

## Hayfield Inclusion Funding 2012-13

### Aims of Inclusion funding

- **To enable individuals and groups of pupils to access mainstream provision**
    - a) For social inclusion in their local/selected community (school or after school activity)
    - b) To access mainstream curriculum to aid future decision making for placement/transition.
    - c) To access mainstream curriculum for specific subjects/activities that are appropriate.
  
  - **To support staff and pupils in mainstream schools to access high quality specialist support**
    - a) To enable staff in mainstream schools to access individualised advice on supporting pupils with Autism and /or moderate learning difficulties.
    - b) To enable pupils with Autism to to be supported in their own schools
    - c) To support assessment and transition processes for pupils with Autism/Moderate learning difficulties.
- And increasingly:**
- **To support pupils in Hayfield at risk of exclusion from this community.**

### Mainstream Inclusion

The following schools are identified as partner schools, though others are used for some individuals.

- Bedford Drive Primary School, Rock Ferry.
- Holy Spirit Catholic and CE Primary School, Moreton
- Overchurch Infants School, Upton
- Overchurch Junior School, Upton
- St Anne's Catholic Primary School, Rock Ferry
- St John's Catholic Junior School, Bebington
- Greasby Junior School
- St Andrew's C of E School
- Church Drive
- Woodchurch junior School
- Black Horse Hill Infants' School

### **During 2012/13**

#### **68% of pupils accessed activities jointly with mainstream settings.**

52 pupils accessed joint project activities with mainstream schools for half a term.

8 pupils attended mainstream settings for either a half day, or full day for the full academic year.

9 pupils attended after school activities in liaison with leisure links.

**Impact of mainstream inclusion opportunities for pupils**  
**(Compiled by Inclusion support A.Lightfoot)**

The key stakeholders were surveyed via a questionnaire, face-to-face and telephone interviews. The groups were identified as follows:

- Hayfield and partner school *staff*
- Hayfield and partner school *pupils*
- Hayfield *parents*

**Response Rates**

	Hayfield Staff	Partner School Staff	Hayfield Pupils	Partner School Pupils	Hayfield Parents
Total	11	7	32	57	4

**Survey Findings**

**Whole Class Inclusion**

<b>Works well when....</b>	<ul style="list-style-type: none"> <li>✓ The needs of the pupils are clearly identified and discussed at the outset of the project</li> <li>✓ The project has a clear focus or topic and there is a visible output at the end of the project and a pre-defined timescale.</li> <li>✓ Projects over one term are generally the most successful</li> <li>✓ Informal but regular meetings can be very positive.</li> <li>✓ Hayfield and the partner school has the opportunity to state what outcomes they want to achieve and it is agreed how they can be achieved at the outset</li> <li>✓ A non-academic subject is the focus of the project. Sport is often the obvious choice but Art has greater scope for more positive outcomes</li> <li>✓ Planning and preparation is kept to a minimum for teaching staff</li> <li>✓ Both schools are visited as part of the project</li> <li>✓ An existing or positive relationship is achieved quickly between teaching staff</li> <li>✓ Projects involve the children directly working together – with limited opportunity to revert to their own school groupings/friendships.</li> <li>✓ Both Hayfield and partner school staff are pro-active and there is a regular on-going dialogue and communication between <i>teaching staff</i> (not just support staff)</li> <li>✓ High quality of support staff who are able to assess and report any issues and maintain on-going feedback</li> <li>✓ Positive parental support</li> </ul>
<b>Does not work very well when...</b>	<ul style="list-style-type: none"> <li>• Weak communication links with staff e.g. email is not used effectively.</li> <li>• There is no sense of commitment from the partner school – particularly the commitment and involvement from teaching staff.</li> <li>• Staff in the partner school do not actively re-enforce the key messages and values associated with inclusion within their school</li> <li>• The ages/abilities of the pupils is not well-matched</li> <li>• There are too many children and there is little or no opportunity for the peers to work closely together</li> </ul>

## Individual Pupil Inclusion

<b>Works well when....</b>	<ul style="list-style-type: none"><li>✓ Individual pupil inclusion takes place in a mainstream school in their local home community.</li><li>✓ There is time to meet and establish contact to ensure that all parties clearly understand the needs of the child and the intended outcomes of the inclusion.</li><li>✓ The child attends for a full day so that friendships can be made</li><li>✓ There is a social skills target and there is evidence of observing social skills beyond those evidenced at Hayfield</li><li>✓ Pro-active teacher</li><li>✓ Inclusion plays to the strengths of the Hayfield pupil</li><li>✓ School is sensitive to needs of Hayfield pupils</li></ul>
<b>Does not work very well when...</b>	<ul style="list-style-type: none"><li>• Expertise of the Support Staff is not used and they are felt to be a wasted resource</li><li>• The child from Hayfield is treated in a special way – this can equally affect the quality of inclusion</li><li>• Child is not made to feel welcome</li></ul>

## Outreach Support

### 2012/13

The following schools accessed outreach support.

