

Inclusion Hub Bid Proposal

District 01

(Lancaster, Morecambe, Carnforth, Lune Valley) Inclusive Practices in 52 Primary Schools

Financial Year: 2026-2027

Submitted: 26th September 2025

Proposed Cost for 2026-2027: 207,740

(We are requesting the minimum of previous funding **£105, 508** however **75% of our proposal would be valued 155k** with the expectation that our levels of support will be part funded by the schools, requesting support and with the intention of supporting schools who may have financial difficulty in accessing timely support to prevent exclusions.

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Our aspirations are to foster inclusion and prevent exclusion—through tailored support, shared understanding, and through creating lasting impact.

Our Aims

- **Aim to reduce the number of children who are permanently excluded** from mainstream schools by refining early intervention strategies and support systems across all key stages.
- **Recognise and celebrate the success of children remaining in mainstream education** through regular reporting, case studies, and shared best practices linked to effective provision.
- **Strengthen early educational foundations** by continuing to identify additional needs and allocate appropriate support and interventions within the Early Years Foundation Stage (EYFS).
- **Enhance transition planning** through early identification of vulnerable pupils and collaborative work with high school staff to ensure tailored support well ahead of Year 6 transition.
- **Prioritise ongoing investment in staff training and development**, ensuring that educators and support staff working with complex children are equipped through Continuous Professional Development (CPD), coaching, and specialist training to provide high-quality inclusive practice.

Current surplus in 24/25: 198k

Reasons for surplus:

- There is a current surplus due to COVID years and accumulating funds. However, our most recent allocation is included in this amount and there is a plan for expenditure during the financial year. The plan also accounts for increasing the offer in relation to outreach provision within our district.
- Another reason is the hub has changed the way it funds the outreach support over recent years.
- Initially the work provided by the hub was at a 50% cost to the hub and to schools. This has now moved to prevention work as fully costed. However, in the future we know that schools may have to revert back to a part funded model.
- Another reason for surplus funding may be down to the current model to access the funding and claiming back. We are aware that there are several schools that still need to claim funding back from the hub of work carried out. **However, a cut off date of October 31st has been set to address this backlog. (This is to have accurate accounting information and tracking in place)**
- Due to referral placements decreasing there also has been surplus funding in the Inclusion Hub however there is a full action plan in place to address this current surplus prior to April and a plan for increased inclusion work across D1.

Our annual allocation through the delegation has been: - : £105,508

This funding is from April 2025=April 2026

Carry Forward from pre- April 2025 -93k

Overview of Anticipated Expenditure April 2025-April 2026 – 188,000 (10k surplus awaiting invoices to be submitted)

Programme of Support	Allocation / Anticipated Expenditure	Actual
EYFS and Year 1 – Commissioned to Morecambe Road, Acorn Psychology and Stepping Stones	19,500	
Stepping Stones Outreach Offer until April inc. Training	80,000	
Morecambe Road Specialist School Offer inc. Training	40,000	
Commissioned Services from Specialist Teachers at Educational Psychology Services	42,500	
Additional Costs – outstanding invoices and administrative costs	6,000	
TOTAL	188,000	October 31st Balance Remaining December Balance Remaining February Balance Remaining March Balance Remaining

Celebration of Success

From April 2024-March 2025

94 referrals to the Inclusion Hub for outreach support to prevent children from suspensions and permanent exclusions.
 15 children across D1 were permanently excluded, however some of these children did not receive support via the Inclusion Hub.
 Over 50% of the primary schools in the district accessed support provided from the hub which included training, specialist support and outreach services.
 The support on offer is good value for money because without the services available through the hub a higher number of children would be suspended or permanently excluded.

Proposal for Surplus Spend to be spent by April 26 :

Area 1 allocation – Early Years and Year 1 Provision Allocated Funding: 19,500

Key Area Identified Rational	Intervention	Costs	Impact
<p>Early Years and Year 1 Provision</p> <p>Data and referrals to the Inclusion hub indicate a significant need to early intervention and early identification of support.</p>	<p>Our intention is to provide the following early identification support....</p> <ul style="list-style-type: none"> Specialist Teacher input for whole class / whole group and individual support. Commission specialist training for EYFS and Y1 teachers and staff to support implementing effective strategies within the classrooms without the need for referrals to other services. This support is observations, report writing, class and individual strategies, coaching, school to school support using assess, plan, do and review process. 	<p>Autumn Term – Spring Term Specialist Teacher input from one of the commissioned services.</p> <p>Approx £1000 per child / school accessing this support.</p> <p>Approx 15 referrals to be allocated this support.</p> <p>Total Cost Allocation 15k</p>	<p>The desired impact is to work within an early identification model and proved the self regulation and behavioural development strategies at an early stage.</p> <p>The aim of this intervention is to reduce the risk of EYFS and Y1 children from exclusion.</p> <p>Targeted strategies to support at-risk pupils result in higher attendance rates, reduced exclusions, and greater continuity in learning, fostering a sense of belonging and academic success.</p> <p>Fewer exclusions among Year 1 pupils reflect the success of proactive, inclusive approaches in addressing challenging behaviours and supporting emotional wellbeing, ensuring that young children remain engaged in education and have the best possible start to their school journey.</p> <p>Each exclusion = 20k therefore by investing in early intervention in the EYFS and Y1 will have a significant impact on reducing the number of Y1 children referred for placement or excluded. This could be a potential cost saving of 300k</p>
<p>It has been identified within our cluster that we have a high number of children arriving at school who are not</p>	<p>CPD and Additional training for EYFS and Y1 Staff – To reach approx. 50 – 100 staff per</p>	<p>Total Cost Allocation £4,500</p>	<p>A decrease in referrals for specialist input among EYFS and Year 1 children demonstrates that early intervention and inclusive classroom strategies are effectively meeting</p>

