

## **TUITION, MEDICAL & BEHAVIOUR SUPPORT SERVICE**

### **Support for pupils being educated outside school:**

The LEA undertakes strategic monitoring for all pupils being educated outside school. There is a central data base which records information regarding exclusions, pupil status, destination and placement outcomes. This information is regularly monitored by officers and professional staff and helps advise the LEA on the strategic deployment of resources to ensure the quality and range of education available to pupils educated outside the school. All pupils educated within this area are included in the following assessment and monitoring processes.

## **ASSESSMENT, MONITORING, RECORDING AND REPORTING**

In summary, the underlying principles should seek to:

- integrate arrangements for the assessment and recording of pupils' achievements with the design and operation of the curriculum,
- emphasise the need for a constructive response from teachers to their pupils' work,
- aim to ensure continuity between different learning activities, between the Key Stages, between different teachers, between different Centres and at other stages of transition,
- encourage pupils to take increasing responsibility for reviewing their own progress and determining new targets for themselves,
- provide full information to parents and, where appropriate, to those concerned with selection for further education, training or employment.

In addition to curriculum assessment, monitoring, recording and reporting, TMBSS has another important assessment role. In summary, it is to determine the most appropriate tuition or other placement for each pupil at the start of their period of time with the Service, monitor performance and progress, and make recommendations for the next step - following an initial assessment period of sixteen weeks.

The component parts of this process are as follows:

On referral to TMBSS, each pupil undergoes an initial assessment by either the Head of Service or his Deputy to determine the most appropriate placement and to inform parents of the structure and operational criteria of the Service.

On admission to TMBSS, pupil files are expected to include details relating to:

- Previous or donor school
- SATs or other standardised test results
- Reports from other educational, social care and health agencies – including BST, LSAT, EWO, EPS.

On entry to an appropriate Centre, pupils are tested in literacy and numeracy and scores are recorded on file as part of the baseline assessment information.

Key Stage 1 & 2 Centres to use Salford R.A.

Key Stage 3 & 4 Centres to use W.R.A.T. (This is a prescribed test. Each Centre is linked to a named person within the service who can validate use).

At the end of a sixteen working week period, assessment information is presented for Key Stages 1,2 & 3 at an End of Assessment meeting. This information should relate to National Curriculum levels on all subjects studied, personal and social development and attitude and behaviour. At Key stage 4, this assessment information forms the basis of a written report to parents and the pupil's ROA.

Supporting this process are a number of other important monitoring tools:

- Termly Review - of all pupils is managed through the termly review programme, published in advance. Teachers are expected to prepare resumes in advance. Dependent on ICT capability these can be facilitated through the 'administration' disk.
- LEA Officers are in attendance at some centres. The Service Development Plan looks to develop this system.
- Individual Education Plan – all pupils are subject to IEP procedures.
- Reports - to parents of Key Stage 1 & 2 pupils are sent out in the summer term. Daily home-school-centre books inform all parties. Key Stage 3 & 4 pupils receive weekly/fortnightly reports. Yr 10 & 11 pupils work towards their Record of Achievement as part of their planned programme, and ROAs are issued to Yr 11 pupils between Easter and Whitsun.
- End of Assessment Meetings are called for all KS1, 2 & 3 pupils with all relevant professionals in attendance and, at KS3, an LEA Officer. Parents are invited and pupils attend at KS3 as agreed. This meeting will examine the evidence gathered during assessment and will recommend the pace of re-integration and the resources needed to ensure success.
- Pupil Planning meetings – may be called for a number of reasons relating to reviewing pupil performance, progress, health and welfare issues. They may be proactive or reactive; they may also follow up End of Assessment meetings when the next step is not yet clear.
- Annual Reviews – for all exclusively placed pupils subject to Statement are the responsibility of the Centre Leader to co-ordinate. Dates of Annual Reviews should be included in baseline information. Dates and times of Annual Reviews should be sent to the Office on a termly basis and completed Reviews should be sent in within five working days of

the Review being carried out. Parents/Carers must be invited. Shared placements with schools are the responsibility of the school.

