



SCHOOLS' FORUM MEETING

16th September 2021

Nurture Interventions Pilot

1. Purpose

- 1.1 To update members of Schools Forum on the Nurture Pilot one of the key projects that forms part of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and initiatives designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- 1.2 To propose next steps towards sustainability for Nurture arrangements to Schools Forum for discussion and agreement.

2. Managing the High Needs financial pressure

- 2.1 The context of the High Needs Budget pressures has been well documented, and a detailed update and context is provided in the SEND Recovery Plan report this month (September 2021).
- 2.2 An integral part /key consideration of the SEND Recovery plan was the financial modelling. The financial model is based on a number of assumptions of success e.g., proportionate reduction in special school placements etc. although each action within the Recovery Plan factors has an assumed impact and there are no guarantees of financial success to each element.
- 2.3 The success of initiatives is also subject to a number of influencing factors including the commitment of schools to engage in delivering an inclusionary offer for children with SEND in Rutland and the extent to which schools and education providers are able to test and commit to alternative approaches. There is also certainly an impact on the Recovery Plan from the pandemic and an expected uplift in demand for SEND and Inclusion resources, some of which remains unknown.
- 2.4 The current figures at the end of July 2021; Children and Young people with EHCP's 266, the number EHCP's end July 2020 was 241 and the number of children in assessment for an EHCP currently under assessment is 12. There are additional pressures on the SEND and Inclusion service to catch up on statutory timescales.
- 2.5 The Rutland Nurture approach, led by Edith Weston Academy Trust is similarly reliant on the commitment of all schools to start to upskill in and implement Nurture practice and help children to thrive in their educational community with the help of outreach from practitioners at Edith Weston.

3. Background and the business rationale that led to instigation of the Nurture pilot.

- 3.1 Schools Forum committed £357k of additional annual investment from the High Needs Block (HNB) to develop a range of initiatives which aim to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of **the 5 Year SEND Recovery Plan** which commenced 2020.
- 3.2 Analysis shows numbers of children, particularly with 'behaviours that challenge' escalating out of mainstream and requiring placement in units, in special schools or alternative provision,

which may be unregulated, including and increasingly high cost independent placements, mostly outside of the county of Rutland.

- 3.3 Feedback from school's workforce showed a need to grow skills and knowledge in inclusionary classroom practice and to get practical help to support children quickly to help de-escalate situations and meet needs in a different way to EHCPs (where appropriate).
- 3.4 Each element of the SEND Recovery Plan is designed to build sustainable capacity and capability within schools and education provisions; to grow the skills expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs to be maintained successfully in mainstream school and within their community.
- 3.5 Nurture Practice is an evidence-based intervention, Classic Boxall Model (an assessment tool used to understand the actions required to help a child's educational and health and wellbeing) is a short-term intervention grounded in Bowlby's attachment theory, which aims to address barriers to learning arising from unmet attachment needs that can lead to Social, Emotional or Mental Health needs escalating.
- 3.6 It is a targeted programme targeted at specific children to increase their emotional wellbeing, intended for primary school children who have difficulties coping in mainstream classes and may be at risk of underachievement and disrupting their education and that of others. Supporting children's mental health and wellbeing and can lead to improved self-esteem and enhanced school achievement and attainment.
- 3.7 In 2019 visits to Nurture practice sites in other regional local authority areas was undertaken by a group of Local Authority and School reps. The learning from these visits helped form a business rationale for Rutland.
- 3.8 An expression of interest was invited from Rutland Primary schools to both develop as suitable Nurture approach and improve facilities to enable some children to receive support on a site.



- 3.9 In February 2020, the site identified to lead the development was Edith Weston Primary part of the Brooke Hill Academy Trust. A 26k capital investment was provided from the DfE Special Provision capital allocation, through a legal agreement, for Rutland to modify classroom and outside areas for the Edith Weston site and to enable parental participation and group learning on site. A Project Board was set up to provide governance and leadership oversight, to support the project and steer the processes through instigation of interventions and to monitor risks, and issues.
- 3.10 A yearly revenue budget of £99,100 was allocated from the SEND Recovery plan allowance for the pilot. This is allocated through a Service Level Agreement, (SLA), and has supported training and development of expert staff to support outreach and in-house interventions. Some children are supported for in house interventions at Edith Weston. The overall intention is to foster Nurture practice and use of Boxhall profiling in all schools and propagate Nurture practice so that it becomes widely utilised.

