



**SURREY CHILDREN'S SERVICE
NORTH WEST AREA**

Education Support Services

**SURREY COUNTY COUNCIL'S
LOCAL COMMITTEE IN RUNNYMEDE
March 11th 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, and 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:

That the Local Committee in Runnymede should:

- (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.

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BACKGROUND PAPERS: None

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'.

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.

1.2 There are four area 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 North West area covers Runnymede, Surrey Heath and Woking. 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.

1.3 Evaluations have shown that this new structure is providing a more co-ordinated and responsive service for schools, children and families.

2 DEVELOPMENTS SINCE REPORT IN 2004

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, CAMHs, Connexions, Speech and Language therapists.

2.3 MPT Coordinators represent the MPT on the local Community Incident and Action Groups (CIAG).

2.4 New responsibilities have been established for Senior Educational Psychologists to work with complex cases and to reduce Out County placements.

2.5 Preventative Strategy. A number of local workshops have been held and outcomes are being followed up through Area Partnership Boards. A directory of local preventative services has been produced.

2.6 Local Partnership Boards established covering Runnymede are providing a forum for moving forward the Local Preventative Strategy and the National Service Framework (NSF) for Children and Young People.

3 LOCAL INITIATIVES

3.1 A steering group has been established to develop

- Home School Liaison workers
- Family support workers
- Centralised planning meetings
- ELMA home school liaison project
- A package titled “Education for Change, Making the Move from Primary to Secondary Schools” has been developed by Educational Psychologists. 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.
- Successful working between CAMHS TIER 2 workers and the MPT

3.1 Transition projects have been set up between Children’s Service professionals and local schools in the NW area to identify and work with vulnerable pupils transferring to secondary schools.

3.2 The Oracy Project.

This programme was developed as a result of continuing collaborative work between Learning & Language Support and Speech & Language Therapists working in Blackwater Valley & Hart PCT who, together with local school staff, were aware that there were pupils moving from Foundation Stage to KS1 whose language skills placed them at a disadvantage as they began the more formal stage of schooling. These pupils had difficulty with listening and attending to spoken language at the required level and pace, were poor at following oral instructions and had not yet learnt much of the core spoken vocabulary expected of pupils at that age. The professionals involved believed there were small groups of such pupils in many schools who needed structured activities to develop the necessary skills and strategies, but for whom speech and language therapy was neither available, nor appropriate. It was, however, felt that group language enrichment activities could be very beneficial, based on the knowledge that pupils learn from each other and that they need to be able to learn new skills as part of a group and as part of their school curriculum.

The programme was originally run as a project with pupils being formally assessed before beginning and six months after the full twelve week programme had been completed. In the project schools, for part 1 of the programme, (weeks 1-6) the first session of each week was led by either a speech and language therapist or a learning and language support teacher with the school’s designated teaching assistant observing. Sessions 2 and 3 each week were taken by the teaching assistant as were all the sessions in part 2 (weeks 7-12).

This project is now in print and available free to schools who take up the programme. Schools have been very positive and welcoming of this programme. All LLS staff are in the process of rolling out this programme throughout the NW schools.

Runnymede primary schools already involved with the project are The Grange (New Haw) and Englefield Green. Next term there are plans for working with Ongar Place (Addlestone) and St. Paul's (Addlestone).

3.3 Future Pupil Referral Unit (PRU) Provision in NW Surrey.

Local needs and government agendas around improving the achievement and well being of children and tackling behaviour problems have provided an opportunity to reconsider the service offered not only to young people at risk of exclusion but also to their schools. LEA staff and school heads will be meeting to plan for restructured provision. There are currently 40 places available to NW pupils and schools for permanently excluded pupils. It is proposed that the number of places available for such pupils be preserved at 24 accommodated at the Woking site with 16 fte 'respite' places available on the Pyrford site. It is envisaged that programmes of support will be developed with schools, multi professional teams and social care colleagues so that young people at risk of permanent exclusion can be offered interventions and support. Such support should increase the likelihood that these young people ultimately maintain a mainstream school place thus reducing the number of permanent exclusions.

