

A photograph of three young girls in school uniforms running across a paved schoolyard. The girl in the center is running towards the camera, while the other two are running away from it. The background features a large stone building with arched windows. The ground is marked with colorful chalk drawings, including a large square and various lines.

Education Inclusion Support Service



achieving
for children

The Education Inclusion Support Service (EISS) offers consultancy on all aspects of inclusion including behaviour management approaches and school policies. The service supports schools in developing sustainable inclusion strategies and practices, as well as offering advice and guidance about children with special educational needs (SEN) including those with challenging behaviour and social and emotional difficulties which impact on behaviour for learning. The service can also support effective multi-agency work around vulnerable children, those at risk of hospitalisation due to mental health difficulties and also holds statutory responsibility for those primary-aged children who are too unwell to attend school and thus receive medical tuition (see separate medical tuition policy).

The EISS helps to build capacity in our schools to better manage children and young people with social and emotional difficulties which can present as challenging behaviour. We offer a multi-tiered approach to clear designated pathways which are accessed via direct referral from schools. The EISS follows the six principles of nurture as outlined below, whilst also recognising that many children and young people lack consistency and boundaries in their lives and that nurture needs to sit within a behaviour framework that is clear, understandable and consistent for both adults and children.

- **Children’s learning is understood developmentally**
- **The classroom offers a safe base**
- **The importance of nurture for the development of wellbeing**
- **Language is a vital means of communication**
- **All behaviour is communication**
- **The importance of transition in children’s lives** (Nurture UK, 2020)

The EISS model of support is illustrated below using a system of waves with each ‘wave’ representing a different level of support with corresponding options for each stage.

Referrals are made to the Early Advice and Intervention Panel (EAIP) which is a conduit to all of the Achieving for Children (AfC) Inclusion Services. This document only refers to one stream of the EAIP which is the EISS referral pathway.

The EAIP sits weekly during term time and panel consists of members of the EISS Advisory Teaching team, the Head of Service and variously other inclusion leads and representatives from different AfC services.

EISS referrals from schools generally relate to individual cases where behaviour has escalated significantly such that school staff are struggling to manage effectively and there is an impact on teaching and learning.

Early intervention in Wave 1 and 2 should be appropriate and timely. These levels offer support to schools when behaviour, for whatever reason, becomes more challenging and difficult to manage. Each wave includes consultation to clearly identify the needs of the child and offers staff support with appropriate planning mechanisms, the progress of which are tracked and reported on.

Movement through the different tiers usually follows when the support options at the current wave have been exhausted and professionals agree the need to step up to the next level. The EISS lead advisory teacher will present the case for progression at the EAIP and panel members will agree the appropriate next step.

The service aims to support schools to:

- **maintain a low percentage of permanent and fixed term exclusions compared to the national average**
- **maintain high levels of pupils with SEMH needs in mainstream schools**
- **ensure that all pupils referred are provided with support and/or placed in appropriate settings within a reasonable time frame**

The EISS also holds statutory responsibility for those pupils on medical tuition and also accepts referrals from the SEN Service for pupils with an education, health and care plan (EHCP) who might require a tuition package.

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WAVE 1

Prevention and early intervention - advice and guidance

At this stage the EISS Advisory teaching team offers two different types of consultation. At the pre-referral stage, schools can request a 30 minute telephone consultation via an online google document requiring just five minutes to complete.

Should a school decide they would like more comprehensive support then they can complete an EISS referral form and this is submitted to the weekly EAIP. An advisory teacher will then be allocated as the lead and will arrange on site visits to offer consultation, advice and guidance around best practice to reduce challenging behaviours and prevent the need for exclusion.

This could involve talking to class teachers, support staff, and members of SLT, observing in class, meeting one to one with the young person, talking to other AfC services who may also be working with the family and then creating an individualised report offering a range of approaches to support the child or young person for whom the referral has been made.

This model aims to work with school staff to prevent the need for exclusion and to better understand the reasons why a child's behaviour is different.

This support is offered in a timely fashion and schools can expect a response within 48 hours, and a visit from the advisory teaching team within a week of the referral being accepted at the EIAP.

Multi-agency team around the child (TAC) support

The EISS also accepts referrals for children and young people who are deemed to be complex cases with multi service involvement. The Advisory Teaching team can support schools with the planning and support of individualised education plans for these students as well as work closely with other AfC agencies to ensure the best outcomes.

Referrals are also accepted for those students whose mental health difficulties might require hospitalisation and EISS can work as part of the wider network in supporting the provision of education for these students.

WAVE 2

Outreach - coaching and training

Should the advisory team think that additional coaching of school support or teaching staff would be beneficial, then they will refer on to the outreach support team who can offer a number of free sessions using a coaching model. This will involve a specialist behaviour support person working one-to-one with the staff in question, offering best practice advice and guidance..

Additionally, the EISS can offer a variety of training options to school staff. including:

- **physical intervention training (formerly known as Team Teach)**
- **lunchtime supervisor (SMSA) training**

Mentoring

This new and exciting mentoring programme (£)is aimed at supporting pupils with social, emotional or mental health difficulties. Following research using experts from a range of educational and psychological disciplines, we have created a bespoke programme covering clearly structured modules of learning and development.