- 14+ Reviews – are carried out centrally with a Careers Officer in attendance. Preparation and planning are the responsibility of the deputy head of Service.
- Contacts with Parents – Where possible and when appropriate, Centres hold a Consultation/Open Day event to celebrate achievement and foster positive home-school links. Parents are kept informed via home-school books (daily, KS 1 & 2) or target sheets (weekly/fortnightly KS 3 & 4), by telephone or by letter. All parents meet the Head of Service/Deputy Head of Service before admission.
- Key Stage 4 Careers Advice – Careers Evenings are held in central locations to inform parents/carers and pupils of post-16 opportunities.
- Audits of centre provision and KS4 directions are provided on a yearly basis.

## **CHARACTERISTICS OF THE SERVICE**

TMBSS subscribes to the broader philosophy, aims and objectives of Telford & Wrekin LEA.

TMBSS was set up to meet the needs of Key Stages 1, 2, 3 & 4 pupils experiencing emotional and behavioural difficulties which seriously affected their ability to cope with mainstream education, and those pupils medically unfit to attend through illness, phobia or pregnancy.

Working with schools the Service's main role is to provide short term multi-professional assessment, structured teaching programmes and behavioural management to help identify and support the needs of the referred pupils.

The Service has the benefit of working closely with attached Educational Psychologists, learning Support Advisory Teacher, Education Officers and designated Line Manager.

The Behavioural Support Team is an integral part of the Service.

The Service provides a professional forum where teachers can develop strategies and feel supported in the work they undertake. It further provides a system of evaluation to monitor progress.

There are also excellent links developed with Child & Family Service and Social Services to assist in the assessment process. We have pioneered teaching programmes for AD/HD throughout the Authority.

Partnership with mainstream schools is a crucial component in successfully moving children from potential or actual exclusion to full re-integration.

At Key Stages 1, 2 & 3 a full assessment model aims to assess and monitor the pupils' potential to reintegrate successfully to mainstream provision.

The vast majority of our intake has significant levels of special educational need, including displaying emotional and behavioural difficulties.

They are under-achieving in relation to national testing and often their extreme behaviour has meant that further assessment has not been possible.

Within the Service we fully understand the link between behaviour, emotional stability and achievement and work towards raising pupils' self-esteem through success within the curriculum.

At the end of the assessment it may be appropriate to recommend a special school placement to ensure pupils' individual needs are met.

### **Monitoring and evaluation process:**

Within the Service all teaching is within National Curriculum guidelines.

Internal monitoring is through observation of pupils working within class, the regular marking of work, discussion/de-briefing of tasks and outcomes against National Curriculum levels, Standardised Tests, Termly Reviews, Assessment Reports, IEPs and Curriculum Planning (see Curriculum Statement).

All pupils are subject to IEP except those on hospital wards.

A Centre by Centre Audit is produced annually giving a full break-down of pupil outcomes (see Audit Report).

### **The overall effectiveness of the Service:**

Assessment information gathered from pupil base-line assessment show clearly that all pupils' basic academic skills improve significantly during their period of placement.

Behaviour and social skills improve to a level where schools recognise that they are more on task and better able to comply with rules and routines.

Pupils with Neurological Disorders, i.e. ADHD, benefit from the highly structured programmes monitored by Psychiatrists and parents.

The Service successfully teaches and manages its intake, provides assessment information and works towards full re-integration (with a 90+% success rate at Key Stages 1 & 2). Recent Ofsted of Key Stages 1 & 2 was very positive.

### **Priorities for development:**

The over-riding priority for the Service is to develop our awareness, skills and effectiveness with regard to National Curriculum Numeracy, Literacy and Science.

Staff agree that pupils need to be taught in line with national Curriculum targets to enable them the best possible chance of succeeding within mainstream school.

Numeracy and Literacy hours at Key Stages 1 & 2 need to be approached taking into account the wide range of special needs presented by the pupils. The developments of these strategies into Key Stage 3 is a key areas for the Service.

A programme of curriculum development has been drawn-up and the outcomes will be evaluated through curriculum advisors, peer support and pupils outcomes.

