

Education Inclusion Bases - SEBD

Function of the SEBD bases

The bases provide short term provision for children displaying social, emotional and behavioural difficulties. The bases are run along 'nurture group' principles and aim to help those children who, with support, are likely to be able to develop the necessary skills to access mainstream education. The length of time children stay in the bases is based on the needs of individual children but usually this will be between two and four terms. There will occasionally be times when the small base environment uncovers underlying difficulties which necessitates that the child attends alternative provision following the intervention. This may include:

:

- A different mainstream school;
- A move into specialist provision;
- A move into the mainstream school where the base is sited;

Age Range of pupils attending the EIB - SEBD

St Michael and All Angels Primary School – Key stage one pupils

Riverside Primary School – Key stage one pupils and lower end (Y3) KS2

Entry into the SEBD EI Bases

As soon as a school detects that a child has significant SEBD difficulties a letter of concern* should be sent into Behaviour Support Manager, PEC, Acre Lane.

The children in the bases remain the responsibility of their mainstream school whilst they are attending the base and wherever possible children should return to their mainstream school. Whilst the children are attending the base they should remain a priority for their mainstream school and as such the base school should receive a relevant allocation of the original's school's Educational Psychologists time. The children should, in the majority of incidents become dual registered with the lead school being the original school being the main dual registration and the school with the SEBD EI Base being the subsidiary dual registration. A charge will be made in line with the pupil-led elements of the school funding formula. If base schools are providing a child with a free school meal this should be recorded in the school management information system (SIMS). If there is a query then Housing and Council Tax Benefits Department should be contacted on 0151 666 3455 (This number is for schools only and not members of the public)

Each base will also have time with a Senior Educational Psychologist or Senior Practitioner Educational Psychologist's time to work through developmental issues and/or a solution focused problem solving sessions.

For all children that display social and communication difficulties the ASD team should be contacted. A member from the team will support the base staff by providing direct input for the child. This may take the form of providing advice and or helping staff to reflect on the child's behaviour. In addition the ASD teacher will work with the child to produce a child centred plan.

Transport is usually provided for children to attend the EIB – SEBD. However, should the child transfer into the base school mainstream the transport will cease.

Entry Procedure

The base is a Local Authority Provision and therefore all children that enter the base must do so through the procedures set out below.

When a child displays behavioural difficulties that school feels is causing a significant concern which puts the child at risk of exclusion the LA should be alerted by schools completing the ‘Child causing concern form and sending it into the Behaviour Support Manager. This will enable the LA to monitor the number of children with SEBD difficulties in the bases. and help to provide a ‘settling in’ time for individual children entering the base

At this point support should be sought from:

- Gilbrook Outreach Team;
- Educational Psychologist
- Behaviour Support

And intervention procedures, based on the guidance provided, should be put into place. Schools must provide information on:

- Strategies and support used and how successful these have been;
- Planned Actions

Should the child continue to display social, emotional and behavioural difficulties beyond those that can be managed within the main stream setting then the school should provide evidence of intervention - this would usually be collected over two terms and should include IBP’s, Boxall Profiles and IEP’s.

To request that a place in one of the EI SEBD bases is considered, the Head Teacher should contact, Behaviour Support Manager, Professional Excellence Centre, Acre Lane, Bromborough. Paper work will be requested in the same way as a request for Assessment of Special Educational Need.

Transition into the EI SEBD Bases

Wherever possible, children entering the base will be staggered, providing individual children with a minimum of two weeks ‘settling in’ time.

Parents need to be informed that the base is not a permanent school and that transport is only available whilst the child is attending the unit – even if the child is offered a place within the mainstream school.

A multi agency meeting should take place prior to the child entering the EI – SEBD Bases. In addition, at least one review meeting should take place whilst the child remains in one of the bases. Attendees may include:

Behaviour Support Manager
Representation from the original school
Base Staff
Parents

Educational Psychologist
Pastoral Care School nurse
Social Care

Other professionals that are involved, for example, Paediatrician, ASD team, Social Care

In addition, if the child is a 'Looked After Child', the following people need to be kept informed and invited to the six week review meeting:

Tracey Coffee
Simon Gardner
LAC Team Leader

The length of time a child remains in the base will be individual for each child but should normally be between two and four terms. A review will take place within four terms to discuss child's progress. If the child makes rapid, evidenced progress, before this time the exit plan can be moved forward. If the child is developing social and emotional skills but has not met the exit criteria then lengthening the time in the base will be considered. Family Circumstances may also be taken into consideration should they be deemed to be affecting the needs of the child.

Formal Assessment

When pupils require additional support the base will follow the Formal Assessment procedures. The evidence put forward to SNAP will include any paperwork collected and collated by any previous schools or settings and the child's placement at the EI SEBD Inclusion base should be taken into consideration as evidence that the child has significant social, emotional and behavioural difficulties.

