

Section 3



Understanding Social Emotional Mental Health and Reducing Exclusions

3.2 The Role of the High Risk Group

What is the High Risk Group?

The **High Risk Group (HRG)** is a joint Local Authority / School Peer Review Panel which aims to reduce the need for permanent exclusion and improve outcomes for vulnerable children and young people through inter-agency working.

What are the aims of the HRG?

The High Risk Group has the following aims. To prevent permanent exclusion (PEX) by:

- Ensuring appropriate assessments, planning and interventions are in place for children and young people (CYP) at the highest risk of PEX or multiple fixed term exclusions
- Offering independent view of current strategies
- Sharing information from all appropriate agencies and facilitating inter-agency working
- Providing advice and guidance to schools
- Brokering support from agencies: Social Care; Youth Offending Team, FYPS, PLC, EHCP co-ordination team, Inclusion and Behaviour team, external providers etc
- Brokering managed moves using Fair Access Protocols
- Providing direct, short-term funding to allow schools to implement an appropriate, costed provision

The **guidance and flowchart** (Appendix A) at the end of the document illustrates how to access advice, guidance and support through the following three routes:

- Route 1 – Children and Young People who have an Education and Health Care Plan
- Route 2 – Children and Young People at risk of fixed term exclusion (FTE)
- Route 3- Children and Young People at risk of imminent permanent exclusion (PEX)

It is essential that school leaders are accurately assessing need and identifying barriers to learning when a CYP is at risk of exclusion. However, this may be a difficult task for several reasons, including unknown family history or unknown trauma, complex needs, parental disengagement and/or staff not having the relevant knowledge and expertise to be able to do this effectively.

High Risk Group (HRG) Terms of Reference

Rationale:

Escalating challenging behaviour resulting in the risk of permanent exclusion is often the result of complex experiences, catalysts and needs. Addressing these underlying needs requires a coordinated inter-agency approach.

The High Risk Group is a joint Local Authority/ School Peer Review Panel which aims to reduce the need for permanent exclusion and improve outcomes for vulnerable children and young people through inter-agency working.

Principles:

- Schools work to find solutions which are in the best interest of the child or young person.
- Schools are committed to engaging in a 'collegiate/partnership approach' in order to reduce exclusions.
- Schools are committed to assessing and planning for those at the highest risk of PEX/multiple fixed term exclusions.
- Schools are committed to identifying and supporting students that have additional/Special Educational Needs and or Disabilities.
- The meetings are confidential and sensitive information is shared with the members and Headteachers/School representatives only. Parents/carers will have given consent for their child's case to be brought to HRG. All information and paperwork will be shared securely.

Purpose:

To prevent permanent exclusion by:

- Ensuring appropriate assessments, planning and interventions are in place for students at the highest risk of PEX or multiple fixed term exclusions.
- Offering independent view of current strategies.
- Sharing information from all appropriate agencies and facilitating inter-agency working.
- Providing advice and guidance to schools.
- Brokering support from agencies: Social Care; Youth Offending Team, FYPS, PLC, EHCP Co-ordination team, Inclusion and Behaviour Support Team, external providers etc.

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- Brokering managed moves using Fair Access Protocols.
- Providing direct, short-term funding to allow schools to implement an appropriate, costed provision plan.

Quorate:

- The group will be quorate if it is attended by the Chair and at least 4 members (which must include the Education Inclusion Officer)

Membership:

- The High Risk Group will be chaired by a designated Headteacher for Primary and Secondary (agreed annually).
- Representative Headteachers (from Primary/Secondary) will attend regularly as members (on a rota basis).
- The following Agencies/ Providers/ LA Officers will be group members:
 - Representative from Inclusion and/or Behaviour Support Team
 - Education Welfare Support
 - Youth Offending Team/ Police
 - FYPS
 - CAMHS
 - Education Psychology Service
 - EHCP Co-ordination Team
 - Social Care/ Early Help Team
 - Pathways Learning Centre (HT & Primary/ Secondary Education Inclusion Officers)
 - Public Health
 - Barnardo's
- Additional members may be co-opted to attend regularly or asked to attend specific meetings where appropriate.

Requests for HRG Involvement:

Before bringing a case to HRG schools will need to have:

- Demonstrated an appropriate level of school-based support via a 'Assess, Plan, do, review' approach, followed the guidance within the South Glos Way Graduated Response Toolkit.

