



LANSDOWN PARK

ACADEMY

Primary Outreach Curriculum Policy **2020/2021**

Policy Written (Date): 26.02.2021	Written by (name): Alix Jepps
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Signed:	

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Curriculum Context

The outreach programme is a 12-week bespoke package of support for pupils struggling to thrive in mainstream primary schools.

Schools refer pupils directly to the outreach provision when they are concerned about their capacity to cater for the needs of the pupil. Most commonly, pupils have been regularly displaying behaviour that has been or could be met with fixed term or even permanent exclusion. Schools will have tried multiple strategies to support the pupil themselves before referring them to our service but these will not have been successful or will have had only limited success. For the most part, the children's primary need is identified under the umbrella of social, emotional and mental health.

Curriculum Intent

Our curriculum offer is designed to achieve three key aspirations. These core drivers have been selected as the means by which we can both improve the educational lives, and therefore future prospects, of the children and young people referred to us as well support the development of the knowledge, skills and mindset of the practitioners who interact with these pupils so that they are able to continue to offer effective, high quality provision for these most vulnerable pupils after outreach support has closed as well as apply the skills to all future pupils who present with similar needs and barriers to their academic success and wellbeing.

Identifying and
Providing for the Needs
Underlying the
Behaviour

Re-engaging the Pupil
in Positive Learning
Experiences

Improving the
Knowledge and Skills of
School Staff to Support
the Pupils' Long-Term
Provision

Curriculum Implementation

After initial meetings with school staff, the outreach team will put together a twelve-week programme that is bespoke to the individual's needs and to the context of the school itself. Although each outreach package is unique, each will incorporate most or all of the elements outlined below.

The proposed plan will be shared with schools and parents in the form of a letter outlining the outreach team's initial recommendations. School staff and parents will also be invited to attend midpoint review meetings and final review meetings to discuss the actions that been carried, the impact of these actions and identify any next steps. A midpoint report and an exit report will also outline this information in writing. Additionally, all pupils will have a learning passport created at the start and at the end of the outreach programme to help guide their provision in school.

Identifying and Providing for the Needs Underlying the Behaviour

Use of Assessments

At the start of each outreach programme, the outreach team will carry out a series of assessments with the pupils:

- A Progression Tool Assessment – designed to identify any underlying speech, language and communication needs. This assessment is designed to be used by teaching staff in order to identify both strengths and areas of development as well as to determine if a referral to a specialist SALT or to the Autism Hub may be beneficial. A report is sent to school staff with recommendations and strategies that can be used as interventions and within the classroom.
- A Boxall Profile – this assessment measures the child's social, emotional and mental health needs. The information is input to Boxall Online and a learning plan with targets and related strategies is generated to help teachers meet the SEMH needs of these pupils.
- LP Competencies – This is table of competencies for which children are given a points score of between 1 and 5. Each competency is a contributing factor toward the pupil's overall capacity for learning and achieving in school, including behaviour for learning. A graph is sent to school with commentary on the pupil's barriers to learning.
- Reading Age Test (and phonics if relevant) – This helps outreach staff to identify how well the pupil is able to decode and comprehend texts in order to identify if deficits in this ability could be a contributing factor to the child's need to present with challenging behaviour/struggle to engage with learning in their mainstream setting.

Where appropriate, depending on the level of engagement and/or stress for the child, these assessments will be repeated at the end of the programme. This will not only help to show progress but also to provide the school with the most up to date information around areas of development and further strategies to help support these needs.

Information from the assessments will be shared with parents as part of the final meeting and exit report.

Support with Referrals

Once any needs have been identified, the outreach team will signpost school staff to the most useful resources and services, including making referrals e.g. CAMHS, SALT etc. This includes supporting school and/or families with applying for an EHCP.

One-to-one Sessions with Pupils

As many of our pupils have experienced trauma, we also look at ways to help them to work through some of those memories using therapeutic approaches such as 'Drawing and Talking'. Other children may have diagnosis of conditions such as ADHD or Anxiety. For these pupils, we try to work with them to help them understand their own needs and provide them with strategies they can use to improve in their learning and with their relationships at school.

Re-engaging the Pupil in Positive Learning Experiences

Re-engagement Interventions

As an outreach team, we understand that, in order for pupils to behave better, they must first be made to feel better. We passionately encourage school staff to take on this message and use a variety of inclusive techniques to support students to have more positive experiences e.g. using Thrive, Nurture or other such interventions.

Bespoke Curriculums/Reintegration Plans

Working alongside senior leadership teams and class teachers, outreach staff create bespoke curriculums and reintegration plans to help re-engage pupils in their education through short-bursts of heavily structured, multisensory activities. These may also include alternative learning opportunities such as attending a forest school or equine therapy. Within these curriculums, there is ample opportunity for activities that help strengthen relationships between these pupils and their key adults and peers so as to develop a deeper sense of belonging and community. Where children have needs that involve control or oppositional behaviour, these curriculums can be designed to be child-led and based through creative play and the child's interests, using a cycle of targets to guide the learning journey.