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 Runnymede borough at July 2004 there were 1054 (10.62%) of pupils at "school action", 448 (4.51%) of pupils at "school action plus", and 238 (2.4%) pupils have a statement of special educational needs (SEN).

Number of statements ceased in the North West was 12.

The number of looked after children in Runnymede in June '04 was 61.

4.2 The work of the Special Educational Needs Administration team continues to exceed targets set with 85% of statements completed on time. (excluding exceptions)

4.3 There were 12 permanent exclusions in Runnymede during the last academic year 09/03 - 07/04. 353 pupils were excluded for a fixed term period. Reducing the number of pupils permanently excluded from schools remains a priority for both schools and support services. Plans to work in partnership between secondary schools and secondary PRUs to provide flexible, short term packages for pupils at risk of exclusion should support this priority in the next academic year.

4.4 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. Attendance during 2003-4 in Runnymede schools was 91.95%. The Surrey average is 93.6%.

4.5 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).

4.6 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.

340 Headteachers commented on Education Psychology. 229 (67%) felt that the service they received was good. A number of Heads particularly praised the training their attached EP had offered to school staff.

320 Headteachers commented on Education Welfare. 204 (64%) felt that the service they received was good. Many Heads praised the support offered by their attached Education Welfare Officer (EWO) with projects and staff training.

Of the 189 Heads who had recently accessed support from Ethnic and Language Minority Achievement, 94 (50%) had found the service responsive and helpful. 302 Heads commented on Behaviour Support. 198 (66%) felt the support was good, and there were many comments praising the skills and commitment of individuals within the service.

319 Heads commented on Special Education Needs Administration, the majority of whom praised the helpful and positive approach adopted by the SEN case officers, and acknowledged the difficult nature of their role. Heads generally reported that the case officers were responsive and sensitive to the needs of pupils and schools, whilst having little scope for flexibility.

Of the 269 Heads who commented on Learning and Language Support, 227 (84%) reported a high level of satisfaction with the quality of support, and with the helpful and professional approach of individual practitioners.

Concerns with the service from MPT professionals centred around changes of staff which disrupted the continuity of support, with a consequent impact on quality and effectiveness and limited resources resulting in the service being too stretched.

4.7 An operational steering group for Improving Intervention for Pupils with SEN has been formed to take forward the work started by the Reducing Reliance on Statements Project. Extensive consultations on these proposals took place and the over arching aim to provide earlier access to funding and reduce bureaucracy have been strongly supported. As a response to reservations and concerns expressed the implementation of the strategy is to be delayed from September 2005 to April 2006. This will allow higher levels of training to be delivered, for MPT practice to develop and an effective communication strategy to parents and carers.

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.

5. RUNNYMEDE AREAS 1 & 2

Highlights

5.1 Integrated Prevention Project

Bev Harris from 4S is the lead on this Integrated Prevention Project. The IPP is a task on the Education Development Plan (EDP) under the task title of Supporting Educational Inclusion: family link worker project.

The activities include:

- Piloting a continuum of support within targeted schools / clusters linking parenting courses entitlement to critical input from MPT
- Identifying target schools for involvement in the project to reduce absenteeism and exclusion
- Developing and providing training programmes for identified link workers
- Establish a network for sharing strategies and dissemination of good practice for improving attendance and reducing exclusions in vulnerable pupil groups.

A Child and Family Development Worker has been fully operational since May, funded through the Children's Fund. Good use has been made of the CAFIS web based information service (Children & Families Information Service) to provide information about the range of parenting support courses and counselling services.

Transitional support for children from vulnerable families moving to secondary school is under discussion, including co-ordinated input from a range of services e.g. MPTs and CAMHS.

5.2 The Chertsey Partnership

In 1999 Surrey proposed amalgamating Stepgates School and Pycroft Grange School. Stepgates and Pycroft Grange developed the partnership and St Anne's agreed to join. The challenge was to identify shared philosophy and areas for development without losing the individual identity of each school. Surrey agreed that the schools should continue to be separate schools on the understanding the partnership would continue to develop.

