



**EDUCATION SUPPORT SERVICES REPORT  
SURREY CHILDREN'S SERVICE SOUTH EAST AREA  
SURREY COUNTY COUNCIL'S LOCAL COMMITTEE FOR  
REIGATE AND BANSTEAD**

**7<sup>TH</sup> MARCH 2005**

**SUMMARY:**

This report is an update on the work of the educational support services to children and schools, which includes the area Multi-Professional Teams, the Physical and Sensory Support Service and the Traveller Education Support Service.

Data is provided on a district/borough basis and comparative data is also presented.

**RECOMMENDATIONS:**

The Local Committee in Reigate and Banstead is asked to:

- (i) Provide comment and feedback on the issues identified in the report and the operation of the service;
- (ii) Identify opportunities for further information exchange and engagement with the service.

## **1 INTRODUCTION AND BACKGROUND**

- 1.1 Surrey Children's Service was formed in 2002. The aims of the service are:
- To develop preventive and inclusive strategies.
  - To build capability within families and schools.
  - To centre our practice and processes on the needs of children.
  - To ensure the safety of all Surrey children.
  - To focus on the achievement of all children, especially those who have additional needs.
  - To act as the best possible 'Corporate Parent'.
- 1.2 This will be achieved by providing an efficient service through integrated and effective multi-agency working. In addition, the Service is fully committed to and is not complacent about Equalities issues.
- 1.3 There are four area Multi Professional Teams (MPTs) and each area is led by a Multi-Professional Team Manager (MPTM), who in turn is line managed by an Area Manager who has both Education and Social Care management responsibilities. The South East area covers Mole Valley, Reigate and Banstead and Tandridge Boroughs. The MPT has professionals from the following disciplines:- Behaviour Support, Children With Disabilities, Educational Psychology, Education Welfare, Education Other Than at School, Ethnic and Language Minority Achievement, Learning and Language Support, Special Education Needs Administration. Social care are in the process of allocating Assistant Team Managers to have responsibility for each locality team.
- 1.4 Evaluations have shown that this new structure is providing a more co-ordinated and responsive service for schools, children and families.

## **2 DEVELOPMENTS SINCE THE LAST REPORT**

- 2.1 The integration with social care has moved forward with the Children with disabilities team becoming part of the MPT from April 2004
- 2.2 Partner agencies are working alongside the MPTs including school nurses doctors, Child and Adolescent Mental Health (CAMHs), Connexions, Speech and Language therapists
- 2.4 New responsibilities have been established for Senior Educational Psychologists to work with complex cases and to reduce Out of County placements
- 2.5 A number of workshops, led by the Director for Schools, are providing a forum for moving forward the Local Preventative Strategy and the National Service Framework (NSF) for Children and Young People via the Area Partnership Boards.

### 3 LOCAL INITIATIVES

- 3.1 Within the Borough there are four Pupil Referral Units (PRU): South East Surrey PRU is noted as outstanding in the recent Ofsted reports into exemplary practice; Sidlow Bridge is making good progress and the Secondary Headteachers with the LEA are looking to develop the new model of working (part time placements with college links and work experience); Tadworth Trust is the PRU for those with medical needs and has only recently become a PRU. The Phoenix Centre for Primary Pupils continues to provide excellent standards.
- 3.2 The MPT is working in partnership with established and emerging confederations of schools. There is a confederation in Horley, a proposal in Banstead and a number of proposals being considered in Reigate centre.
- 3.3 A package titled "Education for Change, Making the Move from Primary to Secondary Schools" has been developed by Educational Psychology. Every school in Surrey has received a brochure and resources to support schools in managing the change from primary to secondary education. This has been a highly successful initiative.
- 3.4 Workshops for parents and pupils on managing examination stress in secondary schools have been delivered.
- 3.5 A project focusing on 'School refusal/phobia' has been started jointly with CAMHS. This will result in a resource/training package for schools at the end of the academic year.
- 3.6 A joint project between Horley Learning Partnership, East Surrey College and Surrey Children's Service targeting children and families with English as a second language has met with huge success.
- 3.7 Planning meetings have been held in all schools to ensure no child slips through the net.

