

NHPSS is expected to: (Tier 3 continued):

- Ensure schools are quickly updated about any changes concerning their pupils' support
- Provide schools with an email copy of the termly support programme aims for each supported pupil
- Send/ email a start of support letter to Parent/ Carer showing the initial support aims
- Email schools 1/2 termly feedback for each of their supported pupils
- Provide termly data reports, and an Annual Report, in the Autumn Term, to schools, Tri-Partnership Management Group and DSPL 1 Management Group
- Provide a formal pupil report either at the end of the Summer Term or at the end of support.

Tier 4:

- Timetables adjusted to provide more support
- Planning adapted to support escalation in pupils' need and increase in support time
- Risk management plans/ roots and fruits reviewed
- Supporting schools in determining future plans: school day timetable adjustments/ part-time timetable / PSP / applications for EHCP/ ENF
- Offering support to parents to attend consultations with outside professionals
- Having discussions, where appropriate, regarding a managed move.
- Regularly liaising with the Integration officer about pupils' current situation and risk of moving up to Tier 5

Tier 5:

This covers pupils at the level of managed move (MM)/ APEx and PEx; there will be provision for Day 6 of any PEx; there will be close consultation with county integration officer

- Liaising with host schools to ensure access to appropriate, risk assessed facilities for APEx and PEx pupils
- Liaising with schools for temporary adjustment of their timetables with regard to lower tier pupils
- Whilst working offsite, academic work is provided by the excluding school and SEMH work by the NHPSS in line with the PSP
- Providing reports in support of EHCP process

For more information:

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"Providing support for settings, pupils and their families where children are struggling to fully access mainstream education due to high needs SEMH"

Chair of NHPSS Commissioning -

Mrs Alex Evans (Head of Pixmore Junior School)

Chair of DSPL 1 -

Tony Plunkett (Head of Wymondley JMI School)

Updated September 2018

NHPSS

North Herts Primary Support Service:

Guidance for Supporting KS1 & KS2 SEMH Pupils



North Herts
Education Support Centre

NORTH HERTS PRIMARY SUPPORT SERVICE

In line with Hertfordshire's Behaviour Strategy 2015—2018 Schools are expected to use Hertfordshire's Tiered Approach to Behaviour:

Nature of the NHPSS and links to the tiered model including provision for permanently excluded (PEX) pupils from day 6:

Tier 1:

The expectations of the local DSPL:

1. All school based support and interventions are in place for pupils displaying SEMH behaviour
2. The Primary Support Services checking that the essential aspects of the school structure/ethos are in place to ensure good behaviour management
3. Schools and other professionals actively seeking to engage parents/carers in the process from the onset

For example:

- Pastoral support plans
- EHM
- SEN plans
- Pupil passports
- Additional adult support
- Pupil timetables
- Playtime & Lunch time rotas
- Contact with parents/ carers
- Reward systems / Consequence ladders
- Clear behaviour policies
- Assess, plan, do, review system in place
- Clear ethos of inclusion and nurture
- Positive behaviour learning environment
- Providing a safe space for the young person
- Schools are expected to have a robust, consistent behaviour for learning policy that has been applied and regularly reviewed by the SLT and classroom staff.
- Manageable reasonable adjustments are expected to be made within class and within school to support the continued learning, whilst being mindful of the emotional well-being of the young person.
- The providers are aware of the variety of resources that may be available to some schools compared with

others and in turn the impact of a child's behaviour on their setting

- The Herts STEPS approach will support the above and is supported by the LA and should be the first approach.
- Nurseries and pre-schools support pupils via The Herts STEPS approach
- Schools can access training by providers to up skill school staff to support pupils effectively.
- School management can access advice from providers to support the implementation of strategies and consistency which will enable school to support a child more effectively
- Pupils who have been 'stepped down to tier 1' are monitored by the providers to ensure consistent handover (particularly at the start of a new school year or term).

Tier 2:

The NHPSS Joint Leads will check that all the strategies in Tier 1 have been put in place; and then may implement some of the following:

- Schools will make contact with the Joint Leads
- Parent/ Carer communication
- The Joint Leads arrange initial school meeting
- Observations arranged
- Personalised training offered to staff/ staff teams
- Report/ Advice given to school
- New referral paperwork completed/ Background information collected
- (Following tier 3 support) pupil's progress is monitored and worker contact is provided once support is finished
- Support schools in creating/ reviewing robust risk management plans, safety and support plans and effective roots & fruits
- If a school referral indicates a high level of need at this stage, a behaviour questionnaire is issued. This is analysed by the NHPSS Joint Leads to determine the hours of support that are feasible to meet the needs of the pupil and the resources available to the service.
- The NHPSS Joint Leads will consider the availability of resources in the settings; therefore advice and support will be adjusted to reflect the setting and pupils' needs.

Tiers 3-5:

Schools are expected to:

- Complete all NHPSS, County and Legal referral paperwork by
 - i) emailing support services admin the fully completed Assessment Data Sheet (copy on the NHESC website)
 - ii) providing hard copies, as parent/carer signatures are required on these, of the Service Request (SR) and GDPR agreement
 - iii) meeting with NHPSS staff to ensure all relevant information is gathered about the pupil's SEMH needs
- Ensure NHPSS is, as soon as possible, updated about information concerning supported pupils
- Allow time in the school day for termly reviews between the NHPSS worker and relevant staff to inform the next term's support level
- Work with NHPSS, including liaisons about potential Permanent Exclusions, and work together to put in place measures to avoid these (APEX)
- Be flexible about local needs (PEX of a pupil within their partnership) leading to timetable changes and possible reduction of pupil support time
- Understand that NHPSS has to fully meet statutory and other responsibilities (including relevant statutory requirements relating to SEND) for Tier 5 pupils on behalf of Herts CC

NHPSS must ensure that Day 6 support for Tier 5 Permanently Excluded pupils takes top priority; this support will take place in a Host School from within the excluding school's partnership area. At point of PEX the partnership is responsible for allocating appropriate space in a Host School

NHPSS is expected to:

Tier 3:

- Communicate with Parents/Carers
- Liaise with schools to ensure NHPSS workers have all information necessary to provide appropriate support to meet individual pupils' SEMH needs