In 2003 Chertsey Nursery and Meadowcroft joined in the partnership. Surrey County Council provided pump prime funding for the Partnership for two years. Later the Partnership was able to make use of the Beacon funding from St Anne's, the Children's Fund and funding from Four S / Arts Council project.

Achievements / benefits

To provide quality education for the children in Chertsey.

To raise the profile of education in Chertsey and recruit in PAN.

Through innovation and enrichment create initiatives to raise attainment.

To prove that in the current climate of competition individual schools can work together.

Changes the Partnership has brought about

Chertsey schools and staff present as a strong united group.

The Partnership gives impetus to innovation e.g. Art project.

Shared staff development that can be followed through by co-ordinators working together.

Improving transition and decreased mobility.

Continuity and shared knowledge

Respect and mutual support between staff with different experiences and expertise.

6 MULTI-AGENCY WORKING

6.1 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.

6.2 The Multi Professional Team is represented on the local Criminal Incident Action Group (CIAG) in order to ensure the service contribution to the Community Safety Agenda.

7 BUDGETS

7.1 The budget for the North West Surrey area is £16.4 million, and this includes the Social Care teams, the MPT, 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). 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. 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.

8 PHYSICAL & SENSORY SUPPORT SERVICE

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:-

8.1 Hearing Team

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

This community based screen 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.

A working group, including the Physical & Sensory Support Service team, has already started planning the rollout of the NHSP for the EEMS PCT.

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 3rd tier providers at the Royal Surrey County Hospital in Guildford and St. Helier Hospital, Carshalton.

The Children's Hearing Service Working Groups at these sites bring together consultants, audiologists, teachers of the deaf, speech and language therapists and parents to continue to deliver family friendly services around the child's needs and the Physical & Sensory Support Service teachers of the deaf have undertaken follow up joint training during 2004 with health colleagues from both hospitals. The good practice collaborative working is improving communication and outcomes for pupils .

During 2004 the actor Gary Wilmott became the Patron of the Surrey Deaf Children's Society and as such has helped to raise its profile through his support and sponsorship of various fund raising events.

Physical & Sensory Support Service teacher of the deaf continue to be actively involved with Surrey Deaf Children's Society and 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.

8.2 Physical Disability Team

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.

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.

8.3 Vision Team

The Physical & Sensory Support Service is heavily involved and committed to the Multi-Agency project based at White Lodge, Chertsey, one stop referral and assessment centre which covers NW & NE Surrey. This is a good example of health and social care services working together.

The Deputy Head of Service and Head of Profession (Vision) represents the Physical & Sensory Support Service at management level and is similarly involved in the Team Around the Child and Helping Panels in SW Surrey.

The Advisory Teachers for Visual Impairment continue to work closely with and attend the paediatric and ophthalmology clinics at Royal Surrey County Hospital, St. Peters and Frimley Park hospitals.

The Physical & Sensory Support Service continues to be represented on the Surrey Low Vision Services Committee and the Head of Profession is also on the newly formed National Committee for Children, the first meeting of which took place on 5th November 2004 at the Oxford Eye Hospital.

The Physical & Sensory Support Service continues to be at the centre of training and development opportunities to promote and develop joined up services for children and young people. In September there was a vision awareness-training day at the White Lodge Centre where the keynote speaker was Gordon Dutton, MD FRCOphth, Tennant Institute of Ophthalmology. Two of the Advisory Teachers for Visual Impairment provided some of the INSET for the day, which was attended by approx 150 people from health, education and social care from Surrey and neighbouring boroughs.

The Vision Team is currently exploring with Surrey Association for the Visually Impaired 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.

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.

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.

8.4 Post 16 Team

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.

An example of successful outcomes for the students we support is the story of a profoundly deaf student, who graduated from Kingston University in May having achieved a Diploma of Higher Education in Adult Nursing. She was also awarded the S.W. London Strategic Health Authority Prize for clinical innovation. She now works in an orthopaedic unit in a London hospital.

Hannah was supported by the Post 16 team throughout her 3-year course. This took the form of notetaking and sign support in lectures and seminars, tutorial support plus deaf awareness to lecturers and staff at various placements.

