the established mainstream Primary ARPs (Balliol Primary School and Riverside Primary School) have already notified the LA that as part of the review they would be looking to de-commission the existing arrangements from the end of the summer term 2014. In addition to this, under the new proposals, it will also be necessary for the LA to de-commission the third ARP currently located on the site of St Bernadette's Roman Catholic Voluntary Aided Primary School in Wallsend.

#### 1.5.2 Current Position

Consultation linked to the wider review of the provision has been led by the ESD Strategic Group who have identified a preferred model of delivery. This model has received favourable responses from the locality headteacher groups and the Schools Forum. It is proposed that the new model will be directly commissioned through an existing school and proposes to establish a borough wide Primary Behaviour ARP and Outreach provision to support all first and primary schools. The new operating model has also been formally shared with all headteachers at the Headteacher Briefing on 7 February 2014. It is proposed that the new operating model will be implemented from September 2014.

#### 1.5.3 Principles of new provision

- Early intervention – the objective to try and enable all children to be successful within their own school environment and to access a mainstream curriculum;
- Reduce the incidents of 'crisis';
- Clear, transparent referral routes that are understood by all;
- To build capacity and resilience within all schools;
- Shared belief and accountability;
- Child centred.

#### 1.5.4 Aims

The new model aims to:

- Provide consistency of response, service and personnel;
- Provide prompt response and timescales of support;
- Have accountability and positive outcomes;
- Avoid silo working to deliver joined up connected services;
- Provide a skilled and experienced team;
- Keep the child in their home school setting where possible.

## **1.6 Decision options:**

The following decision options are available for consideration by Cabinet:

### Option 1

Formally receive the report and agree to all of the recommendations as set out in paragraph 1.2 above.

### Option 2

Formally receive the report but decline to agree with its recommendations.

Option 1 is the recommended option

## **1.7 Reasons for recommended option:**

Option 1 is recommended as it allows the LA to progress with the establishment of the new delivery arrangements from September 2014 and support Key Stage 1 and Key Stage 2 ESD provision across the school estate that is fully supported by all headteacher colleagues.

## **1.8 Appendices:**

None.

## **1.9 Contact officers:**

Jean Griffiths, Head of Children, Young People and Learning, tel. (0191) 643 8782  
Mark Longstaff, Head of Commissioning and Fair Access, tel. (0191) 643 8089  
Iain Betham, Senior Manager – Capital Planning and Fair Access, tel. (0191) 643 8092  
Anthony Gollings, Finance Business Manager supporting Children, Young People and Learning and Finance and Resources, tel. (0191) 643 8071

## **1.10 Background information:**

The following background papers/information have been used in the compilation of this report and are available at the office of the author:

1. Cabinet Report dated 18 May 2004 – Inclusive Schools for the Future – [Link to report](#)
2. Cabinet Report dated 31 May 2005 – Determination of Statutory Notices in relation to Inclusive Schools for the Future – [Link to report](#)
3. Cabinet Report dated 9 December 2013 - Emotional, Social, Behavioural Difficulties (ESBD) Provision – [Link to report](#)

## **PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING**

### **2.1 Finance and other resources**

The cost of High Need SEN support is funded by the Dedicated Schools Grant (DSG). In moving to the proposed new model of ESBD support it is expected there will be a net increase in costs in a full year of £0.251m. This proposal was discussed at Schools Forum on 15<sup>th</sup> January 2014 where it was agreed that these costs will be met by the DSG and therefore there are no general fund implications.

### **2.2 Legal**

The LA has a legal responsibility for the education of pupils with special educational needs and is required to secure (so far as its powers enable it to do so) that efficient primary and secondary education is available to meet the needs of the population of the area (s.13 Education Act 1996). It must promote high standards and ensure fair access to educational opportunity (s.13A Education Act 1996). Following consultation on the changes to schools outlined in the main body of this report, it will be necessary to comply with the relevant legislation pertaining to the organisation and character of schools. This will be subject to the publication of relevant statutory notices.

### **2.3 Consultation/community engagement**

#### **2.3.1 Internal Consultation**

The Cabinet Member for Children, Young People and Learning has been fully consulted in relation to the proposals.

#### **2.3.2 External Consultation/Engagement**

Consultation has been undertaken with all schools across North Tyneside.

### **2.4 Human rights**

There are no human rights issues directly arising from this report.

### **2.5 Equalities and diversity**

There are no equality and diversity issues directly arising from this report. However, should the projects proceed further, Equality Impact Assessments will be carried out for the project.

### **2.6 Risk management**

Any risks to the provision of education in the borough identified as part of the review will be monitored and appropriate steps will be taken to safeguard against those risks.

### **2.7 Crime and disorder**

There are no crime and disorder issues directly arising from this report.

### **2.8 Environment and sustainability**

There are no environment and sustainability issues directly arising from this report.

### **PART 3 - SIGN OFF**

- Chief Executive  X
- Deputy Chief Executive  X
- Head of Service  X
- Mayor/Cabinet Member(s)  X
- Chief Finance Officer  X
- Monitoring Officer  X
- Strategic Manager Policy,  
Partnerships, Performance  
and Communications  X

### **Report authors:**

**Jean Griffiths, Head of Children, Young People and Learning**  
**Iain Betham, Senior Manager – Capital Planning and Fair Access**