Transition Plan

Parental visit, without the child, should take place first. (This may, in some circumstances, take place prior to the multi- agency meeting) This visit enables the parents to look around the base and the school and provides an opportunity for the parent to ask questions. The base staff can collect information which will be used for effective individual transition plans. Usually the parental visit will be followed by a number of 'Stay and Play Sessions'. The transition plan will be individual to each child and advice may be sought from other professionals.

Whilst the children remain in the base their progress** in the development of social and emotional skills will be closely monitored and this developmental progress will be used when considering:

- When reintegration should take place;
- The appropriateness of the child returning to mainstream education.

**Boxall Profiles, IBP's and EIP's will be used for this purpose.

Records

The following records will be kept by the base staff for each child within the bases and these will be passed onto the receiving school on exit from the base;
Boxall Profiles;

Analysis of the Boxall Profiles;
Children's review of progress sheet – completed by the children;
Educational Psychologists reports;
Exclusion letters;
IBP's/IEP's
Positive behaviour sheets – designed to illustrate that the child has developed the skills needed to access mainstream education;
Minutes of meetings;
Relevant diary extracts;

Diaries will also be completed at the end of each day on each child in the unit. The diaries will not normally be used for assessment evidence but will be solution focused and used to gain a greater understanding of each child's difficulties. Thus the main function of diaries is in meeting children's needs and guidance when considering next steps to supporting each child.

Exit Procedures

A review meeting should take place to consider the most appropriate placement for the child. Exit routes include:

- Child to return to their original school;
- Child to be offered a place in another mainstream school;
- Child to be offered a place within the mainstream school where the base is sited (This is not always possible if the base school is full);
- Formal assessment

Transition Plan

Transition plans will be formulated around the needs of each individual child. The plan will be drawn up during meetings where, staff from host school will be invited to work with staff from the base school, parents of the child and if possible, a LA representative. The following information will be given to all relevant parties prior to the meeting:

- Clear record of strategies that have been successful in meeting the needs of the child;
- A check list of good practice in meeting the needs of children with SEBD;

To ensure a smooth transition it is helpful if a TA from the Host school spends some time with the child in the base school. This enables the TA to start building a relationship with the child and in addition provides the opportunity for the TA to observe the strategies and procedures used in the base.

Support will be provided to the host school wherever possible to enable the host school to plan for the child's return to school. As a whole school approach is important, this support may take the form of whole school training.

At this point the host school should consider whether to apply for support from Gilbrook Outreach Team.

Attachments:

- Boxall Profile

- Boxall record of SEBD development
- Children's review of progress sheets
- Reintegration Readiness Scale

Positive Behaviour Profile

KEY SCORES N= never = 0 S=Sometimes=1 O = Often=2

SEAL		Please circle number indicating behaviour and total score	N	S	O	Comments
Self Awareness	1	Can indicate how he/she is feeling using strategies such as 'emotional caterpillar'				
	2	Appears to 'feel good about his/her self				

	3	Is confident in new situations				
	4	Appears confident when meeting new people				
	5	Can cope with change				
	6	Takes pride in own work				
Understanding and managing Emotions	10	Resists responding to distractions				
	11	Appears happy				
	12	Is able to express how he/she is feeling appropriately				
	13	Uses appropriate strategies to manage anxiety when prompted				
	14	Uses appropriate strategies to manage anxiety without prompts				
	15	Uses self control to manage anger appropriately				
	16	Can cope with making mistakes				
	17	Accepts new situations and challenges				
	18	Is able to accept the consequences of his/her actions				
	19	Is able to solve problems peacefully				
	20	Remains calm when he/she is upset				
Motivation		Attends school regularly				
		Appears to enjoy school				
		Comes into the school building willingly and appropriately				
		Remains within the school environs safely				
		Remains within the classroom appropriately				
		Listens to and follows instructions				
		Can sit still and listen to the teacher for appropriate length of times				
		Remains focused and on task				
	Can work independently					
Empathy	27	Takes care of other people's property				
	28	Is polite to his/her peers				
	29	Is polite to adults				
	30	Is kind to his/her peers				
	31	Is caring towards younger children				
	32	Is caring towards other children who are upset or hurt				
	33	Co-operates in group situations				
34	Can share and take turns					
Social Skills	35	Uses age appropriate behaviour				
	36	Uses age appropriate language				
	37	Uses appropriate behaviour when angry				
	38	Shows respect towards others				
	39	Accepts consequences without escalating situation				
	40	Is truthful				
	41	Can share and take turns				
	42	Can share own property				
	43	Is able to loose a game				
	44	Uses appropriate ways to gain attention from the teacher				
45	Uses appropriate ways to gain attention from his/her peers					
44	Is liked by other children					

Total Score

Completed by..... Designation..... Date.....