4. Nurture business rationale- November 2019 and startup of the interventions January 2020

- 4.1 The original business rationale presented the average special school placement costs for children with SEMH needs against the investment that could be made earlier in the school system to help some children appropriately benefit from a more mainstream path and to enable the resources in the High Needs Budget to be invested in Rutland schools.
- 4.2 When the data was presented in 2019, the situation was as follows- since 2013, 26 children, across year groups in Rutland, had been identified as having a primary need of Social, Emotional and Mental Health (SEMH) needs and who had subsequently received a placement in a special school. The cost of providing this support was significant with an average of 3.85 years spent in special provision and **yearly** costs of over £500k
- 4.3 A number of model options to trial in Rutland were proposed, the first of these was chosen to start in one school and offer specialist outreach Nurture practice support to all others.
- *Start on a small scale with the introduction of a nurture approach in one primary school to provide intervention at the earliest stage to prevent the escalation of need. Learn from testing what works, what does not and grow slowly across the primary sector.*
 - *This model would focus on the initial delivery of a nurture-based approach within one school in Rutland as a pilot, adopting a model which replicates national practice and incorporates an all school inclusive approach. This model will be underpinned by inclusive practice and provisions which span the school and ensures children's experience is inclusive. All staff will be trained to deliver a nurture-based approach and will help grow the opportunities for other interventions throughout the school through staff training and experience within the nurture provision.*
 - *Under this model it is assumed children would be on roll at the school rather than remain on roll at other schools.*
- 4.4 The Project Board helped shape and steer the Nurture approach, ensure that staff had appropriate Nurture expertise and help to problem solve during the pilot phase for both in house and outreach forms of intervention. The board helped oversee the Capital development at EW and keep sight of risks and issues to report through to the RCC SEND Programme Board and gave regular updates to Schools Forum.
- 4.5 A flow diagram was designed and communicated to ensure that there were clear pathways to the support intervention support for all primary schools. Once the EIP was operational, the specialist teachers, and EIP coordinator were able to help schools link through to the team at Edith Weston offering outreach support and coaching.

5. Findings from the Pilot

- 5.1 The pilot was designed to support up to 6 students yearly on site at Edith Weston and further equip Rutland primary schools to confidently assess attachment needs and help build confidence of all schools to provide Nurture practice and interventions on their own school site, in order to specifically prevent children's exclusion or escalation out of the mainstream schools system.
- 5.2 In the past 16 months of the pilot, including through the pandemic restrictions, 16 individual children and their associated schools have been supported with Nurture interventions. 9 have received (or continue to receive) on site interventions (agreed through the multi-agency panel) and 7 children through outreach support from the Nurture hub staff.

Table 1- Students supported by Nurture Interventions since instigation March 2020. Ongoing students requiring support 2021/22 in yellow

Year group 2020-21	Previous situation	Current situation/outcome	On site intervention at EW	Outreach intervention
Year 5	After a number of fixed term exclusions. Working out of the classroom and regular incidents taking place.	<p>Remaining in Y6 school place on roll</p> <p>EW staff visited school regularly and school visited EWA. Sensory circuits training was put in pace and imbedded in the referring school. Advice regarding environment, expectations and management of SEMH was provided. Ongoing communication. Situation much improved – PR to giving ongoing advice regarding transition back to classroom. PR attended EHCP review and provided advice.</p> <p>Ongoing</p>		Yes
Year 5	Refusing to come into the classroom and attempting to abscond from school.	<p>EW staff visited when able to due to Covid and built relationship with child. Advice given, session modelled and resources provided to emotional regulation. Further work booked in w/b 6th September</p> <p>Ongoing</p>		yes
Reception	Challenging behaviours, over reliance on one member of staff.	<p>EW staff had one visit initially to meet and observe, further work booked in w/b 6th September</p> <p>Ongoing</p>		yes
Y1	LAC and challenging behaviours around hyper vigilant behaviour and emotional wellbeing	<p>EW staff visited and provided advice/resources. PR to continue work with school autumn term.</p> <p>Ongoing</p>		yes