<p>school ready. They struggle to regulate their emotions, and their behaviour can be extremely challenging this has a direct impact on the development and education of other children, school budgets, staffing and well-being.</p>	<p>session across the district. (Support staff and teaching staff)</p> <ul style="list-style-type: none"> • Specialist training sessions for EYFS and Y1 staff on • Autism in the Early Years • Self Regulation strategies • Sensory Support <p>Provided by Stepping Stones, Morecambe Road and Acorn Psychology</p>		<p>pupils' needs within mainstream settings, reducing reliance on external support and promoting positive early learning experiences.</p> <p>Staff in EYFS and Y1 feel they have a support network to share practice, ideas and access specialist input and training.</p> <p>Impact</p> <ul style="list-style-type: none"> - Retention of staff - Greater understanding of need - Greater understanding of provision and strategies to implement - Complex children maintain their placement in mainstream education.
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Area 2 – Stepping Stones Outreach Team - Allocation of 80k to fund the work from September – April 2026

A responsive local offer which is highly valued within D1, enables schools to address diverse pupil needs more effectively. Schools know who to go to and use the support from Stepping Stones effectively.

Following a recent survey of HT and SEND leaders. This element of the offer was the highest valued and school reported the most impact from this service.

We have planned that Stepping Stones Outreach has capacity working with 46 D1 referrals from April 2025-March 2026. This is as well as their training, telephone advice and additional services)

(Approximately 31 Bronzes and 15 silvers, equalling 46 in total) e.g. 80,000 divided by 46 cases is 1.7k per case demonstrating good value for money to prevent exclusions.

Key Area Identified Rational	Intervention	Costs	Impact
<p>Stepping Stones Outreach Aims</p> <ul style="list-style-type: none"> To offer targeted support aimed at staff who are supporting specific pupils with SEMH. To secure positive experiences and outcomes for children and young people with SEMH and complex needs to enable them to remain in mainstream education, where appropriate. To support our mainstream colleagues in maximising the educational opportunities for all pupils. Through inclusive practices that minimise impact on whole classes and schools. To help to build the capacity and confidence to meet the needs of all children and young people. 	<p>Stepping Stones Outreach Universal Offer</p> <p>It ensures that Stepping Stones continues to have an outreach service available for mainstream schools. Provision of support, guidance and advice for children presenting challenging behaviour and social, emotional and mental health needs in school will be able to continue.</p>	<p>£600 x 52 Primary Schools and Academies</p> <p>£31,200</p>	<p>Stepping Stones provides targeted strategies to support at-risk pupils result in higher attendance rates, reduced exclusions, and greater continuity in learning.</p> <p>The desired impact is to ensure early intervention can be provided to prevent children from exclusion, whilst providing CPD, training and coaching for staff in mainstream school working with children with challenging behaviour and at risk.</p>

<p>Feedback indicates training is highly valued and informative to support.</p>	<p>Stepping Stones Training Packages Commission a programme of training 8 training session over the full academic year. (2 in Summer, 2 in Autumn, 2 in Spring)</p> <p>Up to 200 staff that can attend over the 8 sessions.</p>	<p>TOTAL £4500</p>	<p>This reaches approx. 30 staff per session and is highly valued. It provides extensive strategies and reaches classroom practices in over 30+ schools. This support is invaluable in upskilling staff who are working directly with children with complex needs.</p> <ul style="list-style-type: none"> • Staff will demonstrate increased confidence in identifying and responding to SEMH needs using trauma-informed and inclusive approaches. • Staff will apply evidence-based strategies to de-escalate challenging behaviours and foster emotionally safe learning environments.
<p>Rational of Packages of Support</p> <p>A comprehensive understanding of the child’s needs, strengths, and context is developed through multi-perspective input (staff, family, and pupil voice).</p> <ul style="list-style-type: none"> • Early indicators of unmet SEMH needs or environmental triggers are identified, enabling targeted support. A clear, personalised action plan is created with SMART goals that address both immediate behavioural concerns and underlying emotional needs. • Staff and families are provided with tailored strategies, resources, and recommendations that are practical, evidence-informed, and achievable within the school context. 	<p>Commission packages of support Bronze and Silver (free to all schools – are capacity driven and need to monitor the use / expenditure) Projection 12 x Bronze Packages (@ £750 per package) = £9,000 18 x Silver Packages (@ £1,500 per package) = £27,000 2 x Sensory Packages (@ £450 per package) = £900</p>	<p>Total projected costs = £36,900</p>	<p>The package of support is for 32 children. This therefore prevents the risk of further children from exclusion and accessing alternative provision.</p> <p>Potential savings of 20k x 32 referrals = 640k even if 50% of these children are prevented from exclusions or having to access alternative provision would prevent a cost of 320k from HNB.</p> <p>The packages provide the following impact.</p> <ul style="list-style-type: none"> • Reduction in behavioural incidents and exclusions. • Improved emotional regulation, attendance, and engagement for the pupil. • Enhanced staff capacity to support SEMH needs across the school. • Strengthened home–school partnerships and multi-agency collaboration.
<p>Buffer of additional allocation</p> <p>A further 7k has been identified for bespoke provision or to support schools in accessing referral placement costs if required.</p>		<p>7k</p>	<p>Reduce the impact on small school and give them alternative options to prevent exclusion.</p>