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- Attempted to assess and identify the child or young person's needs (incl. SEND, SEMH and environmental factors) via professional assessments and/ or the SAFEH process.
- For a CYP on Route 2 – schools may have made a referral to access funding via SEND cluster and carried out an impact review of this support. (Appendix D)
- Contacted the PLC Primary/ Secondary Education Inclusion Officers for advice and guidance and provided evidence that they have acted on this advice and allowed sufficient time for impact to be assessed

To bring a case to HRG, schools will need to:

- Contacted the Phase Primary/ Secondary Education Inclusion Officers and request HRG involvement.
- Complete the Referral Form CYP Assessment Profile (3.2 Appendix B) and submit this to the PLC Primary/ Secondary Education Inclusion Officers at least 5 working days prior to the next HRG meeting via SOFIE.
- PLC Primary/ Secondary Education Inclusion Officers will circulate paperwork to the HRG at least 2 working days before the meeting via SOFIE.

Format and frequency of meetings:

- Meetings take place every two weeks on Tuesday morning from 9.15am and are chaired by a primary and secondary school headteacher
- Each case presented to HRG will be given approximately 15 minutes including presentation and discussion.
- The Phase Education Inclusion Officer will have worked with the school prior to HRG, will complete the CYP assessment profile 'EIO consultation' process (Appendix B)
- Headteachers/ School representatives will be invited to present a pen portrait of the CYP being referred, including:
 - Brief details of whether a SAFEH action plan is in place and timescales (or other type of plan), reviewed between 4-8 weeks – at least X2 'cycles'
 - SEND factors contributing to poor progress/behaviour/attitudes to learning
 - CYP voice
 - Parent voice
 - Relevant interventions/support and strategies in place and progress/impact of interventions
 - Academic assessments

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- SEMHD assessments inc. Ed Psych or other relevant specialist assessments and details of any assessments still pending
- Reasonable adjustments that have been made for the student in terms of the school's approach to managing behaviour and supporting pupil needs
- Headteachers/ School Representatives will clarify what they are requesting of the HRG, where possible outlining:
 - What services and/ or support is needed to reduce the risk of exclusion.
 - The nature of the provision/ support/ advice being requested (including the chosen approach/ intervention, the timescale for this provision/ programme and how impact will be assessed).
 - The approximate cost of any provision (Appendix C form and example).
 - The school's contribution to the cost of any provision, including how the notional £6,000 has been spent on supporting the pupil and the impact of this so far.
- All members will discuss the case and offer support and guidance. Members will question the Headteacher/School Representative regarding the request for funding. A decision will be made as to whether funding can be allocated.
- If funding is agreed, this will be recorded in the HRG Outcomes and circulated with the school and LA representative by the business support team. Arrangements will then be made for the funds to be available for the intervention
- The Chair will summarise the support agreed, and these will be recorded in the minutes, which will be circulated (via SOFIE) to all attendees.

Possible outcomes of referral:

- Further advice and guidance regarding the assess, plan, do, review process and impact of professionals' advice
- Ongoing support from Phase Education Inclusion Officer
- Access to funding for a timed, costed provision plan, led by the school
- Outreach advice and guidance from PLC

Contact details:

Name	Role	Contact details
Dean Anderson	Secondary HGR Chair	DAN@sblonline.org.uk
Lizzie Meadows	Primary HRG Chair	Lizzy.meadows@sgmail.org.uk
Kathryn Absalom	Primary HRG Chair	Kathryn.Absalom@sgmail.org.uk
Tom Hutchins	Primary HRG Chair	Tom.Hutchings@cherrygarden.org.uk

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Name	Role	Contact details
Andrew Holliday	Secondary Education Inclusion Officer	Andrew.Holliday@pathwayslearningcentre.org
Nicola Joyce	Primary Education Inclusion Officer	nicola.joyce@pathwayslearningcentre.org
Louise Leader	Headteacher at Pathways Learning Centre	Louise.leader@pathwayslearningcentre.org
Kim Lloyd	Interim Strategic Lead	Kim.lloyd@southglos.gov.uk

3.2 Appendix A

ROUTE 1

CYP with an EHCP

Work with parent/carer and CYP to co-produce provision **APDR cycles**

Engage with **other agencies** to further assess need: EP, ISS, BSS, Health and Social care practitioners and agree actions/provision

Consultation with family and EHCP co-ordination team and convene an early AR
**EIO Involvement if at risk of PEX*

Provision and actions agreed at AR monitored – APDR for one term. Continued support from other professionals.
Concern for exclusion remains

ROUTE 2

CYP at risk of FTE but not PEX

School to complete an **assessment** to identify any underlying, unidentified need
School with parent/carer and CYP to co-produce **APDR cycle**
Concern for exclusion remains

School to engage with **other agencies** to further assess need and agree next steps. This could include access to EPS enhanced SEN Support offer
School co-ordinate advice through **TaC/SAFeh**