This programme has been carefully designed and will be further personalised to encourage pupil engagement and foster positive outcomes. The modules run over a minimum period of six weeks and encourage pupils to look at their barriers to learning and strive to meet their full potential whilst in mainstream education. The sessions run for approximately one hour during a morning or afternoon; two students can be seen consecutively in one session. Progress, engagement and pupil voice are tracked and schools will be sent a report after the final session.

Transition

Transition between key stages or even year groups, presents a challenge for the most vulnerable learners so the EISS offers schools support in a variety of ways.

- **The Higher Needs Transition Programme (HNTP) was created in partnership with schools and it offers a series of lesson plans and resources for the transitions from Year 2 to 3 and Year 6 to 7**
- **Members of the outreach team work can work with a pupil's key adults in school to create an individualised transition timetable, incorporating activities alongside nurture principles to ease the pupil's (and parents') anxieties around change.**

Group work

A new and expanded offer of school based interventions (£) now include:

- **SEMH group work for primary and Year 7:** this intervention provides a positive impact on social and emotional learning, wellbeing and behaviour
- **academic catch up intervention programme:** this is aimed at supporting Year 7 pupils who are identified as struggling academically, particularly with core skills in numeracy, reading and writing
- **emotional health and wellbeing groups for Year 7 and above:** aimed at Key Stage 3, focusing on pupils who are highly anxious and need extra support around coping and resilience strategies
- **young coaches programme:** For Year 7 and above, this programme offers students the opportunity to work with young children in a coaching or mentoring capacity, improving their self-esteem and confidence
- **life skills** - this intervention teaches life skills to pupils at Key Stages 3 to 4 offering pupils the opportunity to learn through real life experiences combined with school-based learning.



WAVE 3

Outreach: one-to-one specialist behaviour support and reintegration programmes

On the rare occasion when a child is due to move to a more specialised setting and the school requires additional support to maintain the placement, the outreach team can sometimes work one-to-one with the child for a limited time period. This type of support is usually agreed directly with the AfC Special Educational Needs (SEN) team.

EISS also offers school support with reintegration programmes and readiness for school packages. These are for pupils who have significant difficulty with school attendance and/or have been without a school placement for a period of time. Both of these plans are bespoke and require multi-agency input and agreement. Again, these are charged on a daily rate.

Medical or CME tuition

EISS holds statutory responsibility for those primary pupils who are too unwell to attend school. This service offers a suitable and flexible education including a broad and balanced curriculum, similar to that received at school, for children who cannot attend school because of health needs. This is in line with the DfE's statutory guidance January 2013.

The service can also be commissioned by the AfC Special Educational Needs (SEN) Service to provide interim tuition arrangements for SEN pupils who might be at risk of placement breakdown in their mainstream school, waiting for a specialist school placement or going through the statutory process for EHCP without a school place.

EISS will:

- arrange suitable full time education (or as much as the child's health needs allow)
- develop effective liaison arrangements with the child's home (main) school, parents, carers and other relevant professionals as part of a TAC approach
- track and monitor student progress and attendance while in receipt of medical tuition
- facilitate reintegration to school as and when appropriate through a tailored reintegration plan
- provide access to teaching in a range of settings, including the home
- work in partnership with families, carers, medical professionals, schools and support agencies

WAVE 4

Primary alternative provision - enrichment programme

Key Stage 1 and 2 learners at risk of exclusion can attend an enrichment programme for one to two days a week at our alternative provision - The Bridge. The cost of this programme is charged to schools as a daily rate and the place will run over a full term (approximately 12 weeks).

The programme uses nurture principles alongside a clear and consistent behaviour framework, providing a positive impact on social and emotional learning, wellbeing and behaviour. Individual plans are agreed with referring schools and specific target areas are identified which enable the child to work intensively towards specific goals.

The Bridge Specialist Behaviour Support team works closely with the referring schools and other agencies to ensure that a team around the child approach is used, meaning the skills the children learn in The Bridge are then able to be transferred back into the school setting.

Whilst the focus of the programme is enrichment and behaviour for learning, the pupil will continue to access core subjects each morning with a qualified teacher.

The child remains the responsibility of the mainstream school whilst in The Bridge and thus remains on their roll.

Primary alternative provision - respite placements

On the rare occasion where a child is due to move to a more specialist setting, they are between schools due to placement breakdown or have just moved into borough, they might be offered a place in The Bridge as a temporary measure whilst the SEN team are looking for a new placement.

If the child attends a school within Kingston or Richmond boroughs, they will remain on roll until a new school is agreed by the SEN team and named on their EHCP. In these circumstances a child should attend The Bridge for no more than three days a week. Funding for these placements will be agreed between the SEN Service and the current school but are charged at a daily rate.

The Bridge will be overseen by a Quality Assurance Monitoring and Evaluation Team (QAMET) drawn together from a representative group of relevant partners across the Kingston and Richmond boroughs whose remit is monitoring consistency and quality in the leadership, management and delivery of alternative provision for The Bridge. This is to ensure that alternative provision meets statutory guidelines for safeguarding and quality of education whilst promoting high standards of suitable education for pupils.



Contact details:

eiss@achievingforchildren.org.uk



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