EYFS	Struggles with emotional wellbeing and managing behaviours and emotions	EW staff visited and provided advice/resources. PR to continue work with school autumn term. Ongoing		yes
	Challenging behaviours linked to his SEMH	School visits and support with Boxall. Advice provided. Ongoing		yes
EYFS	Aggressive and explosive behaviours causing risk of exclusion.	EW staff completed initial visit and worked with staff. Further workbook in autumn term – visit and whole school training Ongoing		Yes
Year 5	Moved from Rutland Primary School on minimum timetable to having a home tutor – not in school.	Successfully transitioned to Y5 with 1:1 Complete	Yes	
Year 3	Placement at Wilds Lodge, prior to that Rutland Primary School permanently excluded. Unable to access mainstream Primary place.	Successfully transitioned to Y3 with 1:1 following joint work to transition from WL Complete	Yes	
	Moved from Rutland Primary school due to repeated exclusion and risk of permanent exclusion. Placement in hub initially	Successfully transitioned to Y1 with 1:1 Complete	Yes	
	Remains on roll at a Rutland Primary School – repeated exclusions. Extreme behaviour. High level of support in the Hub	Current Hub placement Awaiting decision 2021-22	Yes	
	After being out of school (challenging behaviours requiring 2 members of staff to work together due to unpredictability) Physically aggressive	Current Hub placement – ongoing	Yes	

	and at significant risk of permanent exclusion			
Year 2	EW pupil, absconding and physically aggressive at significant risk of exclusion	Successfully accessing mainstream classroom after 18-month placement (through pandemic) class TA when needed Complete	Yes	
	EW pupil with significant needs and not able to access mainstream teaching at this point. At risk of exclusion.	Successfully accessing mainstream classroom after 12-month placement (class TA when needed)	Yes	
	OOO pupil. In previous school was on part time timetable and not with peers due to complex behaviours.	Current Hub placement has an EHCP Ongoing	Yes	
Y2	Mum moved child to us from another Rutland Primary schools after hearing we were very good with additional needs and that we had a nurture hub.	Child as settled in well and making good progress within mainstream class with 1:1 support.	Yes	

Table 2

The following schools have accessed Nurture Hub support for children since the pilot commenced;

On site interventions at Edith Weston	Outreach into child's school
St Nicholas Oakham x 2 Uppingham x 2 Whissendine English Martyrs	Oakham x 2 Langham Brooke Hill x 2 2 in county Service family moves 1 OOC move Stamford School

Savings are conservatively modelled based on avoidance of a more costly specialist placement.

It is worth bearing in mind that the availability of specialist placements has changed in the last year with surrounding local authorities closing availability to Rutland residents.

Table 3

Predicted savings calculated for the Nurture portion of the SEND Recovery plan.