Area 3 – Commissioned Support – Morecambe Road Specialist School - Anticipated Expenditure 40k

Key Area Identified Rational	Intervention	Costs	Impact
<p>CPD and Specialist Training</p> <p>CPI training is designed to equip staff, especially in education, healthcare, and social care—with evidence-based skills to prevent, de-escalate, and safely manage crisis behaviours.</p> <p>The training is rooted in a three-tiered framework: Prevention (identifying and mitigating triggers early) Reduction (using de-escalation strategies) Management (safe intervention when necessary)</p> <p>The approach is person-cantered, trauma-informed, and prioritizes the Care, Welfare, Safety, and Security of everyone involved.</p>	<p>Delivery of CPI training on de-escalation and prevention to colleague across 52 schools.</p> <p>15 staff per session £750 per twilight due to cost of trainers required. Delivered in 6 training sessions.</p> <p>Tier 1 and Tier 2 will be delivered to staff in schools where there are high levels of risk and a high number of children to support.</p> <p>Tier 3 may be delivered to a small number of staff for only when appropriate and necessary.</p>	<p>£4,500</p>	<p>1. Improved Staff Skills and Confidence 96% of educators report significant improvement in their ability to de-escalate situations and manage challenging behaviour after CPI training</p> <p>Staff gain practical, trauma-informed strategies for preventing and responding to crises, leading to greater confidence and reduced stress</p> <p>2. Safer and More Positive School Environments Schools implementing CPI training see a 20–29% or greater reduction in disruptive behaviours</p> <p>There is a measurable decrease in incidents requiring restraint or seclusion, and an overall improvement in school safety and climate</p> <p>Better Student Outcomes Evidence shows a 75% reduction in suspensions and an 88% reduction in misconduct cases in some schools after adopting CPI training</p> <p>Students feel safer and more supported, which is linked to higher engagement and academic success</p> <p>4. Staff Retention and Wellbeing Schools report a 90% increase in staff retention after implementing CPI training, likely due to improved confidence, reduced burnout, and a more supportive work environment</p> <p>5. Positive School Culture CPI’s approach emphasizes empathy, dignity, and respect, helping to foster a more inclusive and positive school culture</p>

<p>Specialist Training to be delivered by staff at Morecambe Road</p> <ul style="list-style-type: none"> - ASC - Sensory - Adaptive Teaching 	<p>Autism Spectrum Condition (ASC): Staff will develop a deeper understanding of ASC, including practical strategies for supporting autistic pupils, promoting inclusion, and addressing individual needs.</p> <p>Sensory Needs: Training will focus on identifying and responding to sensory processing differences, creating sensory-friendly environments, and implementing effective sensory support strategies.</p> <p>Adaptive Teaching: Staff will learn evidence-based approaches to adapt teaching methods, resources, and classroom environments to meet the diverse needs of all learners, ensuring equitable access to the curriculum. (SEMH and SEND)</p>	<p>4 x £750 Twilight sessions across the district 2 in Autumn 2 in Spring</p> <p>£3,000</p>	<p>Reduce Exclusions: Staff will be better equipped to identify, understand, and proactively support pupils with complex SEMH needs, leading to a reduction in fixed-term and permanent exclusions. Evidence shows that when staff have increased knowledge and confidence in managing diverse needs, exclusion rates decrease as challenging behaviours are addressed earlier and more effectively.</p> <p>Improve Staff Understanding and Response: Training will deepen staff understanding of the underlying causes of challenging behaviour, particularly for pupils with autism, sensory processing differences, and SEMH needs. This will enable staff to respond with empathy, use de-escalation strategies, and implement tailored interventions that prevent escalation and support positive behaviour.</p>
<p>Morecambe Road Outreach Offer</p> <p><i>Schools referring children at risk to the hub will receive specialist teacher input as part of our Outreach Service. Using the Assess, Plan, Do, Review (APDR) framework, our team will work collaboratively with school staff to:</i></p> <ul style="list-style-type: none"> • Assess the child's needs within their current setting. • Plan targeted strategies and interventions tailored to the individual. 	<p>Specialist Teacher Input 20 days of support = £146 for 3 hour inc. obs, report and feedback</p> <p>16 weeks of HLTA support deployed to referrals to offer Observation, advice, modelling, coaching, implementing strategies and remaining with</p>	<p>Approx. 6k</p> <p>22,240</p>	<p>Targeted outreach support from the specialist school equips primary settings with tailored strategies and expertise, enabling early intervention for pupils at risk of exclusion.</p> <p>This collaborative approach builds staff confidence, strengthens inclusive practice, and ensures that more children remain engaged in their local schools, leading to a measurable reduction in exclusions and improved long-term outcomes for vulnerable learners.</p> <p>16 cases of high level support = £1,390 per case Cost saving of preventing exclusions = 297,760</p>