### 4 ANALYSIS AND COMMENTARY

- 4.1 The MPTs work with school staff, parents and children to ensure that the needs of all children including children with special needs are met. In Reigate and Banstead borough there are 1837 (10.2%) pupils at school action, 967 (5.37%) at school action plus, 318 (1.76%) pupils have a statement (see **Appendix 1** for comparative statistics).
- 4.2 The number of out of county placements have remained stable but costs have increased by up to 12% depending on the establishment
- 4.3 The work of the SEN Management team continues to exceed targets set with 99% of Statements completed on time.
- 4.4 There were 17 permanent exclusions in Reigate and Banstead during the last academic year. (See **Appendix II**)

- 4.5 The majority of schools have set absence targets for 2008 and are now required to submit termly absence returns to DfES. The lead responsibility for this is with Education Welfare working with schools to secure reductions in absence rates but all professionals have responsibility to highlight the links in boroughs between attendance/attainment and to promote the importance of good school attendance with all stakeholders. (See **Appendix III**)
- 4.6 To evaluate the effectiveness of the first year of working in MPTs a survey was carried out involving Headteachers and Special Educational Needs Coordinators (SENCOs).
- 4.7 In the countywide service monitoring report 67 Headteachers commented on the overall service provided by their Multi Professional Team (MPT). Of these, 53 (79%) were extremely positive about the new way of working, and reported that tangible benefits were being experienced by pupils and staff as a result. A number of Heads commented on increased coherence, integration and “joined up thinking” across the services. 14 Heads commented on perceived omissions in the membership of the MPTs. In particular, many Heads emphasised the importance of Health services joining the teams as soon as possible.
- 4.8 Integration with Social Care teams has started with the CWD Team coming into the MPT in April 2004. Further links are being developed with the Assessment Team, Children’s Team and Family Centre with named linked social workers for each of the locality teams. Workshops for school staff were held on the role of the social care teams and thresholds. Feedback from schools was very positive.

## **Highlights from the Multi-Professional Locality Teams**

### **Redhill and Reigate**

This has been an eventful and fast moving year, with increased integration. A representative from Social Care now attends our MPT Team Meetings and when possible, the School Planning Meetings. Many schools chose to broaden the remit of the MPT Meetings and invited other professionals to come as well. This has facilitated a closer link with staff at the Family Centre and schools have welcomed the improved level of contact. We aim to build on this and will actively seek to further develop links at a school level.

Examples of improved outcomes include :

- A primary school that had previously needed to exclude a pupil, sought the help of the MPT, and collaborative team working ensured that the school placement was maintained. Positive feedback was received, including a letter from the school.

### **Horley**

During last year, parents with English as an additional language at a couple of Horley Learning Partnership (HLP) schools requested English lessons in order to help their children. A joint project between Horley Learning Partnership, Family & Community Education, East Surrey College and Surrey Children's Service (Ethnic & Language Minority Achievement) was planned and funding agreed. The aim was to raise achievement of pupils with English as an additional language (EAL) by providing teaching of English to their parents, initially during the autumn term 2004 but with the intention of continuing throughout the 04-05 academic year. The teaching was to focus on English language for parental communication with schools and on increasing parental capacity to broaden the social experiences of the children in the first instance.

Evaluations from parents and teachers in the 4 schools were excellent. All funding and provision has been made available again for the Spring term and hopefully will continue until July 2005 as results are appearing very positive.

### **Banstead**

Planning meetings were held in all schools by the October half term and both our own experience and feedback from the schools confirmed again that they were valued as an efficient way of identifying the potential workload and agreeing priorities.

## **5 MULTI-AGENCY WORKING**

- 5.1 With the formation of locality teams other agencies are now better able to develop links with the MPTs. Health professionals such as school nurses are aligning with the MPT locality teams. Primary mental health workers are developing links at a borough level with MPTs. Extensive multi-agency work continues to be carried out with health through Child and Adolescent Mental Health Services (CAMHS) Local Implementation Groups in each area.
- 5.2 The dedicated work of the nurse for Looked After Children collaborating with the MPT has resulted in a measured improvement in personal education plans for this group of children.
- 5.3 The Family Centre in Redhill is now used to provide a base for teaching some excluded or very high need young people. Other activities can be provided on that site which engages the students in a more effective and efficient manner.

