

Inclusion Plus Impact Review

Intent

The APC aims to provide a caring and positive environment where all are valued and supported through a personalised curriculum which challenges and inspires individuals to achieve their potential.

A 'Pathways Model' (see Appendix A) has recently been developed to support the assess, plan, do, review approach (SEND code of practice). This support will build on the good practice of the Inclusion Team which currently provides outreach support to mainstream schools. 'Inclusion Plus' will be inwardly facing, providing advice, guidance and support for pupils in APC centres. This will be achieved by.....

- ☛ Identifying, exploring, and further developing internal strategies to support the young people within APC centres
- ☛ Promoting a multi-agency approach which looks at the young person holistically.
- ☛ Providing additional in class expertise and direct support for young people through the deployment of Inclusion Assistants who can provide 1:1 or small group intervention and where necessary, in class support.
- ☛ Supporting, identifying, and developing bespoke curriculum packages that engage young people.

The resource required to implement Inclusion Plus has been made possible through Covid Catch up funding. The resource currently includes 2 HLTA, 0.4 inclusion advisor and leadership time. However, it is hoped that the Pathway Model will provide sustainability beyond the funding limitations



Provision Menu

- 👉 ALL identified students are offered face to face meetings.
- 👉 Additional engagement activities offered during the summer term included Crimsham farm and Football success program.
- 👉 1 to 1 meetings with HLTA
- 👉 1 to 1 boxing intervention
- 👉 HLTA's attendance at CP/CIN Meetings and communication with external agencies.
- 👉 HLTA doorstep visits
- 👉 HLTA attendance at community-based meetings
- 👉 Inclusion advisor visiting each centre to support pathway provision and offer observations of current practice.

Monitoring

- 👉 HLTA's maintain pupil tracking sheets
- 👉 Pathway RAG system
- 👉 AHT strategic responsibility including line management support

Resource

- 👉 DFE Funding totaling £70,033 has been planned to fund:
 - 0.4 FTE Inclusion advisor
 - 2 FTE Inclusion Plus HLTA's
 - 0.2 FTE Boxing HLTA
 - AHT time
 - Inclusion Plus engagement activities



	Financial Year 2020/21	Financial Year 2021/22	Academic Year 2021/22
Total Income	£40,880.00	£29,200.00	£70,080.00
Expenditure	£21,427.39	£43,611.08	£65,038.47
Teacher	£2,027.80	£20,729.76	£22,757.56
TA	£7,729.59	£16,916.32	£24,645.91
Resources	£11,670.00	£5,965.00	£17,635.00
			£5,041.53

Underspend to be returned to DFE

Impact

Data

The Inclusion Plus team have achieved significant impact upon YP and their chances of reengaging successfully in APC provision. 93% of pupils working with Inclusion Plus have been effectively supported to access centres more effectively or supported them to access ongoing suitable provision within the service.

Centre Access by Pathway:		Pathway			
Centre	2	3	4		Total
Burgess Hill	4	6	7		17
Crawley	6	1	2		9
Lancing	1	5	7		13
Littlehampton	1	3	8		12
Worthing	1	0	6		7
Total case by pathway	13	15	30		58

Resource Data:	
Resource	Pupil numbers
Average Telephone Calls per pupil:	7
Average Number of Meetings (Planning/review/multi-agency) attended per pupil:	6
Average home visits per pupil:	4
Average 1:1 engagement or support sessions per pupil:	7
Number of pupils accessing boxing	15



Number of pupils accessing Crimsham Farm	5
Number of pupils accessing Alfolds/APC football interventions	28

Inclusion Plus Outcomes (all cases since February 2021)

	Outcome	Students	%
Inclusion Plus outcomes since Feb 2021			
0	14	24.13793	
1	36	62.06897	
2	3	5.172414	
3	5	8.62069	
Total	58		

Impact on Attendance (all cases since February 2021)

	Attendance	Students	%
Inclusion Plus impact on attendance			
Improved from baseline	34	58.6207	
No impact from baseline	24	41.3793	
Total		58	



Case Studies

Case Study 1 (LH): Outcome 0 example (Open cases)

LH is a current open case to Inclusion Plus and we are in the initial stages of our support. LH was referred as she was refusing to attend centre and refusing to engage with the outreach and attendance team. LH refuses to leave the house and spends most of the time in her bedroom. Supporting external services have often been referred to, but unfortunately often closed due to lack of engagement from LH. We have identified the following area of support:

- ☛ Transition Planning for post 16
- ☛ Interaction and relationships
- ☛ Emotional/self-awareness
- ☛ Access to education and attendance

Current support:

Inclusion Plus staff have been working with LH for 2 months, building interaction, rapport and trust, initially through a closed door to playing basic interactive games such as rock, paper, scissors and engaging through Microsoft teams messaging. Progress has been positive, and we have this week obtained a laptop for LH and we will be launching a teams based 1:1 timetable, using a mix of centre and Inclusion Plus staff. The plan is to start to build more face-to-face engagement and some community-based activities before engaging with some after-hours work in centre.