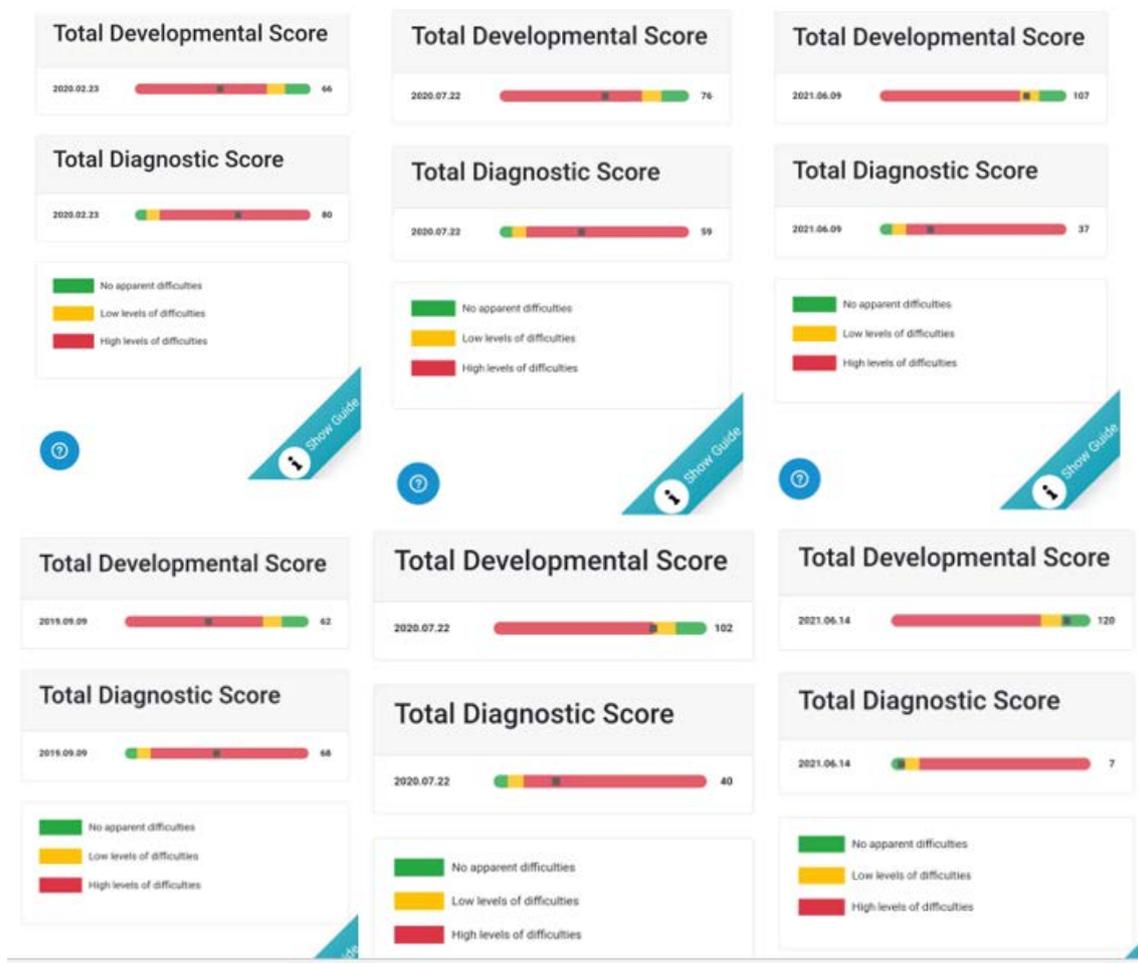
Projects- Savings	2021/22	2022/23	2023/24	2024/25	Comments
Nurture approach and provision-current forecast costs	99,510.00	100,000.00	100,000.00	100,000.00	Assumed 1 independent place saving and 2

Nurture- savings	(112,627.50)	(112,627.50)	(112,627.50)	(112,627.50)	maintained special school place saving
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The cautious predictions (above) indicated a yearly saving of £13K, however the data in Table 1 above, already shows the potential for much greater yearly savings based on actual experience and the number of children supported by the interventions is likely to have prevented a far greater number from escalating into specialist places. One of the children that has been successfully returned to mainstream classes who had previously been in a specialist independent placement had previously been in an independent placement costing £75k yearly.

6. Evidence from Boxhall assessments of impact and feedback from parents and carers

6.1 The Nurture staff complete regular Boxall profiles to measure progress for children with Social Emotional and Mental Health needs. These diagrams illustrate the progress made by 2 children who received on site interventions. Both children have made significant progress towards the green area of the assessment in the time they have been supported.



6.2 Parental feedback is hugely important- a father's comments regarding their situation for a child who had been out of school:

When my child (A) first attended Edith Weston Academy they were not in a great place emotionally, so we were unsure on how they were going to settle in. Having the access to the nurture hub, A has been able to regulate their emotions better which in turn has massively improved their behaviour and confidence. A spoke highly of using the Nurture hub as a place

they can feel safe. I believe this nurture hub has had such a positive impact on them transitioning back into mainstream education.

7. Demand in future years and required model

7.1 The demand modelling since the original business case has not substantially changed. In the first year of operation there has not been a significant reduction in children with SEMH/Attachment needs, although the SEND Recovery plan is seeing some traction, EHCP request demand has increased beyond projections.