<ul style="list-style-type: none">• Do: Support staff in implementing these strategies within the classroom.• Review progress and adapt approaches as needed.• <i>Following each intervention, schools will be provided with practical, evidence-based strategies to embed in everyday classroom practice, empowering staff to better support children at risk and promote positive outcomes.</i> <p>This may also include coaching, mentoring and modelling through the deployment of a HLTA to implement and embed these strategies over a full week and support the staff in mainstream school.</p>	<p>the school for approx. 1 week per case / class</p>		<p>Reduction in exclusions and use of AP provision will provide substantive cost savings the the HNB.</p> <p>Even if 10 children maintained in mainstream education is a cost saving of 200k Therefore, this level of support</p>
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Area 5 – Commissioned Specialist Involvement through Educational Psychology Teams - 42,500

Graduated Response and Inclusion Hub Enhancement

As part of our graduated response strategy, we have identified increasing demand on the Inclusion Hub. In alignment with our goals to reduce exclusions, expand capacity, and enhance our overall offer, we have commissioned additional educational psychology services. This specialist input will support our efforts to meet diverse needs more effectively and sustainably.

Key Area Identified Rational	Intervention	Costs	Impact
<p>The Inclusion Hub utilises commissioned educational psychology services to provide specialist insight rooted in current research and psychological theory. Educational psychologists apply evidence-based approaches to understand and address barriers to learning, particularly in relation to social, emotional, and mental health (SEMH). Their involvement supports early identification, targeted intervention, and capacity building among staff, aligning with the graduated response model. This ensures that support is not only reactive but also preventative, promoting inclusion and reducing the risk of exclusion through informed, systemic change.</p>	<p>Waite Psychology</p> <p>£650 per day x 30 days commissioned for specialist input from associate psychologists and specialist teachers who are supported by educational psychologists. As part of the graduated response.</p> <p>e.g. - Observations, staff meeting, parent meeting, regulation action plans.</p>	19,500	<p>The commissioned involvement of educational psychology services within the Inclusion Hub has a measurable impact on reducing exclusions and promoting inclusion. Through evidence-based assessment, consultation, and intervention, psychologists help identify underlying needs and implement targeted strategies that support pupils at risk. Their expertise enhances staff capacity, informs personalised support plans, and contributes to a preventative, graduated response. This approach not only reduces exclusion rates but also fosters a more inclusive, supportive learning environment for all.</p>
	<p>Enhanced Provision – Crisis prevention Capacity for 6 cases of high level of HLTA support for regulation coaching over 1 week period.</p>	10,000	
	<p>Acorn Psychology</p> <p>Involvement in providing training and additional support for the cluster.</p>	13,000	

	<p>A above – specialist involvement £650 per day x 20 days commissioned for specialist input from associate psychologists and specialist teachers who are supported by educational psychologists. As part of the graduated response.</p>		
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Additional Costings £6k

Key Area Identified Rational	Intervention	Costs	Impact
<p>Staff Time 2 x HT are leading on Inclusion Hubs in our area which takes a considerable amount of time away from our schools. Including, the business support hours for invoicing and claims.</p>	<p>Costs</p>	<p>£6,000</p>	<p>Each school receives a payment towards to time costs. This does not actually cover the cost of the time. It is a contribution, as most work is carried out in own time. 1 x host budget school and finance officer – 3k 1 HT Inclusion lead time – 3k</p>

Proposal for 2026-2027

Reasons for Proposal

We are committed to fostering inclusive practices across our district and highly value the specialist services currently available to support our schools. As the number of children presenting with complex needs continues to grow, particularly within our primary settings, there is an urgent need to strengthen our capacity to respond effectively and equitably.

This funding will enable us to:

- Enhance specialist support for schools through targeted outreach, training, and consultation.
- Equip staff with practical strategies to meet diverse needs, reduce exclusions, and improve outcomes for all learners.
- Sustain and expand inclusive provision, ensuring that every child has access to high-quality education in their local mainstream setting.
- Promote early intervention through the use of evidence-based frameworks such as Assess, Plan, Do, Review, leaving schools with actionable tools to support pupils at risk.
- By investing in inclusion, we are investing in the wellbeing, achievement, and future of every child in our district.

Continued Aims of Our Inclusion Hub (D1)

Our Aims are to

Promote inclusive practice, leading to better outcomes for children, more confident staff, and a reduction in exclusions and escalation of need.

Current Data and Key Performance Indicators

Our District is the 2nd largest district across Lancashire with approx. 10.3k pupils attending our primary schools.

- Lancaster is performing **better than average** in terms of suspension rate.
- It has a **relatively high NoR**, yet maintains a **moderate exclusion rate**, suggesting effective inclusion strategies may be in place.
- There is still room to improve toward the lower rates seen in districts like Ribble Valley and Pendle. However, there is a lower NoR in these areas. However, there could be further scope to learn about the inclusion practices within these areas.