- Christchurch,
- Gilbrook,
- Millfields,
- Moreton Baptist Pre-school,
- St Johns Juniors,
- Our Lady and St Edwards,
- St Joseph's Upton,
- Little Angels Day Nursery,
- St Bridget's,
- Oxton St Saviours

This took the form of:

- Initial visit for observation and follow-up visit for advice/ resources/actions and written report
- ASC specific training for TAs supporting pupils in a mainstream school
- Information literature for schools and parents – particularly following diagnosis
- Support with assessment for schools and parents
- Email support for schools purchasing equipment such as therapy, ear defenders, work stations
- Support for parents re issues such as toileting
- Loan of books/resources including assessments such as Welcomm, Sandwell mathematics
- Support with assessment using P scales and writing IEPs
- Staff visiting Hayfield for half day or whole day and spending time in classes or shadowing appropriate staff members.

## Impact of Outreach Support

- This needs further formal evaluation as we have done for Inclusion if it is to continue.
- Example feedback from schools.  
From Holy Spirit – “ Your advice is so good. It has up skilled our staff and is always on such an individual and targeted basis.”  
Some recent feedback emails attached at end.

- Word of mouth means that this year already we have been requested by 4 additional schools.
- Hayfield Outreach/Advice has been written into some LA documentation and recommended by educational psychologists

**Barriers faced and overcome for Inclusion/Outreach**

- Staffing – recruiting and sustaining sufficient experienced and trained staff prepared to work on piecemeal contracts to support individuals/groups of pupils. Or to cover in school whilst class staff are released without affecting the education of the rest of the pupils. Many of the inclusion sessions run concurrently.
- Staffing – Levels of staffing in school have been increasingly stretched through pupils’ needs/staff sickness, making it increasingly difficult to release staff for outreach or inclusion.
- Success of Outreach means demand has increased to a level that is difficult to sustain with current and new funding pressures.
- Success of outreach means demand on teachers/teaching assistants visiting/training has reached a level that needs careful managing.
- Needs of some individuals in school requiring additional support to sustain placement in our own community, means staffing stretched to limits for safety.
- Parents anxious about taking up offered Inclusion Opportunities. And tend not to want full time inclusion for a variety of reasons.
- No current further capacity for more children to be identified for inclusion unless staffing issues resolved.

**Next Steps**

<p><b>Individual Pupil</b></p>	<ul style="list-style-type: none"> <li>• Introduce a standard <i>Inclusion Assessment</i> which is completed at the Annual Review - and any other time - to identify more individual inclusion pupils and ensure that desired outcomes are identified.</li> <li>• Utilise the services and support from Leisure Links to provide social inclusion opportunities in the pupils’ local community as an initial option for social inclusion. This will be instead of inclusion in a mainstream school in some cases.</li> <li>• Introduce [termly] Assessment and Review meeting to discuss and review progress and any new pupils for whom inclusion will have positive outcomes.</li> <li>• Agree an inclusion plan (with parents and staff) - seeking to minimise costs and ensure maximum opportunity for communication and review with the Leisure Links / partner school.</li> </ul>
<p><b>Class</b></p>	<ul style="list-style-type: none"> <li>• Focus on KS1 and KS2 for class inclusion projects.</li> <li>• Focus on developing partnerships with a small number of mainstream schools. Explore the opportunity to set up a school consortium with Overchurch Junior School and Overchurch Infants School to become the Hayfield “link” school for the majority of inclusion.(see below)</li> <li>• Set a class target to undertake at least one project per academic year and/or regular (eg. monthly/fortnightly inclusion with a partner school).</li> <li>• Consider more art and music based projects.</li> <li>• Fully exploit the resources and opportunities with our close partner Clare Mount, to set up art/gardening and other mainstream-special partnership projects</li> <li>• Use the resources, expertise and support from the LA (such as Advisory Teachers) to minimise the planning and preparation required by teaching staff.</li> </ul>
<p><b>Transition to Mainstream</b></p>	<ul style="list-style-type: none"> <li>• Identify and target pupils in Year 3 and set up an inclusion-transition plan with a partner school in their home community (or other if more suitable) –</li> </ul>

