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### Allocation of Funding

£28,839 for Inclusion Development member of staff ( including on-costs )

plus £4000 for additional TA support to deliver strategies ( including on-costs )

Total = £32,839

### The Outstanding Ofsted Inspection of March 2013 reported:

*"many pupils make such exceptional strides in their academic and personal development, that they are able to re-join mainstream schools and enjoy success there"*

*" pupils are very well prepared to move onto the next stage in their lives"*

*"parents recognise the improvements their children make and are appreciative of the support they are given by the home-school liaison worker and by other staff to manage their children at home"*

*"attendance at the weekly parents group is high and parents spoke warmly about the information and advice they are given and of the opportunity to meet other parents and carers!"*

*"the current outreach work with over 50 wirral primary schools is very highly regarded and ( although funded separately ) enables staff from mainstream schools to share best practice with Gilbrook staff"*



Living the Olympic  
and Paralympic Values



## Aims

1. To support the inclusive needs of pupils with extremely challenging behaviours, many of whom have been excluded from mainstream education.
2. To provide pupils with the skills to maintain their place at Gilbrook, access the curriculum and develop Good and/or Outstanding progress
3. To provide pupils with the skills and support to enable them to re-access mainstream education
4. To improve pupil self-esteem
5. To work alongside individual pupils providing strategies, supporting family circumstances.
6. To work alongside some of Wirral's most vulnerable children, supporting their Social, Emotional and Psychological needs to help them be included in their local communities.
7. Liaising with other agencies including, Social Services CAMHS, Family training and Support groups, Youth Inclusion Services and Health Services to ensure all are working to provide as much stability as possible for individual pupils, enabling them to access the curriculum

## Outline of Programmes

- Developing Person Centred plans to include the whole range of needs, key needs for inclusion, and subsequently help pupils feel more included, consequently developing the whole school community as we move to the statutory need for these plans in 2014
- A programme of anger management to identify triggers of disruptive behaviours and strategies to manage them



- Regular opportunities for Restorative Justice to keep finding ways to resolve conflicts
- Solution Focussed Brief Therapy sessions to explore ways to solve problems that constantly arise
- Weekly Parent/Family support group work including, Triple P and developing parent skills in Emotional Resilience, parent and pupil activities and a range of workshops on e.g. autism, ADHD, physical intervention.
- Working alongside parents and carers to support them in developing confidence and skills to manage their circumstances.
- 1:1 meetings with pupils about their behaviour targets and the progress being made

### Impact of Programmes

From September 2011 there have been 16 pupils returned to mainstream education at the end of Year 6.

Hilbre x 2 pupils  
 Prestatyn High x 1 pupil  
 Wallasey x 2 pupils  
 Ridgeway x 4 pupils  
 Woodchurch High x 2 pupils  
 Pensby x 1 pupil  
 UAB Birkenhead x 1 pupil  
 St. Marys x 2 pupils  
 Beb. High x 2 pupils

All were admitted following an Annual Review and a period of transition with the schools where the criteria for admission was agreed.



## Barriers

- Lack of inclusion policy / procedure from the Local Authority - the system is solely based on a recommendation from an Annual Review
- Schools reluctance to admit pupils from Gilbrook
- The need to support pupils with an SEBD statement through their transition, at least in the Autumn Term of Year 7.
- Gilbrook provides a level of support from within these very limited resources to:
  - Meet with staff from the receiving school
  - Provide detailed information from the school about the needs and "school" history of each pupil
  - Support some pupils with their transition

## Next Steps

- To continue developing the behaviour support systems that give pupils the resources to manage their challenging behaviours
- To continue developing a common understanding of the needs of Gilbrook pupils in relation to transition and return to mainstream education
- To continue exploring a return to primary mainstream education for some pupils
- To develop the Person Centred Plans to include clearer expectations and support for all aspects of inclusion



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Academic Year 2012-2013