Suspension Data 2023-2024

District	NoR as at Spring 2025 census ¹	Suspensions ²	
		Number	Rate
Burnley	8237	153	1.86
Chorley	9728	154	1.58
Fylde	4875	60	1.23
Hyndburn	7264	183	2.52
Lancaster	10336	164	1.59
Pendle	8725	103	1.18
Preston	13680	341	2.49
Ribble Valley	4834	53	1.10
Rosendale	6042	173	2.86
South Ribble	8280	177	2.14
West Lancashire	8953	135	1.51
Wyre	7391	171	2.31
Grand Total	98345	1867	1.90

Lancaster’s suspension data indicates positive progress toward inclusive practices, with a lower than average exclusion rate despite a large pupil population. Continued investment in staff training, outreach support, and early intervention could help further reduce exclusions and support pupils with complex needs.

Suspension Data 24-25 - District 01 Total = 219 (increased on previous year)

Distribution of 'Reason'

Reason	Count of Reason
Persistent disruptive behaviour	86
Physical assault against an adult	54
Physical assault against a pupil	43
Verbal abuse against an adult	16
Verbal abuse against a pupil	7
Damage	7
Use or threat of an offensive weapon or prohibited item	2
Sexual misconduct	2
Inappropriate use of social media or online tech	1
Racist Abuse	1
Grand Total	219

Permanent Exclusions

Permanent Exclusions

District	Primary	
	01/09/23-01/04/2024	01/09/24-01/04/2025
Hyndburn & Ribble Valley	6	7
Burnley	2	5
Pendle	3	7
Rossendale	0	7
East	11	26
Lancaster	8	12
Wyre	3	3
Fylde	1	0
North	12	15
Preston	11	9
South Ribble	6	3
West Lancs	5	4

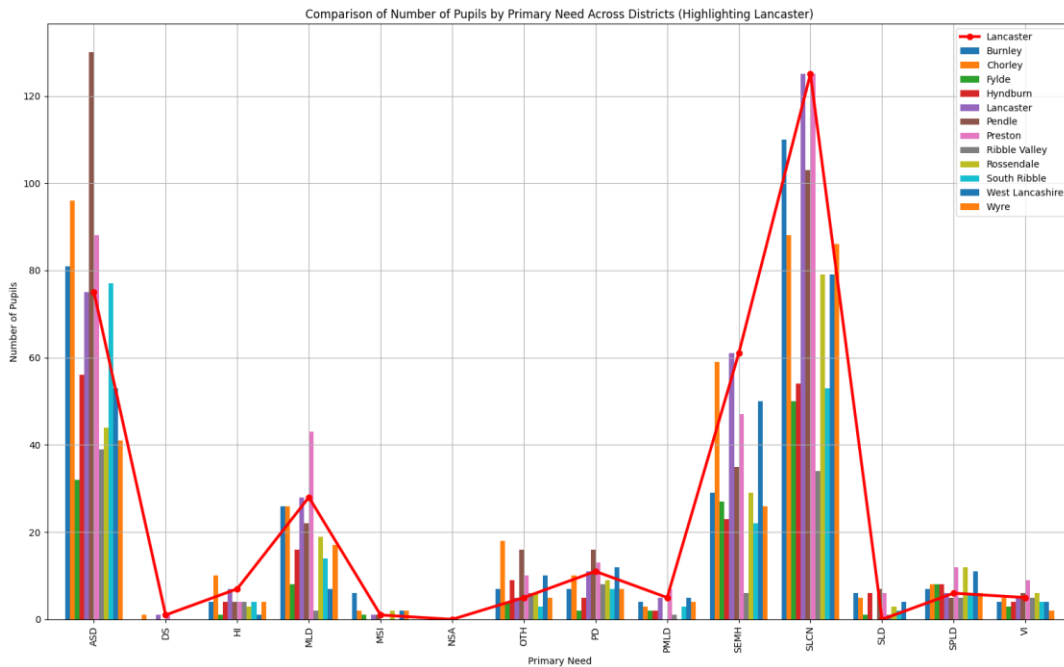
It is evident that there has been a rise in exclusions which is apparent in 7 of the districts. Lancaster is one of the areas that has seen the rise in permanent exclusions.

It must be noted that there is not a LA SEMH provision in District 01 – Lancaster and that a number of children with EHC plans are placed within the Alternative Provision at Stepping Stones, which creates a capacity issue for prevention placements. Schools have feedback that the lack of capacity has placed increasing demands on schools. This does cause significant cost implications to the HNB, as the HNB are funding home tuition, AP placements etc. This indicates that increasing capacity at LA Alternative Provision could be more cost effective than commissioning the specialist placements through the independent sector.

The rise in exclusions may reflect:

- Increasing complexity of pupil needs
- Pressure on mainstream settings to manage challenging behaviour
- Potential gaps in early intervention or inclusive support
- Compared to districts with sharper increases (e.g. East), Lancaster's growth is moderate but still signals a need for targeted support and resources to prevent further escalation.

As a district we would like to strengthen our work in the following areas and believe that this would formulate a longer-term strategy / plan to be explored over a longer period than 1 year.