	seeking to minimise resources.
<b>Inclusion (general)</b>	<ul style="list-style-type: none"> <li>• More rigorously measure the impact and outcomes from inclusion</li> <li>• Continue termly Partnership Meetings with Clare Mount to ensure regular and open dialogue about the needs of Hayfield and the support Clare Mount can offer.</li> <li>• Consider further work with a single mainstream partner : "Link School" (In view of the close proximity to Hayfield, there is significant scope to further develop the partnership with Overchurch Infants and Juniors. There is potential for significant benefits beyond inclusion, such as joint training and sharing of good practice across all areas of the curriculum and teaching good practice. If this relationship was more formalised and a joint plan was established, the majority of the inclusion projects could take place with our "link school" and this would serve to reduce the resources and costs. Both schools could benefit and a long-term partnership could be identified as a target for both schools.)</li> <li>• Work closely with Outreach to develop relationships and establish closer partnerships – also to cover initial planning and [termly] review meetings between partner schools and teaching staff.</li> <li>• Consider a reduced, or self funding Outreach service, even if inclusion funding continues.</li> <li>• Discuss shared Outreach responsibilities with LA/other schools.</li> </ul>

### Allocation of Funding

#### 2011/12 - Budget

Budget 2011/12	£33,470.00
Total Expenditure	£38, 307.34
<b>Overspend</b>	<b>(£4,837.34)</b>

#### 2012 13 Budget

Budget	£33,470
Total expenditure	£34, 655.00
Overspend	£1,185
CLERICAL SUPPORT (39 WEEKS @ £61 PW)	£2,379.00
STAFFING FOR INDIVIDUALS INCLUSION	£6,895.00
TEACHER MEETINGS	£300.00
TAXIS	£1,809.20
TELEPHONE, PHOTOCOPY,	£175.00
OUTREACH	£3,960.95
OUTREACH STATIONARY (Resources)	£360.00
OUTREACH TELEPHONE, PHOTOCOPY,	£175.00
OUTREACH HOSPITALITY	£50.00
ANNE LIGHTFOOT	£5,075.00
MANAGEMENT TIME	
OUTREACH/INCLUSION	£13,476.54

#### **ADDITIONAL MONEY SPENT SUSTAINING 2**

**PUPILS plus NURTURE GROUP within HAYFIELD COMMUNITY**      **3 x £14,000 =£42,000**

Dear Alex,  
I saw Mrs P. today, she was so very lovely and helpful!  
I am far more positive, hopeful now.  
She was so very kind to talk to me in a real short notice.  
Thank you for being there!

J.

Dear Alex,  
Wow!!! I am speechless! You did more for our son than has been done in 6 years!  
I will contact our GP tomorrow morning. I also contacted Dr B. and our new priest who is actually head of education.  
I will also contact Wire.  
I am so shocked to find out that B. is not even on school action nor action plus. Now I understand why the neurosurgeon was so shocked.  
Many, many, many thanks!!!  
Best wishes,  
J.

Many thanks for coming to the Monday meeting. Your presence was reassuring.  
Mum has agreed to Statutory. After all the positives on Mon he had a terrible week slapping 3 staff across the face including E. ,kicking and constant spitting and using foul language. He will end up being excluded at this rate. We are going to arrange a TAC meeting once we get the Paediatrician to give us a date. You are most welcome to attend. In the meantime I have been looking at the P Scales and he is functioning below Level 4 for reading and writing and number He is working on L.4 for other areas. I have ordered B Squared-hope it is the correct checklist. I will have to base targets on E.Y.Foundation levels. I would be glad of help to select the targets as there are so many. For number he is sorting/ reading target is matching and book awareness. Listening is Lotto-though he has just thrown it around so may start with sounds in the school. We are going to end up with a book of IEPs!! There are so many other pupils for me to work with and I just can't get to them at present. I am in on Mon and Tues. Also could you bring the maths in again-sorry to trouble you but there was so little time on Mon to look at it closely. Hope to see you soon. T.

Hi Alex,  
It was lovely to meet you too. Thank you so much for visiting us, I really appreciate your visit and you writing this report - it all looks great to me. Wednesday 5th June AM is great for your next visit. I look forward to seeing you then.  
Thanks,  
L.  
On Monday, April 15, 2013, L. wrote:

Hi Alex, the report is great, thank you. It perfectly sums him up. I have included some information for the panel on M.'s adoption so that is fine for you to have that in your report. The only thing I wondered is your opinion on whether Hayfield is the right school for him? If you agree would it be possible to tag that on the end of your report? Many thanks for all your support.  
L.

Hi Alex,  
Thank you for the assessment on J. The Pscale sheets are fabulous!!! I would be grateful if you could come and assess D. I will have to let you know when he is in, but it will be after Christmas.  
Thank you for all your support and have a good Christmas

---