9 TRAVELLERS EDUCATION SERVICE

Recent studies have suggested that Traveller children are still the most disadvantaged in the education system and current indicators suggest Traveller groups are the most marginalized and frequently subject to discrimination and racism of all ethnic groups in the UK.

The transient nature of Traveller communities make a definitive calculation of Travellers within Surrey difficult. However, there are good reasons to believe that Gypsies form the largest ethnic minority group within the county, which has one of the largest Gypsy populations in the country.

The prime objective of the Traveller Education Support Service is to support Traveller children and young people in securing unhindered access to and full integration in, mainstream educational opportunities

During 2004 the Service successfully bid for the e-lamp project (electronic distance learning project) and worked collaboratively with Fairground families, Lingfield Primary School and Warwick University to provide laptops with access to the Internet for Fairground pupils whilst away from their winter base school. This project has been extremely successful in engaging Traveller pupils and their families in learning and was documented by ITV. All those involved in the project were interviewed on 16th November and the programme was broadcast on Meridian and London Tonight.

See **Appendix A** for data on traveller education service.

10 Special Educational Needs Developments

10.1 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 whilst the boys are on holiday. The first phase of this extensive project finished in September 2004. Work at Wishmore Cross School, Chobham began in October 2004 to build a new residential facility. Both these projects will improve Surrey's ability to support pupils with BESD within our own schools. Adaptations have now been completed at Wey House School, Guildford. A

review has been completed of Thornchace School, Merrow, Guildford. There is now a proposal to close the school and a consultation process will begin shortly, which will enable all stakeholders to indicate their views.

This sector continues to face challenges in terms of stability and staffing and the Children and Young People Directorate is considering how address these issues for the long term.

10.2 Learning Difficulty (LD), Severe Learning Difficulty (SLD), Autistic Spectrum Disorder sectors

As part of Surrey's strategy to deliver services and support more locally and where appropriate within mainstream schools, eight specialist centres for LD have been established and opened for the first time in September 2004. In North West the centres are The Hythe, Runnymede and The Hermitage, Woking. Staff have been recruited and building work was completed at each of the eight schools. 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 just 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 (Philip Southcote, Chertsey, West Hill, Leatherhead, Woodfield, Merstham, The Abbey, Farnham, The Park Woking, Carwarden House, Camberley).

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 affects of which would have been felt for several years.

The long term project to resite and rebuild Pond Meadow School, Guildford continues as part of the Christ College development. In the interim officers have worked with Pond Meadow School and Kings College School to enable Pond Meadow's 14 to 19 yr age group to be educated on the Kings College site from September 2004. This will enable Pond Meadow to continue to admit pupils and therefore lessen the demand for non-Surrey placements.

We are continuing to explore the redevelopment of Portesbery School, Camberley and the possibility of locating the school on mainstream school sites.

Work continues to prepare a planning application for the new Freemantles School for pupils with an Autistic Spectrum Disorder. We have submitted a planning application for the new school to be built on the Mayford Green site in Woking, which will be considered by committee on 8 December 2004.

10.3 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 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.

10.4 SEN Strategic Plan 2004 – 2008

This document will be issued in December and sets out Surrey's direction over the next four years, along with a revised SEN Policy for the county.

11 CONCLUSION AND REASONS FOR RECOMMENDATIONS

This report describes the 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 Runnymede in order that members' local knowledge might enhance local service delivery in the North West area.