Educational Health Care Plan Data

Compared to other districts:

Lancaster ranks **among the top** for **SLCN** (125 pupils).

It also has a **strong presence** in **SEMH** (61 pupils), close to Preston and Chorley.

ASD (Autism Spectrum Disorder) numbers are also relatively high (75 pupils), though Pendle leads in this category.

Therefore, this must be a focus for our schools to identify need and to look at the support and provision to implement.

Key performance indicators to measure success:

Reduction in Permanent Exclusions

- Number and percentage of permanent exclusions in D1 schools (tracked termly/annually). (Aim to reduce by 25% in Y1 from 15 to 12) = **Cost saving of 60k**
- Year-on-year comparison to demonstrate downward trends and therefore cost saving to LA with further cost savings.

Reduction in Suspensions (Fixed-Term Exclusions)

- Number and percentage of suspensions issued, especially in targeted year groups (e.g., EYFS, Y1, Y3)
- Comparison with previous years and with local/national averages.

Reduction in Requests for EHC Plans

- Number of new requests for Education, Health and Care (EHC) plans submitted by D1 schools will continue to be proportionate with other districts and nationally. EHC plan requests will have followed a graduated response.
- Proportion of requests that are made following early intervention and graduated response.

Increase in Early Intervention Referrals

- Number of children identified and supported through early intervention (before escalation to exclusion or EHC request).

- Percentage of cases resolved without need for exclusion or EHC plan.

Timeliness of Support Allocation

- Schools will receive timely support to reduce the risk through the central referral point.

Staff Confidence and Capacity

- Staff survey results on confidence in managing challenging behaviour and supporting inclusion (pre- and post-CPD/coaching).
- Number of staff accessing CPD, coaching, and outreach support.

Pupil Outcomes and Engagement

- Improvement in attendance rates for pupils at risk of exclusion.
- Reduction in repeat referrals for the same pupils.

Feedback from Schools

- Qualitative feedback from schools on the effectiveness and impact of outreach support.

Potential Impact of No Further Funding to support Inclusion in D1

Without access to our Inclusion Offer at a funded or part funded model this would place additional strains on the HNB and Alternative provision in the area.

- Without inclusion support, pupils with complex needs may not receive the interventions they need.
- This can lead to **behavioural challenges, disengagement across schools, financial challenges for schools** and ultimately **more exclusions**, especially for those with SEMH needs. This would increase the expenditure of the HNB in funding alternative provision, home tutoring or specialist provision placements.
- This would mean that there would be a greater number of children out of school placements and placing additional pressures on different services.
- Historically Stepping Stones has provided support for children at risk of exclusion and working with approx.40 children per year from D1. They have a 95% success rate in maintaining children's placements within mainstream school. Therefore, the financial impact of this is significant to the HNB. (40 children x 20k HNB funding = 1,000 000)
- **As a district we are requesting less than 25% of this expenditure to support our schools in funding inclusion and preventing exclusion which in turn makes long term savings to the HNB and as a district we are aware that we need to part fund inclusion.**

- School budgets are already tight, and schools are struggling financially with staffing retention and recruitment. Therefore, investing in CPD, staff development, outreach support from specialist services builds capacity within schools and schools do not have to self-fund specialist support from budgets that are already under pressure. Therefore, reducing the possible decision to permanently exclude.

Proposed Approach
Assess – Plan – Do – Review Graduated Inclusion Offer in D1.

Universal Offer - Call to Stepping Stones for advice, guidance and signposting to referral process or discuss with your Behaviour Mentor allocated to your school.

Make a referral to the Inclusion Hub - Google Form

Referral will be looked at and shared with a group of HT's who will then agree on support programme. The panel will then send the referral to the provider to see if they have capacity to provide the support and ask them to contact the school.

Support Could Be...(ASSESS, PLAN, DO, REVIEW MODEL) NEEDS TO BE IN PLACE BY EACH PROVIDER FOR CONSISTENCY

Stepping Stones
Specialist Teacher
Bronze Package Inc.
Observation of child,
report and strategies.

Stepping Stones
Specialist Teacher
Silver Package - Inc.
Bronze + Weekly visits

Morecambe Road -
Specialist School Outreach
Staff Member deployed for 1
week.
Obsevation, daily support,
coaching and implementing
procedures with follow up.

Acorn Psychology
Specialist Teacher -
Visit and Report with
strategies and support
plan.

Waite Psychology
Regulation Plan
provided by a specialist
teacher.

Services will provide regular standardised reports on children worked with, impact and outcomes to the Inclusion Hub Governance Group of Local HT's / SEND Leaders. Accountability, transparency and reviewing impact.

We aim to have a graduated response in place. In first instance all referrals will be triaged by Stepping Stones who will be working in closer collaboration with Morecambe Road Specialist School.

By refocusing our outreach support on early identification and early intervention, D1 aims to address pupils' needs at the earliest possible stage, reducing the escalation of issues that lead to crisis referrals, suspensions, and permanent exclusions. We envisage that the use of commissioned psychology services will be for further specialist support through the graduated approach and using an assess, plan, do, review process. Therefore, not to be used to commission EP work for EHC requests.