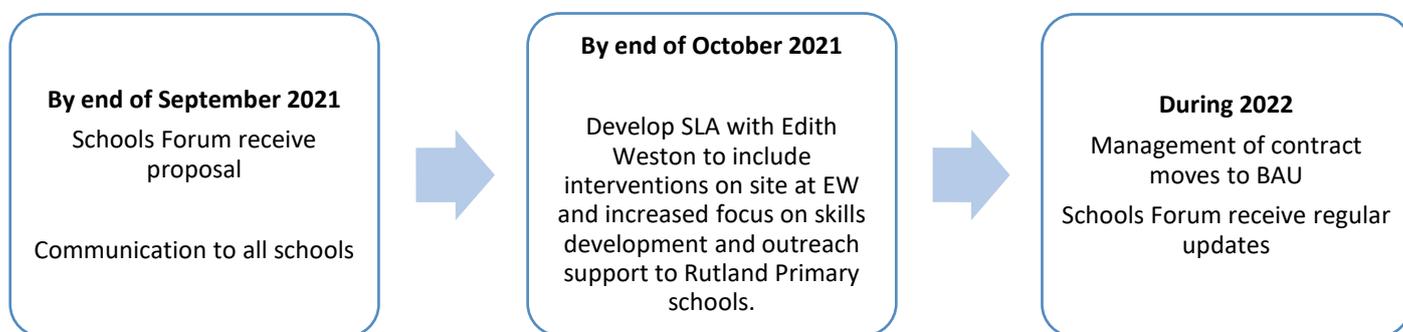
8. Next Steps, risks and dependencies

8.1 The Nurture Pilot has proved the concept will be successful in Rutland and provided a substantial number of interventions both on site at Edith Weston and in support of other schools for many children who would otherwise have been at high risk of escalating out of the mainstream primary schools system and requiring placement at a higher cost to the High Needs Budget for the duration of their education.

8.2 In the next academic year RCC will revise the agreement with Edith Weston to bring Nurture into standard practice with a yearly review point. This will secure these successful interventions for Rutland and focus on propagating Nurture practice across Rutland schools.

8.3 A plan for key priorities is set out below:

Proposed high level planning timeline to secure future Nurture interventions



Areas for development Academic Year 2021-22

2021-22 Academic Year Development areas	Actions	Timeline
Boxall	Boxall training sessions offered to all Rutland schools.	Promoted by 28.9.21
	Boxall drop-in clinic	Dates arranged 1.11.21, 7.2.22
	Nurture staff to support with Boxall and linking learning plans to provision maps	Ongoing
	Review cycle in place to measure impact, in line with code of practice and linked to Education Inclusion Panel practice.	Ongoing

2021-22 Academic Year Development areas	Actions	Timeline
Outreach	Continuing to work with school for observation and strategies, modelling and sharing good practice linked firmly with Education Inclusion interventions.	Project plans in development
	Shaping a Centre of Excellence for all school staff to visit and experience the ethos and strategies and identify effective resourcing to help propagate positive attachment practice in all Rutland schools.	Project plans in development
Training	To continue to offer whole school training in attachment, nurture, nurturing strategies and Boxall.	Ongoing
	To continue to offer one to one training for key staff.	Ongoing
	Nurture support drop-in clinic	Ongoing
	PR to be a key speaker at MHST	Arranged for 14 th October
Multi Agency SEND Panel	Embedding the referral and placement process	Ongoing
	To continue to work with the panel regarding placement decisions.	Ongoing
Placement children	Continue to offer nurture intervention and transition children into the mainstream setting.	Ongoing
	Consider increasing number depending on needs within the hub and across the schools	Ongoing

Appendix A

Risk and Issue Log Nurture Project Group

Ref	Date Raised	Risk or Issue Description	Risk or Issue	Likelihood	Impact	Severity	Mitigation or Action Plan	Owner	Status	Date Closed
Nurture Risk 1	04/09/19	Rutland Primary Schools do not improve their practice and EW becomes a 'magnet school' for children with behaviour that challenges	Risk	3	3	9	Risk was reduced 15/10 Update 17/12/2020 Increased consultation for spaces in the Hub, needs watching due to capacity and appropriate blend of children	LCJ	Open	
Nurture Risk 3	07/11/2019	Risk to the viability of the provision either due to too few or too many children needing places	Risk	2	3	6	Update 07/05 no issues with viability currently, therefore risk reduced 11/06 Briefings for SENCOs has assisted this Risk was reduced 15/10 Update 17/12/ risk reviewed	SM	Open	
Nurture Issue 1		A potential issue in making sure that all county resources work well together are a positive part of the EIP arrangements and toolkit.	Issue	2	4	8	Providers meeting assists in understanding positive interactions, reduces overlap and challenge, Good communication routes required	LCJ	Open	