

Sheffield Primary Inclusion Service - Vision for a re-defined service

The aims of a future service are simple:

- To meet the needs of the cities most vulnerable children with social, emotional and mental health needs
- To reduce (and eventually remove) the number of permanent exclusions in the primary sector through effective early intervention
- For the service to work in partnerships with schools to seek the right provision, in the mainstream setting wherever possible

The service will offer places through a central hub, currently the Primary Inclusion Centre (PIC), and a number of additional Inclusion Centres (IC) based on local area need. The PIC and locally based ICs will have different functions.

The Primary Inclusion Centre

The function of the PIC will be as an assessment centre for permanently excluded (PX) children who are unlikely to successfully re-integrate into mainstream settings. The PIC will provide a suitable alternative curriculum to meet the needs of these learners while assessments, EHC Plans and appropriate school placement plans are completed.

The PIC is currently an 18 FTE place resource and with the additionality provided by the local area ICs, will remain at a similar size.

Local Area Inclusion Centres

Local area ICs will offer joint placements in partnership with mainstream settings with a view to successful re-integration of pupils through a nurturing, whole family, therapeutic approach. The aim for each child and family will be around 're-engagement' and providing strategies to the child, family and school to enable the child to function successfully in their primary setting. The referring school will maintain 'ownership' of the child during their time in the Inclusion Centre and identify a 'key worker' to be the main point of contact to ensure successful communication.

Placements will be approximately a term in length but could be longer or shorter depending on the needs of the child and family. The child, after a multi-professional assessment in the IC, could be moved onto the PIC if it is felt that the referring school or a mainstream setting is not appropriate.

The local area ICs will be able to offer a variety of FTE places depending on the level of need in the area. With a shared placement arrangement a wider variety of packages could be offered to cater for a higher number of pupils than at the PIC (for example pupils could be on 1, 2 or 3 day programmes with some additional AP as part of the package).

Alternative Provision

Both the PIC and the ICs will offer a range of alternative off-site provision with high quality primary specific programmes (see Whirlow Case Study as an example). These programmes will be quality assured by the LA and PIC/IC and can be accessed through a referral process on a cost per pupil per day basis. Such placements can be very successful where they engage the pupil through a strength or interest, and they are part of a holistic package to address the rest of the child's needs.

Core Offers of the Primary Inclusion Services

Although programmes and packages of support will vary depending on the needs of the child and family, there are a number of core offers that will be deemed essential to successful working:

- A **nurturing approach** – will be at the heart of the day to day running of the centres with opportunities throughout the day to develop social and emotional regulation skills.
- **Therapeutic work** – will be part of the support for every child and will be led by skilled educational psychologists, mental health workers and other trained staff. More intensive **therapy** will be accessible to the pupils who have deeper mental health needs.
- **Family working** – there will be an expectation for engagement of families as part of the contract they sign to accept a placement at the PIC/IC. This work will be undertaken by family intervention specialists and may include continued working after the placement at the PIC/IC has finished. Families may also be sign-posted to other services depending on their need.
- **Addressing basic literacy and numeracy needs** – a core part of the work to be done in the partnership between the PIC/IC and the mainstream school will be to accurately assess and provide learning to ensure the pupil can successfully access QFT in a mainstream class.
- **Effective partnership working** – a key element of the work of the PIC/IC will be to provide support and training where necessary and to foster a positive working relationship, which will provide the best chance of success for the child.