Building on the highly valued support from Stepping Stones and Morecambe Road, our enhanced offer will empower school staff to implement effective, inclusive strategies proactively. This approach will strengthen classroom practice, promote inclusion, and ensure that more children receive timely support, minimising the need for reactive, crisis-driven interventions and improving outcomes for all learners.

Our goal as a District is to reduce permanent exclusions and work with Stepping Stones to be able to facilitate referral / reset placements for children at risk of exclusion.

Directing all referrals to Stepping Stones for triage and establishing a centrally held database for D1 schools will enable earlier identification of children at risk and ensure a coordinated, timely allocation of support. By expanding the staffing and support offer, utilising specialist staff from Morecambe Road, we will provide a greater level of expertise to meet increasing demand, reducing pressures on other services and ultimately lowering costs to the local authority. All hub providers will work within the assess, plan, do, review framework and a graduated approach, ensuring consistent, high-quality, and proactive support. This model will strengthen early intervention, reduce crisis-driven referrals, and promote inclusive practice, leading to better outcomes for children, more confident staff, and a reduction in exclusions and escalation of need.

Our proposal recognises the critical importance of continuous professional development, structured coaching, and ongoing support for staff to build capacity and confidence in meeting diverse pupil needs. By embedding these elements into our outreach offer, we will ensure that staff across D1 schools are equipped with the latest inclusive practices and strategies. As a highly committed cluster, we are prepared to explore and implement flexible funding models, including part-funding, to sustain and enhance our D1 offer. This approach will strengthen our collective ability to intervene early, reduce crisis referrals, and deliver high-quality, inclusive education for all children.

- Case studies demonstrating successful prevention of exclusion/EHC escalation to present to demonstrate impact.

Strategic Intentions

1. Strengthen Early Intervention

Use the Assess, Plan, Do, Review (APDR) framework consistently across schools.

Identify pupils at risk earlier through behaviour tracking, SEN reviews, and pastoral support. (Inclusion networks and directory of support)

2. Expand Specialist Outreach Support

Increase access to specialist teachers for SEMH, ASC, and sensory needs.

Provide in-class modelling and coaching for staff working with high-need pupils.

3. Enhance Staff Training

Deliver targeted CPD on:

- Trauma-informed practice
- De-escalation strategies
- Adaptive teaching for neurodiverse learners
- Speech and language

4. Embed Inclusive Practices

Promote restorative approaches over punitive measures.

Develop inclusive classroom environments that reduce triggers for challenging behaviour.

5. Strengthen Multi-Agency Collaboration

The Inclusion hub would look at ways in which they could support and strengthen a multi agency approach through the outreach services and involvement of other service providers.

6. Improve Reintegration Pathways – Further development over the next years as this would require significant funding.

(Pre EHC plan provision would still need to be funded at approx.. 20k per place but could reduce long term expenditure)

Create short-term intervention hubs or nurture provision to prevent exclusions.

Use managed moves and reintegration plans with clear success criteria. (Working with pupil access team on the fair access protocol and with the exclusion panels.)

Our Inclusion Offer Costings 2026-2027 and Action Plan

Total amount requested: 207 740

Area 1: Continued support from Stepping Stones Outreach Service - £80, 250

Estimated number of cases / children to serve per year: 30+ (without accounting for training programmes)

Rational / Need	Proposed Intervention	Costs	Impact
<p>Meets Strategic Intention 1,2,3,4,5,6</p> <ul style="list-style-type: none"> To offer targeted support aimed at staff who are supporting specific pupils with SEMH. To secure positive experiences and outcomes for children and young people with SEN and disabilities to enable them to remain in mainstream education, where appropriate. To support our mainstream colleagues in supporting the needs of children with SEMH. 	<p>Continues Service through the Universal Offer for all Primary Schools in D1. (Inc. Academies)</p> <p>Continued access to Stepping Stones Outreach Service for 52 Primary Schools in D1.</p> <p>Continued access to a service that can provide advice, guidance and reduce the risk of suspensions and exclusions.</p>	£48,000	<p>Stepping Stones provides targeted strategies to support at-risk pupils result in higher attendance rates, reduced exclusions, and greater continuity in learning.</p> <p>The desired impact is to ensure early intervention can be provided to prevent children from exclusion, whilst providing CPD, training and coaching for staff in mainstream school working with children with challenging behaviour and at risk.</p> <p>Approx. 50 advice calls are given per year. Alongside this some of the referrals go on to provide more enhanced levels of support and packages.</p> <p>Reduction in exclusions and saving to HNB.</p>
<p>Staff training and CPD 2026-2027 Upskilling staff in Social, Emotional and Mental Health (SEMH) equips them to better support pupils, promote inclusion, and prevent exclusions. Targeted training builds confidence and capacity to manage needs early, creating a more positive and inclusive school environment.</p>	<p>12 x 2 hour training sessions (twilights) that can be run across the district and hosted in schools. Areas of training is discussed in April to plan the full year and programme in place.</p>	£6,000	<p>Staff will develop a deeper understanding of SEMH needs, including practical strategies for supporting children with complex needs, promoting inclusion, and addressing individual needs.</p> <p>Reaching approx. 360 staff members across the district. (30x12)</p>