Report by:

Beverley Clarke, Team Manager, North West Multi-Professional Team

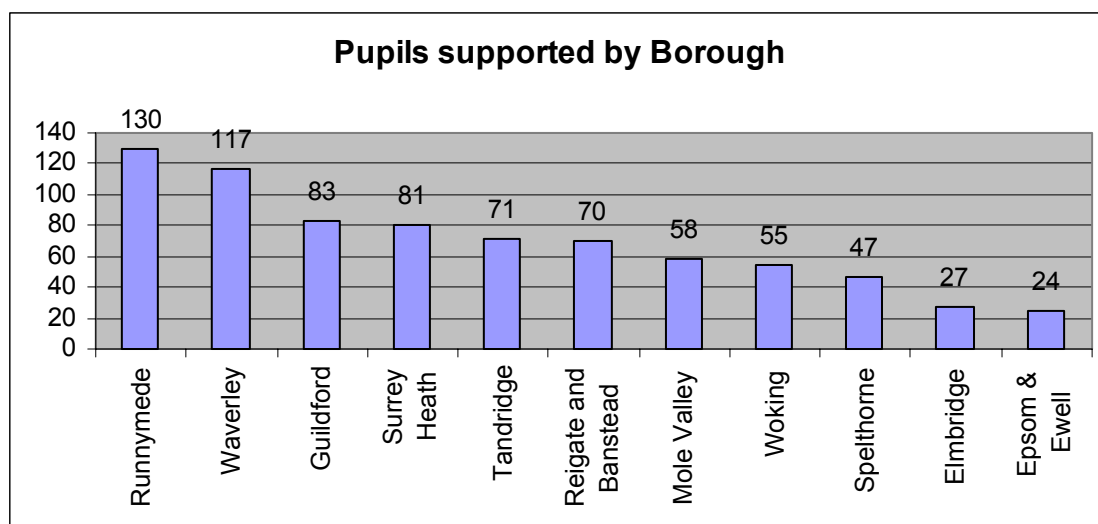
APPENDIX A: Traveller Education Service

Data 03 – 04

Support provided by TESS

The number of non-housed Traveller pupils supported by TESS staff in LEA schools = 763.

By Borough



Support to Transient Groups

TESS also supported the following numbers of children without necessarily gaining access to schools. There has been a steady increase in the numbers of transient pupils as shown in the table below.

Year	Fairground pupils	Circus pupils	Pupils from unauthorised sites	Total
1999-2000	66	25	142	660
2000-2001	46	6	94	519
2001-2002	85	13	171	550
2002-2003	49	9	142	627
2003-2004	75	12	262	762

Response times to requests from families were 1.53 days after being notified, with 59% being placed in the first school approached.

Ave response time	1.53
placed in 1st school	59%

Number of Schools supported

TESS supported Traveller pupils attending a total of 95 Surrey schools, 21 Secondary and 74 primary

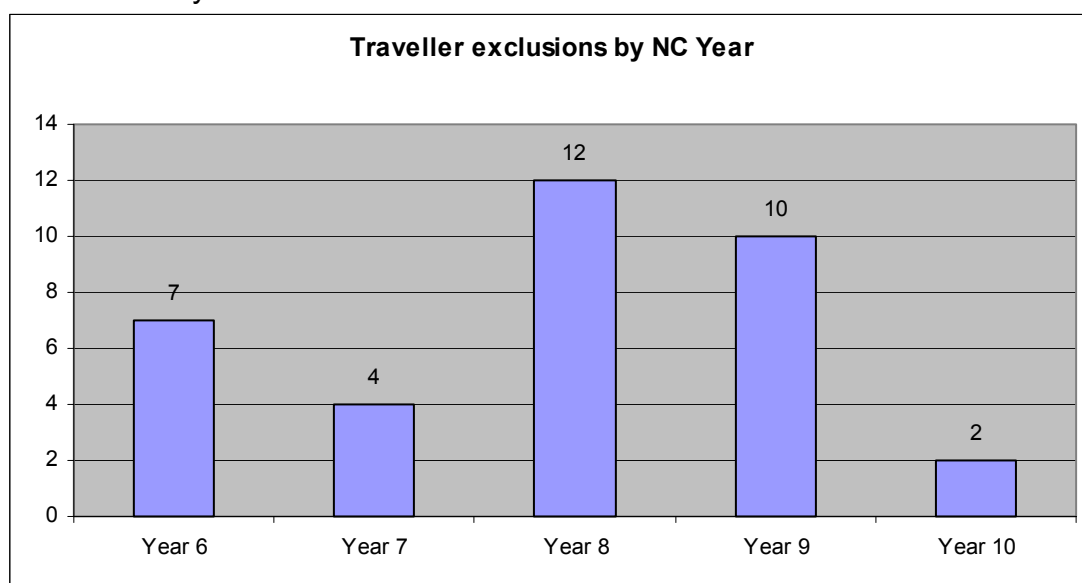
by Borough

Guildford	15
Reigate and Banstead	13
Runnymede	12
Woking	12
Spelthorne	9
Mole Valley	6
Waverley	6
Surrey Heath	5
Tandridge	5
Elmbridge	4
Epsom & Ewell	3