In-Service training available to staff is seen as a key factor in preventing teacher isolation.

### **Pupils' personal development:**

The main aims within our Service rely on developing a positive ethos where pupils and staff are valued and their contribution is both recognised and rewarded. Working within our behavioural policy the Service aims to:

- help to encourage our pupils to develop a sense of self-worth and appreciate others;
- help and encourage our pupils to extend their personal knowledge, skills and understanding;
- help and encourage our pupils to develop appropriate learning strategies and experience success;
- to prepare our pupils for their next step – to function successfully in mainstream/special school;
- to provide an ordered, purposeful and stimulating learning environment;
- to develop socially skilled and confident young people.

Pupils' personal development is fundamental to their success in education and we promote positive values of co-operation, caring and helping others. There is a range of monitoring and recording processes which include sharing of information with parents and donor schools via daily home-school books and telephone; certificates of merit and on-going reward programmes within the Service, target sheets and weekly reports, according to the age and stage of the pupil.

### **Teaching and learning:**

The teaching programmes to improve pupils' basic skills are sound with good evidence of success. The improvements in Numeracy and Literacy are demonstrated to be at an accelerated rate during the period of placement in the Service.

We are currently modifying our teaching to incorporate key elements from the Numeracy and Literacy hours at Key Stages 1, 2 and now into Key Stage 3. Teachers have benefited from access to Authority INSET to develop awareness and skills. On-going assessment enables us to judge pupil progress and, therefore, link that to quality of teaching.

At KS4 the Service focus is to support pupils in making informed choices for post-16 provision. A range of GCSE (eight subjects currently available) Certificate of Achievement, Basic Skills and National Skills Profile accredited

courses is offered, along with Careers Education and Guidance and a Work Experience Programme. The balance of examination courses and the use of FE vocational courses, work experience placements and other provision is determined by pupil need within allocated resources. The Service is working actively in developing 25-hour provision in line with Government Policy.

Teachers work closely with colleagues and share expertise for the benefit of all. Verbal feedback from Teacher Co-ordinator and Line Manager on teacher effectiveness is a regular feature. Teachers are appraised through the LEA Appraisal Scheme.

Good liaison with colleagues in mainstream school, plus regular attendance at TMBSS working parties, ensures on-going teacher development.

### **What the Service offers its pupils:**

We are aware of the tensions inherent in trying to provide a broad-based curriculum, individual pupil support, remediation of depressed basic skills and behaviour management within time constraints.

We do, however, offer an appropriate and balanced curriculum reflecting both the special needs of the pupils and the learning outcomes based on National Curriculum requirements.

The use of IEPs to develop learning programmes enables on-going monitoring of progress of basic skills and behaviour.

Thematic planning in History, Geography and Science is based on two-year cycle in Key Stages 1 & 2. Key Stage 3 curriculum is focussed on core skills.

We are aware of our rich historic, geographical and industrial local heritage and through field visits we endeavour to instil a sense of pride and appreciation in our pupils.

Assessment and advice from specialists would be sought and taken into account when planning.

At KS4 this will include Careers and Youth Services colleagues, training providers and employers as well as Child & Family Service and other health professionals.

For behaviourally challenging pupils the Service offers a safe, secure and caring environment where pupils can begin to develop appropriate social skills, a positive approach towards work and learn through positive models that adults can and should be trusted.

### **Equality of opportunity:**

The Service operates an equal opportunities policy in line with LEA guidelines ensuring there is no discrimination.

Curriculum access is ensured through differentiation in line with special needs practice.

Issues of culture and race are managed positively, taking advantage of the Authority's Multi-cultural Resource Team. Equal opportunities for staff are ensured through the LEA employment policy.

### **Guidance and support:**

TMBSS endeavours to promote an ethos of care and support for both pupils and parents.

Our intention is to offer a structured learning environment with clear behavioural expectations and well understood rules and routines.