Relationship Building – Student and Teacher

Often, children who are at risk of permanent exclusion have been given very few opportunities to interact positively with their class teacher. Knowing that children learn best when they have strong relationships and that children with the highest academic deficit should be exposed to the most skilled practitioners, we strive to provide opportunities for class teachers to spend quality bonding time with their most challenging pupils.

Whilst these one-to-one sessions are taking place, outreach teachers will host restorative PSHE sessions with the rest of the class in hopes of developing their understanding of the key pupil's needs by addressing the 'elephant in the room' and discussing the difference between equality and equity (in sensitive, age-appropriate language).

Relationship Building – School and Family

Many of the pupils referred to us come from families who have also experienced trauma and find communicating with educators challenging. We help schools develop scripts that allow them to be mindful of parents' own childhood experiences and to prevent triggering vulnerable parents. Responses to trauma triggers can lead to negative interactions and therefore interfere with parental engagement.

During the twelve-week programme, we aim to offer at least two 'positive interaction' sessions where parents/carers/family members are invited in to share in an activity their child enjoys e.g. playing sport, cooking a healthy meal, sculpting with Modroc etc. This allows members of the family to engage with staff, in the school building, in a way that is relaxed and fun as well as witness their child enjoying school. Additionally, the sessions may provide a good opportunity for staff to model how to interact positively with children so that parents can pick up some useful strategies.

Relationship Building – Peer to Peer

Many students referred to the outreach programme either have very few positive friendships and/or are repeatedly involved in incidents relating to specific children who may also have needs regarding their emotional regulation or impulsivity. Through restorative sessions and social skills interventions, we will equip students with the skills needed to relate more positively and effectively with peers.

Improving the Knowledge and Skills of School Staff to Support the Pupils' Long-Term Provision

Behaviour Policy Audit

The outreach team look in-depth at the school's existing behaviour policy and observed behaviour management practices to establish how well the systems in place cater for children who have experienced trauma and/or have specific needs such as SEMH, ASC, ADHD or AD.

We provide schools with reading material and example 'Attachment Aware' behaviour policies from existing trauma-informed primary schools to aid them in improving any areas of development. If requested, we are able to support schools with the re-designing of the school's behaviour policy so that all staff have ownership over its contents and have a thorough understanding of their individual and group responsibilities, regarding attachment aware practices.

Staff Training

Through our observations of the needs of the child, we will make recommendations for literature and training courses that would be helpful to any staff working with those pupils. Schools can request, and outreach staff will make suggestions based on their time spent in schools, whole staff training in the following areas (or a bespoke combination of these related ideas):

- Attachment disorder in the classroom
- Trauma-informed approaches in school
- De-escalation and preventative practices
- Behaviour management strategies

Smaller group sessions can also be arranged e.g. training specifically for one-to-one LSAs or class teachers.

Throughout the sessions, outreach staff will model good practice and strategies for supporting the young people. This can be pre-arranged for certain situations that the pupil is known to find challenging e.g. break time, PE, coming into school etc.

Advocating for Staff Wellbeing

We provide suggestions for practices that will support staff wellbeing, with particular reference to 'transferable trauma' and the adults' capacity to role model effective relationships.

- Staff working group
- Internal supervision
- External supervision
- Wellbeing checklists

- Reflections/de-briefs
- Sufficient training

Resources and Guidance

Outreach staff are able to provide literature, resources and training in a wide-range of interventions that can help remove the barriers to learning faced by many of our pupils. We may also make suggestions for staff to attend formal training in certain interventions (that have been robustly researched and identified as impactful).

- Sensory Circuits
- Fine Motor Skills
- Playground Games/Social Skills
- Nurture
- Lego Therapy
- Drawing and Talking Therapy

Coaching for Staff

Rather than working solely with the child, outreach staff aim to involve key members of staff in these sessions so they can continue to host them at other points during the week, once the outreach programme has concluded and with other children who present with similar needs.

Staff provide initial training and then coaching in a variety of interventions for which they are trained. The coaching model is open to 2 adults per group and follows a 3-session process involving an initial demo, a paired teaching session and an observation.

A significant portion of the programme involves modelling to key adults how to positively engage with the pupil and deescalate situations when the pupil has entered a heightened state. These are opportunities to model how to teach pupils to name their emotions, self-regulate and reflect, including the use of tools such as reflective listening, five-point scale, social stories, time-out cards and restorative justice.

Curriculum Impact

Aim	Impact Measure
Re-engaging the Pupil in Positive Learning Experiences	Analysis of school pupil progress data Improvement in outreach assessment data Qualitative data on pupil progress e.g. book scrutiny Pupil, school and parent voice
Identifying and Providing for the Needs Underlying the Behaviour	Analysis of pupil progress data (school and outreach) Referrals made and accepted Reduction in behaviour incidents
Improving the Knowledge and Skills of School Staff to Support the Pupils' Long-Term Provision	Evaluations from training re: staff confidence Outreach evaluation forms
Support all pupils to develop the skills, behaviours and attitudes that will enable them to be successful in a mainstream school	Percentage of students successfully reintegrated to the next phase of their education Risk evaluation reduction