School evidences provision and impact through **APDR cycles**
School evidences impact from TaC/SAFeh meetings

No

School contacts SEND Cluster SENCo for advice, guidance and support

YES

School consults with **SEND Cluster** to request advice, guidance and support from the Cluster Board. This could include a request for funding to support an evidence-based time limited intervention
**With input from EIO's*

First phase of support implemented and reviewed for impact (6-12 weeks)
Concern for exclusion remains

YES

School requests second phase of support from SEND Cluster
Cluster board notify Phase EIO
Second phase of support **APDR** implemented and reviewed
Concern for exclusion remains

ROUTE 3

CYP at risk of imminent PEX

School to contact Phase EIO

School obtains parental consent
EIO completes EIO consultation with a member of SLT
EIO shares paperwork with school

EIO consultation recommends consideration for HRG panel

NO

School to implement, review and evidence their actions as recommended in EIO consultation

YES

School to send completed RfR assessment, HRG referral and costed plan (as appropriate) to Phase EIO for consideration for next HRG Panel. This must be received by EIO **five working days** before the panel date

Agenda with accompanying papers sent to relevant schools/agencies/HRG Chairs in advance of panel date

3.2 Appendix B – Word version can be found in Section 6 of The South Glos Way Toolkit

HRG Referral – To be completed by Education Inclusion Officer with school leader

CYP NAME	D.o.B	Referring School	YR Group	Attendance %	No. of In Yr FTE	Agencies Involved <i>(e.g YOT/FYPS/Social Care etc)</i>	
Area					Score	Out of	%
Self-Control and Management of behaviour						52	0
Social Skills						80	0
Self-Awareness amd Confidence						52	0
Skills for Learning						84	0
Approach to Learning						44	0
Total					0	312	0

Intervention	Y/N	Notes
SEN Level		
Other type of plan <i>PSP/ adapted timetables</i>		
Intervention implemented and reviewed between 4-8 weeks – at least X2 ‘cycles’		
Plan devised with external specialist advice		
Evidence of Student voice/involvement in planning		
Evidence of Parent voice/involvement planning		
Progress/impact of interventions clearly evidenced		
Relevant interventions/support and strategies in place		
Academic assessments used to inform intervention		
SEMHD intervention <i>e.g THRIVE/ELSA/Zones of regulation etc</i>		
Evidence of reasonable adjustments being made to the school’s behaviour systems/policies		
Other relevant assessments undertaken <i>e.g Boxall/ Dyslexia screening/WRAT etc</i>		
Are we awaiting the outcomes of any assessments?		

Academic Profile <i>e.g Reading/Writing/ Numeracy levels, Assessments etc</i>

SEN Info/Assessment <i>e.g EHCP Outcomes/ date of initiation etc</i>

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Please use this section to show costed provision/ interventions used by your school to date e.g / Please include potential reasons why these were/weren't successful This should demonstrate use of notional SEN funding

Provision/Intervention	Start date	Completion date	Cost and staffing	Outcome

Alternatives to exclusion	Action	Impact
ART Referral		
SEN Assessment		
EIO to meet with CYP/ parents and carers		
Adapted Timetable		
Engagement with other external agency e.g. Health/Social Care/ Education/Private Provision		
Managed Move		
Alternative Provision		
School to take case to SEND Cluster		
School to set up SAF/TAC etc		
Therapeutic/Counselling support		
EIO to consider for High Risk Group		
Other		

Pen Portrait (Include any barriers to learning/ engagement)

Please describe the support you are requesting from HRG Panel and provide costed plan where funding is being requested

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Completed By Staff Member	Role	Date	Contact Info	Date

Word version can be found in Section 6 of The South Glos Way Toolkit

CYP	School	Year Group	Cluster	Date of SEND Cluster/HRG

Provision/Intervention including staffing and frequency	Current attainment/entry data	Target: Specific Measurable Achievable Realistic Time limited	Review date	Outcome/ progress	Cost per day/week x weeks of intervention
HRG multi agency panel agreed funding? YES/NO		Next steps to release funding? Pass to Kim Lloyd to release funds Pass to SEND Cluster chair to release funding			Total funding requested:

High Risk Group Costed Plan – Request for Funding

This is a worked example to show a range of provisions that a school might have in place.