Through this approach we can begin to programme for behavioural recovery in children. The teaching day ensures that all children have opportunities for success and this success is achievable and recognised. Both behaviour and learning programmes are developed from a step approach with small targets easily re-inforced and rewarded. We provide a framework where pupils feel valued. They get positive re-inforcement from the teacher and their success, however, small, is celebrated. We care enough not to let negative behaviours go unnoticed and will challenge pupils in a constructive and supportive way.

Effectiveness cannot be monitored purely by targets. Areas of self-esteem, pupils' confidence and their happiness needs to be judged in the context of their personal and social development. Regular communication with LEA, parents and internally as a staff team are designed to monitor pupils' well-being.

### **Partnership with parents:**

Unlike their mainstream peers our pupils are placed with us outside of their normal catchment area making daily face to face contact with parents difficult.

We are well aware of this and want to be able to demonstrate clearly high standards in learning so that parents and pupils are positive, confident and satisfied with the values and achievements we promote. Therefore, we endeavour to involve parents in the initial placement discussion and all subsequent review and assessment meetings.

The Head or Deputy Head of TMBSS visits all parents prior to placement and takes time to discuss at length the aims and possible outcomes of the

placement. Parents and pupils can undertake a pre-admission visit to the Centre where they meet staff and can go through rules and routines.

Parents' concerns are sought regarding pupils' programmes with daily, weekly or fortnightly. Regular telephone calls are encouraged and visits to meet staff are available on request or at Open Evenings.

Other agencies involved with parents share information and regularly communicate progress. Information from parents regarding the success of pupils is seen as part of our overall monitoring of standards.

Parents attend End of Assessment Meetings.

The Centres subscribe to the ideals of parents as partners and we endeavour to genuinely include parents (see booklet "Information for Parents").

## **CRITERIA FOR OPERATION**

There are several discrete elements of the Service which combine together to form Tuition, Medical & Behaviour Support Service which provide a framework of support in line with DfEE Circular 8-13/94 "Pupils with Problems" and Social Inclusion" circulars 10/99 and 11/99

Special support to Primary and Secondary Schools through an integrated Behavioural Support Team.

### **Behaviour Support Team**

"To develop a co-ordinated network of support to enable schools to cater more effectively with the needs of pupils who display emotional and behavioural difficulties."

Primary and Secondary team across both LEAs Behaviour Support Advisory Teacher in Shropshire

Group teaching for behaviourally referred pupils in Secondary and Primary phases.

### **Behavioural Referrals**

To provide support and structure for pupils experiencing emotional difficulties who are unable to access mainstream school.

To provide assessment, teaching and behavioural programmes appropriate to individuals. To provide assessment and support to KS3 pupils and provide information to the LEA for their future re-integration into mainstream or special school placement.

To teach a variety of GCSE subjects and other externally recognised accredited examinations.

To offer Work Experience placements as part of a coherent careers education and guidance policy and practice.

To liaise and work with Careers Officers to secure a smooth transition from tuition to work.

## **Shared Placement provision working with mainstream schools**

- To provide assessment and support for pupils in Years 1-6 who are experiencing serious emotional and behavioural problems and work with schools through a shared placement model.
- Educational in-put at two hospital-based Child Assessment Units for pre-school developmentally delayed children

## **Child Development Centres**

To identify current special educational needs.

To provide effective therapy in identified needs. (Multi-disciplinary).

To assess appropriate further educational placement at age five. (Multi-disciplinary).

Tuition provided in three Shropshire Hospital Paediatric Wards

## **Hospital Teaching**

To make a continuing contribution to pupils' education whilst in hospital by offering a rich and varied curriculum and by maintaining contact with a child's school when appropriate.

To provide as normal an education routine as possible to help a child cope with the stress of hospitalisation.

To help remediate former deficits in learning.

To enable older pupils to follow GCSE courses.

Group tuition for school phobics/refusers and medically referred pupils

Group Teaching (Education Otherwise)  
Medical Referrals

To provide an appropriate curriculum for pupils who are temporarily unable to attend school.

To offer a smooth transition back to mainstream following disruption through illness and hospitalisation.

Group tuition for pregnant girls/school girl mothers

Individual tuition at home for some medically referred pupils