A total of 68 Insets were delivered to a total of 4801 adults and children, with 100% positive evaluation reports.

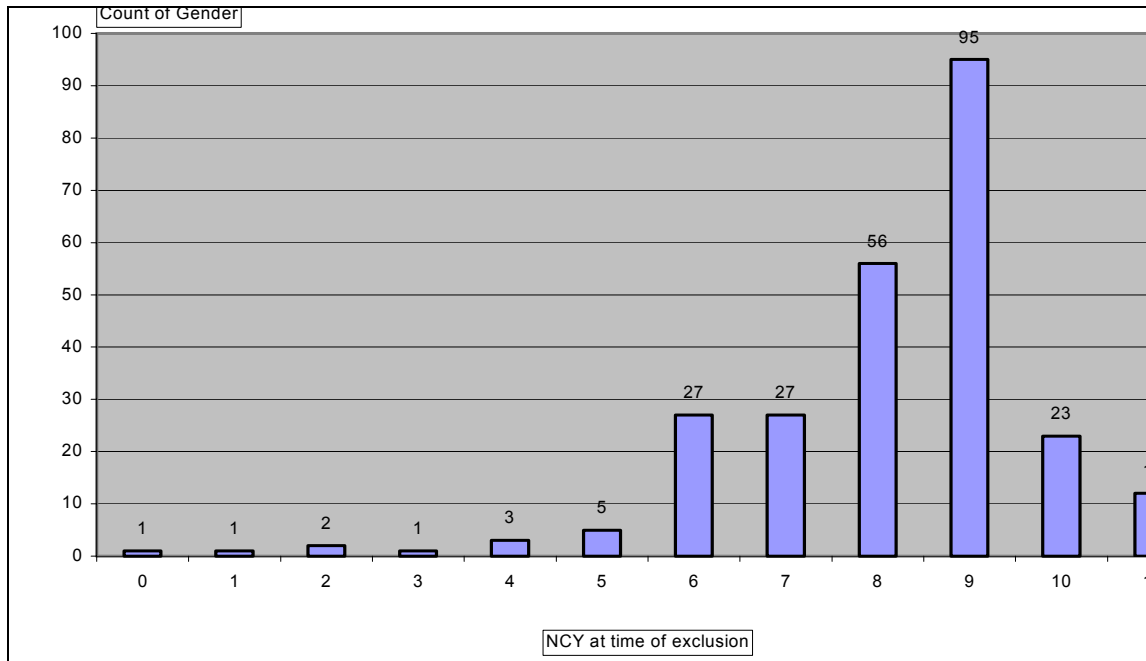
Exclusions

21 Traveller pupils were excluded a total of 39 times the highest number of exclusions in year 8



EMS statistics, when combined with field knowledge of Traveller background give the following

A total of 251 Fixed term exclusions of pupils with Traveller background



Fairs and Circus

TESS supported a total of 9 Fairground children and 12 Circus children during the year. Only 3 of the 21 were accommodated in the first school approached. The average length of stay was 8.4 days

Attendance statistics for mobile Travellers (based on autumn and spring term only)

by phase

Phase of Education	Percentage attendance
primary	76.20%
secondary	59.18%
special	72.60%
Total average	70.60%

Long Stay Travellers (housed more than 2 years) attendance. (The statistics for long stay housed Travellers is only collected annually from the Traveller returns.)

Number of pupils	Phase	Percentage attendance
300	Primary	79.67%
56	Secondary	64.46%
356	Overall average	77.50%

Attendance statistics by Borough