Pupil Name	School	Year Group	SEND Cluster	Date of HRG
A Young	Sun Academy	8	6	12.03.20

Intervention/provision Be specific about how adult support will be utilised and what approach will be used	Recommended by (EP, SALT, SENco, OT, Inclusion Service etc)	Staffing and frequency	Current: Attainment Progress Attendance Exclusions	Target: Specific Measurable Achievable Realistic Time limited	Review date	Impact Review	Cost per day/week x weeks of intervention
IMPACT Mentoring – 6 hours a week If chosen approach is known, please be specific	EP assessment and inclusion support advise SEMH support and mentoring Reference what assessments have taken place and any advice where relevant	6 weeks (3 x 2 hour sessions each week) – external mentor Reference total number of weeks (UP TO 12	91 negatives logged as of 30/01/20 5 FEXs (totalling 11 days) Attendance – 77% Can include authorised and	Reduction in negatives logged – increase no higher than 120 Attendance increased to 85%+ No further FEXs	By end of term 4 Add planned review date	Complete once intervention/provision has been completed – impact to be shared with SEND cluster boards	£30 per hours x 6 hours = £180.00 per week for 12 weeks = £2160

		WEEKS MAXIMUM)	unauthorised absence				
<p>Education First 2 days a week to include functional skills in Maths and English</p> <p>If you are naming a provider, please ensure you have carried out relevant safeguarding and quality assurance checks</p>	<p>Team Around the Child meeting identified key need for core and functional skills</p>	<p>10 weeks (2 days per week) – external provider</p>	<p>Add in current progress and attainment data for pupil</p>	<p>Participate in Functional skills and mentoring sessions. Polite and respectful conduct.</p> <p>Functional skills to prepare for GCSE</p> <p>Preparation for integration to BTEA</p>	<p>By June 2020</p>	<p>Complete once intervention/provision has been completed – impact to be shared with SEND cluster boards</p>	<p>1 x day 9am – 1.55pm 20 weeks @ 145.00 per day = £2900</p> <p>1 day 2pm - 4.30pm 20 weeks @ £95.00 per day = £1900</p> <p>50/50 split of costs with school</p>
<p>Teaching Assistant to support with transition into school and for lunchtime Thrive nurture group – 5 days a week</p> <p>If you are requesting TA hours, be specific about what the TA will do to reduce the barriers to learning and what approach will be used</p>	<p>Behaviour Support advice, EP assessment evidencing transition difficulties linked to school avoidance</p>	<p>12 weeks (5 days a week) 8.45-9.15am and 12.00 – 1.00pm 1.5 hours per day</p> <p>Total: 7.5 hours a week</p>	<p>Include attendance, exclusions and academic data</p>	<p>To make at least expected progress in reading, writing and maths.</p> <p>To reduce the number of times that he leaves the classroom and corresponding reduction in the number lunchtime detentions and the number of occasions he is sent home from school.</p> <p>To feel more confident as a learner as indicated by an ability to tell an adult up to three things that he has done well.</p> <p>To be able to manage longer periods of work within the classroom.</p>	<p>By July 2020</p>	<p>Complete once intervention/provision has been completed – impact to be shared with SEND cluster boards</p>	<p>£105 per week @ 12 weeks = £1,260</p> <p>School can put in a request where they will fund part of the provision (can be linked to notional SEN funding)</p>
			<p>HRG multi agency panel agreed funding? YES/NO</p>	<p>Next steps to release funding? Pass to Kim Lloyd to release funds Pass to SEND Cluster Chair to release funding</p>			<p>Total funding requested:</p>

3.2 Appendix D - HRG and SEND Cluster Impact Review

Word version can be found in Section 6 of The South Glos Way Toolkit

CYP initials	D.O.B	School	YR Group	Current Attendance %	No. of In Yr FTE	Agencies Involved (e.g YOT/FYPS/Social Care etc)

Completed by	Role	Date	Contact Info	Date

Total Funding Received from HRG/SEND Cluster and any top up funding provided by the school		
HRG Funding Amount:	SEND Notional £6,000 (where applicable)	Additional Top Up Funding (for pupils with EHCP) Amount:
Cluster Funding amount (1)	Cluster funding (2)	Comment:

Please use this section to identify what you want to change for the CYP as a result of this provision/intervention	
For the CYP in their voice. <i>A good outcome for me will be:</i>	For the school <i>The impact will be:</i>

Please use this section to show how the funding (including any top up provided by the school) was spent and describe the impact on CYP <i>Please include reasons why these were/were not successful.</i>				
Intervention/Strategy	Start date	Completion date	Cost and staffing	Impact on CYP

Specific Outcomes Measures	
Improved attendance?	Yes/No
No exclusions?	Yes/No
Reduced exclusions?	
Improved parent/carer engagement?	Yes/No
Improved CYP attitude towards learning?	Yes/No

Please provide any other impact evidence of HRG/SEND Cluster funding on outcomes for CYP

Next Steps for CYP