

SECONDARY SEMH REINTEGRATION SERVICE

SERVICE LEVEL AGREEMENT

The service started on 1st September 2020 with £100k agreed by Schools Forum per academic year for 2 years based on the required staffing proposed to deliver the service

Eligibility

- This offer is in relation to the young people who have been allocated one of the 2 Core Offer Inclusion Placements with The Bridge School available to each school each term. These are agreed by at the termly Multi-agency Inclusion meeting.
- There is no cost to schools for the Core Offer Inclusion Placements, however for any other Additional Offer Engagement Placements funding will be required.
- Completion of the Secondary SEMH Re-Integration and Outreach Service Level Agreement between the home school and The Bridge School will be required for each identified young person.
- Permanent exclusion of another pupil will cause the withdrawal of one of the school's Core Offer Inclusion Placements.

Main Purpose

To prioritise for support and re-integrate the young people accessing the 2 Core Offer Inclusion Placements back into their home school at the end of the Engagement Programme with The Bridge School. This will enable the young person to have skills and self-regulation strategies to successfully re-integrate into their home school and their learning.

Operational Framework

- Attendance at termly Multi-agency Inclusion Planning meetings with other LA colleagues and school Inclusion Lead to identify young people who will be accessing the 2 Core Offer Inclusion Placements at The Bridge School. (Lead Teacher)
- Prioritise, develop and implement plans for the effective transition prior to the young person accessing the Core Offer Inclusion Placement at The Bridge School. This will include observations of the pupil whilst in school, developing an individual behaviour profile and liaising with key school staff and other colleagues to identify barriers to positive behaviour management and possible strategies. (Lead Teacher and Learning Mentor)
- Once accessing a Core Offer Inclusion Placement monitor the young person's progress, undertake observations and evaluate and update the young person's behaviour profile to reflect their changes in behaviour and effective behaviour management strategies. (Lead Teacher and Learning Mentor)
- Liaise with both The Bridge staff and the home school Inclusion Lead to identify the young person's re-integration date back to the home school. (Lead Teacher)
- Develop a comprehensive re-integration plan for the young person which is regularly reviewed with the young person, parent/carer and home school.
- Provide support for the young person during the re-integration into their home school based on the needs of individual young person. (Learning mentor)
- Provide a link between the home school, the young person, parent/carer and The Bridge School throughout the Core Offer Inclusion Placement and re-integration period. (Lead Teacher and Learning Mentor)
- Work alongside staff in order to support the implementation of positive behaviour strategies for the young person and model outstanding practice. (Lead Teacher and Learning Mentor)
- Develop and provide programmes of work delivered directly to the individual young person. (Lead Teacher and Learning Mentor)
- Provide challenge to the home school if the re-integration plan and agreed behaviour profile and strategies are not being implemented robustly. (Lead Teacher)

- Provide professional reports that can be used by the home school, parents, and as supporting evidence for formal and/or statutory assessments. (Lead Teacher)

Provide summary reports to the LA and Schools Forum on the impact of the Secondary SEMH Re-integration and Outreach team

The KPIs for this agreement are as follows –

- During the re-engagement programme and for 2 terms afterwards young peoples attendance will be above the criteria used to define persistent absence
This information will only become available from July 2021 onwards as first cohort started in September 2020
- No young person will remain on the re-engagement programme for more than 12 weeks
This KPI has been fully met to date (*however this has been impacted by the local lockdowns linked to COVID to enable best practice for reintegration to own schools)
- 100% of the young people entering the re-engagement programme will return to their home school either at the 12 week point or prior to it . In exceptional circumstances only the Panel may consider after evaluation that a student/YPs needs are deemed too significant to return to mainstream schooling. There will then be a review of the initial referral process to identify whether the original referral was appropriate.
From the first cohort who started in September 2020 this KPI was met fully with all 5 students returning to their host school
- In the 2 terms following re-integration back to the home school, there will be an improvement in the young person's behaviour regulation, engagement in their learning and in their academic progress, as evidenced by the home school's tracking systems.
This information will only become available from July 2021 onwards as first cohort started in September 2020
- Following re-integration back to the home school, each young person will have had no further fixed term exclusions for at least 2 terms, and no permanent exclusion for at least 1 academic year.
This information will only become available from September 2021 onwards as first cohort started in September 2020
- All schools will make appropriate and timely use of their Core Inclusion Placements and these young people have all been re-integrated back to the home school within the agreed time frame outlined above.
To date 5 of the 8 schools have made use of at least 1 reintegration placement
- There have been no breaches of the Home School and The Bridge School SLA and the specific stipulations contained with it.
This KPI has continued to be fully met
- For at least 1 academic year following re-integration no young person who has been part of the Core Inclusion programme will have accessed anything other than their home school
This information will only become available from January 2022 onwards as first cohort started in September 2020 and it's a 12 week programme
- 90% of young people, parents/carers and schools have provided positive feedback as to the impact of the service.
Schools feedback survey January 2021 for cohort one ??feedback
Parent/Carers feedback survey January 2021 for cohort one ?? feedback
Young peoples feedback December 2020 for cohort one ?? feedback
Young peoples session feedback for cohort on 89% scored across 5 sessions

Since the implementation and ongoing delivery of the SLA the panel overseeing adherence with the agreement , made up of Head Teacher for Virtual School / Strategic Lead Behaviour , Divisional Manager Placements , Divisional Manager Inclusion , have met with The Bridge Headteacher and Lead Teacher for the service on a termly basis (5th October 2020 , 11th December 2020 , 3rd February 2021 and a planned meeting for May 2021)

There is an agreed reporting format in place that outlines all the required details of the service as well as collating any areas of best practice as well as challenges and how these are planned to be or have been addressed

Throughout the period since the service started there has been good engagement from the Outreach Mentors as well as the Outreach Lead Teacher with all of the schools

The feedback from the Young People linked to the work completed by the Outreach Mentors has been continually positive

Feedback from the schools have also been positive in terms of the impact the service and the support of it is having with the Young People as well as with the practice and teaching

Attendance during the 12 week placement has also been positive , in term 1 this was 87.4% and in term 2 91%

In summary , from a Commissioning perspective , the service has established itself well as a different type of local offer , take up of places could be increased within current capacity , in term 1 this was 31% and subsequently 56% , however this may be linked to the impact of COVID restrictions and the further embedding of the service .

The service has delivered information into the schools in a variety of different manners to outline the specific details of their offer