## **6 BUDGETS**

- 6.1 The budget for the South East Surrey area is £7,153,550. This includes the Social Care teams, the MPTs, and Children with Disabilities services; and all care packages and agency placements, both Social Care and Education. It does not include the budget for the in-house fostering, adoption and residential services, which are county-wide services.
- 6.2 Budget performance is monitored monthly. The main areas of budget pressure arise from the cost of independent sector care and education placements, the single biggest pressure being as a result of higher than expected fee increases in independent sector special schools.
- 6.3 The rationalisation of placement panels for Social Care and Education has taken place with the establishment of area placement panels. The panels are chaired by Area Managers and combine issues relating to both education and social care needs of children. The priority of the panels is to ensure that effective use of funding and resources is made and that wherever possible children's needs are met within their locality. Whilst placements have remained stable costs have risen above inflation.

## **7 PHYSICAL & SENSORY SUPPORT SERVICE**

- 7.1 The Physical & Sensory Support Service continues to be at the heart of the integration agenda, particularly in working with other partner agencies and colleagues in health, social care and the voluntary sector. Our activities at both a countywide and borough level during 2004 have been wide ranging and include the following:-

### **7.2 Hearing Team**

- 7.2.1 The Advisory Teachers for Hearing Impairment have joined in training with the Health Visitors from the East Surrey Primary Care Trust (PCT) to provide a seamless service around the Newborn Hearing Screening Programme which was introduced in December 2004.

- 7.2.2 This community based screening will be for all newborns in this part of Surrey and the early identification of deafness at 5 weeks from birth will be an opportunity for health, education and social care staff to intervene to support families in close partnership.
- 7.2.3 More of the hearing impaired children we support are having their analogue hearing aids upgraded to the new digital hearing aids from our main paediatric 3<sup>rd</sup> tier providers at the Royal Surrey County Hospital in Guildford and St. Helier Hospital, Carshalton.
- 7.2.4 Physical & Sensory Support Service teacher of the deaf continue to be actively involved with Surrey Deaf Children's Society. This year's AGM was a family event focusing on workshops for parents, entertainment for children and the awarding of trophies for achievement, and for the performing arts for two of the pupils one of whom had attended Guildford Grove Primary School, Sign Support Resource and a fully included Year 11 pupil who went to Farnham Heath End School.

### **7.3 Physical Disability Team**

- 7.3.1 The Physical Disability Team continue to be involved with the Special Needs Advisory Group (SNAG) in Guildford along with health and social care colleagues and parents.
- 7.3.2 Over the last year the Advisory Teachers have carried out 24 site visits at schools across the county to assess and advise on increasing access for children and young people with physical disabilities. A number of building projects have been completed.

### **7.4 Vision Team**

- 7.4.1 The Vision Team is currently exploring with Surrey Association for the Visually Impaired (SAVI) issues around underpinning a service to Deafblind children regarding communication guides or interveners. The production of the "Looking Ahead" booklet, funded by the Blatchington Trust, represented excellent partnership work between Surrey Children's Service and SAVI.
- 7.4.2 The Physical & Sensory Support Service is part of the Early Support Pilot Project at Great Ormond Street Hospital which will be considering joint early intervention following diagnosis of babies with a Visual Impairment.
- 7.4.3 The Physical & Sensory Support Service has been heavily involved with other colleagues in Surrey Children's Service in producing an "Access Resource Pack for Schools", a practical resource giving good practice ideas, strategies and solutions to make settings accessible for pupils with a sensory or physical disability.

### **7.5 Post 16**

- 7.5.1 The Post 16 Team continues to be at the forefront of front line service delivery. Currently it supports 150 students in 38 colleges and universities in and around Surrey. The Physical & Sensory Support Service model for supporting students from transition in Year 9 has been adopted by the South East SEN Regional Partnership (SERSEN) as good practice for all services.