Case Study 2 (MM): – Outcome 1 example (Closed - accessing centre)

MM was referred as a pathway 2 pupil, with deteriorating attendance and struggling to engage with centre offer at Littlehampton. Our Initial assessment of M isolated 3 main issues that we felt Inclusion Plus needed to address:

- ☛ Lack of Multi-Disciplinary Team supporting
- ☛ Challenges associated with Self-Management of Behaviour



- ☛ Challenges Associated with interactions with other

Interventions received:

- ☛ Alfolds/APC football interventions packages
- ☛ Weekly - 1:1 In centre direct mentoring sessions
- ☛ Crimsham Farm intervention program
- ☛ Inclusion Plus Boxing Intervention Program
- ☛ Home Liaisons and subsequent increased awareness of potential social care concerns
- ☛ Increased Multi-disciplinary engagement and wider holistic support

Alongside centre, this holistic approach has had a significant impact including:

- ☛ Increased stability at home and ongoing support
- ☛ Awareness of routes back to mainstream and approaching the window of opportunity to access mainstream
- ☛ Direction and goals
- ☛ Increased attendance by 45.80%

Case Study 3 (JC): Outcome 2 example (Closed - unable to make progress over time)

JC was referred at a Pathway 3 pupil, JC was recognised as having special educational needs and an EHC needs assessment application was in the process of being developed. JC was withdrawn and quiet, however would have outburst of frustrations and emotion. The following areas were focus areas for JC.

- ☛ Develop emotional resilience and strategies to manage difficult situations
- ☛ Support centre to increase breadth of provision.
- ☛ Support the EHC needs assessment application process

Interventions received:

- ☛ Alfolds/APC football interventions packages
- ☛ Weekly - 1:1 In centre direct mentoring sessions
- ☛ In class 1:1 support
- ☛ Centre strategy planning



- 👉 Inclusion Advisory support and guidance

Alongside centre, it has unfortunately been difficult to measure impact

- 👉 Engagement with Inclusion Plus football program increased breadth of provision
- 👉 Increased attendance by 13.9%

Inclusion plus supported the process for EHC needs assessment application submission and provided breadth of provision through our football and boxing programs. Whilst Inclusion Plus and Littlehampton have struggled to have a notable impact with JC, his needs have now been clearly established and he will be transitioning to specialist provision in the future.

Learning for staff:

APC are able to support the identification of SEN but may at times struggle to meet the needs of complex young people who require specialist support.

Case Study 4 (EG): Outcome 3 (Closed - alternative provision in place (Outreach/Online/reintegration)

EG was referred as a pathway 2 pupil; EG had been taking part in our football intervention program and had received several FTE's for aggressive behaviour towards peers and adults whilst in centre. Our initial assessment of EG suggested the following 3 areas to address:

- 👉 Emotional Regulation, specifically managing outbursts
- 👉 Lack of emotional resilience, communicated as rude and defiant
- 👉 Significant Instability at home

Interventions received:

- 👉 Alfolds/APC football interventions packages
- 👉 Weekly - 1:1 in centre direct mentoring sessions
- 👉 Home Liaisons and subsequently increased awareness of potential social care concerns.
- 👉 Increase Multi-disciplinary engagement and wider holistic support



- ☛ Support for preparation for transition
- ☛ Advocacy at transitions meetings, transition support, communication with school and LA.

Alongside centre, this holistic approach has had a significant impact:

- ☛ Increased stability at home and ongoing support
- ☛ Supported to successful transition to mainstream
- ☛ Increased attendance
- ☛ Football apprenticeship with BHA
- ☛ Significantly improvement in emotional resilience
- ☛ Significant improvement in self-regulation and management of situations.

EG continues to do very well in mainstream school and is on course to complete year 11, support has now been transitioned to the APC Inclusion Outreach Team who will support EG until Spring half term, providing Mentoring support and Art Based Emotional Literacy. Through our partnership with Alfolds Football Club, EG also be given the opportunity to access an apprenticeship with Brighton Hove Albion at the end of this academic year.



Overview – Analysis

The creation of Inclusion Plus has proved to have significant impact for our WSAPC YP. The regular, consistent, and knowledgeable input has placed our most vulnerable/disengaged YP in the strongest position to reengage with provision offered by WSAPC.

70.7% of pupils working with Inclusion Plus have been effectively supported to access APC centre provision more effectively or supported to access ongoing suitable provision.

If we were to assume that all current cases were going to be successful in achieving improved access to provision then this would yield a success of 94.8% .

Only 5.2% of pupils (3 pupils) were unable to make progress over time. Of these pupils 2 have EHCPs and are awaiting specialist provision – this is taking longer than is desirable as a number of special schools have declined taking them as they do not feel able to meet the pupils' complex needs. In the meantime, APC centres continue to provide for these children.

Attendance on average improved by 4.49% across all those that have worked with inclusion plus. The biggest increase was 45.8% for one student accessing support from Inclusion Plus.

The average length of time of support for each YP is 3 months from Inclusion Plus.

As the work of the team becomes further embedded in APC we plan to further enhance analysis tools to enable a clearer understanding of efficiencies, effectiveness and impact.

James Walters

Assistant Head Teacher
Y11 Transition Support Strategic Lead