## 8 TRAVELLERS EDUCATION SERVICE

- 8.1 Traveller pupils most commonly fall into one or more of the following groups:
- Romany Gypsies
  - Travellers of Irish Heritage
  - Showmen's Children (fairs and circuses)
  - New Travellers
- 8.2 They may be living, or may have lived in any or all of these ways:
- On permanent county council sites
  - On permanently or short stay privately owned sites
  - On temporary unauthorised sites
  - In temporary housing(public or private)
  - In permanent housing(public or private)
- 8.3 Romany Gypsy, and Travellers of Irish heritage are recognised under the Race Relations Act as minority ethnic groups. There are no reliable statistics that indicate the population of Travellers within Surrey, however there are good reasons to believe that Romany Gypsies form the largest ethnic minority group within the county.
- 8.4 The Traveller Education Support Service (TESS) remains a centrally held service within Children's Service, working collaboratively with services for Children and Young People. The Service works with a wide range of agencies to raise awareness of cultural diversity and the implications for the education of Traveller pupils.

### 8.5 2002/03 Data

- 8.5.1 TESS supported **627** pupils through the year in 86 primary 20 secondary and 7 special schools plus 2 Early Years setting.
- 8.5.2 58% of year 6 pupils transferred to Secondary schools within Surrey. This figure does not take into account the numbers who transfer out of County or long term housed Romany Gypsies or Irish Travellers
- 8.5.3 During the course of the year 60% of highly mobile Traveller pupils were placed at the first school approached.
- 8.5.4 The average response time by Field Officers was 1.75 days from being notified of the presence of the Mobile Travellers.
- 8.5.5 There is a 98% positive evaluation of the Service by schools receiving support from TESS and 100% positive evaluations of INSET delivered to schools and other agencies.



## 9 SEN DEVELOPMENTS

- 9.1 Behaviour, Emotional and Social Difficulties (BESD) sector.** Work has now begun on the redevelopment of Starhurst School in Dorking, to improve both its curriculum areas and residential facility. This is an extensive project which will be completed in several stages the first phase finished in September 2004.
- 9.2 Learning Difficulty (LD), Severe Learning Difficulty (SLD), Autistic Spectrum Disorder sectors.**
- 9.2.1 As part of Surrey's strategy to deliver services and support more locally and where appropriate, within mainstream schools, eight specialist centres for LD across the county have been established and opened in September 2004. In Reigate and Banstead there is one centre, Furzefield Primary in Merstham.
- 9.2.2 Staff have been recruited at each school. These centres will grow over a number of years so that each will cater for up to 18 pupils, of junior school age. For this year each centre will have two to three pupils in Year 3 and from September 2005 will have pupils in Year 3 and 4. Placement panels have been held to determine the intake for September 2005. At the same time we have begun to phase out junior age provision at each of our day LD special schools, including Woodfield in Merstham.
- 9.2.3 Alongside this activity we have developed plans for each of the six day LD special schools to improve their secondary age provision and offer distinct specialisms. Building plans have been drawn up for each of the schools and with the aim of completing the works over the next 18 months. From September 2004 West Hill and The Abbey are providing additional places for pupils with LD and a more complex degree of autism. The number of places for this level of need will grow over the next few years. We are also developing our post 16 provision in Surrey, with plans to open a post 16 facility at Woodfield School, Merstham for the next academic year. In the interim we have enabled Limpsfield Grange School, Oxted to cater for a number of pupils for one year until the facility at Woodfield is ready. These activities have prevented pupils going to independent provision, the financial affects of which would have been felt for several years.
- 9.3 Language and Communication.** A review has recently been completed on Surrey's provision for Language and Communication Difficulties. The review's recommendations are being consulted on with a report to go to the Executive in February 2005. The review made a number of recommendations to improve the provision of speech and language therapy, our own services and the use of our language and literacy units.
- 9.4 The SEN Strategic Plan 2004 – 2008** was issued in December and sets out Surrey's direction over the next four years, along with a revised SEN Policy for the county.

**10 CONCLUSION AND REASONS FOR RECOMMENDATIONS**

- 10.1 This report describes development of MPTs who provide services for children and young people who need support to achieve their full potential in education. The report invites the comments and views of the Local Committee in Reigate and Banstead in order that members' local knowledge might enhance local service delivery in the South East area.

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