<p>Enhanced Packages of support Enhanced support packages delivered over a six-week period provide targeted, intensive strategies to meet complex needs early. This focused intervention helps prevent exclusions, promotes inclusion, and builds staff capacity to sustain positive outcomes beyond the support period.</p>	<p>An additional 15 packages of support commissioned through Stepping Stones for children at greater risk who need weekly check in and visits to reinforce strategies and provide feedback, guidance and support.</p>	<p>£26,500 £1767 per case</p>	<p>Providing enhanced support for a minimum of 15 children at high risk of exclusion delivers a projected saving of £300,000 to the High Needs Block (HNB). These cost-effective, six-week packages offer intensive, targeted intervention that reduces exclusion risk, promotes inclusion, and acts as a crisis-level response within the graduated approach.</p>
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Area 2 Increasing Outreach Support Services using Morecambe Road Specialist School Provision - **£87,490**

Estimated number of cases / children to serve per year: 30+ (without accounting for training programmes)

Rational / Need	Proposed Intervention	Costs	Impact
<p>Morecambe Road Outreach Offer</p> <p><i>Schools referring children at risk to the hub will receive specialist teacher input as part of our Outreach Service. Using the Assess, Plan, Do, Review (APDR) framework, our team will work collaboratively with school staff to:</i></p> <ul style="list-style-type: none"> • Assess the child's needs within their current setting. • Plan targeted strategies and interventions tailored to the individual. • Do: Support staff in implementing these strategies within the classroom. 	<p>The Provision - 29 placements (29 weeks in schools with 9 weeks for supervision, review and catch up plus one week inset) x 2 = 58 placements, that is providing support to 58 pupils/schools</p> <p>2 x full time costs of HLTA</p> <p>Part of this provision will also be to identify high risk Y6 children and work with them to support transition projects to reduce the risk of exclusion at high school.</p>	<p><u>Total cost for staff deployment per case / class</u></p> <p><u>each placement at £1,405 = 58 placements x £1,405 =</u></p> <p><u>£81,490 cost for FY 206/27</u></p>	<p>Targeted outreach support from the specialist school equips primary settings with tailored strategies and expertise, enabling early intervention for pupils at risk of exclusion.</p> <p>This collaborative approach builds staff confidence, strengthens inclusive practice, and ensures that more children remain engaged in their local schools, leading to a measurable reduction in exclusions and improved long-term outcomes for vulnerable learners.</p> <p>58 cases of high level support = £1,405 per case Cost saving of preventing exclusions = capacity to prevent over 58 cases from suspensions and exclusions.</p>

<ul style="list-style-type: none"> • Review progress and adapt approaches as needed. • <i>Following each intervention, schools will be provided with practical, evidence-based strategies to embed in everyday classroom practice, empowering staff to better support children at risk and promote positive outcomes.</i> <p>This may also include coaching, mentoring and modelling through the deployment of a HLTA to implement and embed these strategies over a full week and support the staff in mainstream school.</p>			
<p>Staff Training and CPD Offer</p> <p>The training offer will be developed in line with the Inclusion Hub Governance Group prior to March 2026. This will be formulated based on data, feedback and level of need.</p>	<p>12 x 2-hour training sessions (twilights) that can be run across the district and hosted in schools. Areas of training is discussed in April to plan the full year and programme in place.</p>	<p>£6,000</p>	<p>Staff will develop a deeper understanding of SEMH needs, including practical strategies for supporting children with complex needs, promoting inclusion, and addressing individual needs.</p> <p>Reaching approx. 360 staff members across the district. (30x12)</p>

Area 3 Increasing Specialist Teacher Involvement – Additional Commissioned Specialist Services – 40k

Graduated Response and Inclusion Hub Enhancement – Crisis Interventions Tier 3 Level Support

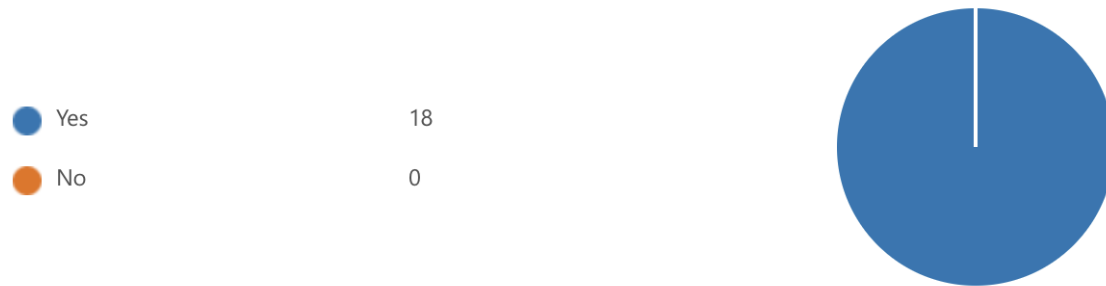
As part of our graduated response strategy, we have identified increasing demand on the Inclusion Hub. In alignment with our goals to reduce exclusions, expand capacity, and enhance our overall offer, we have commissioned additional educational psychology services. This specialist input will support our efforts to meet diverse needs more effectively and sustainably.

This budget area would be managed by the governance group of the Inclusion Hub Strategy to ensure accountability, transparency and impact.

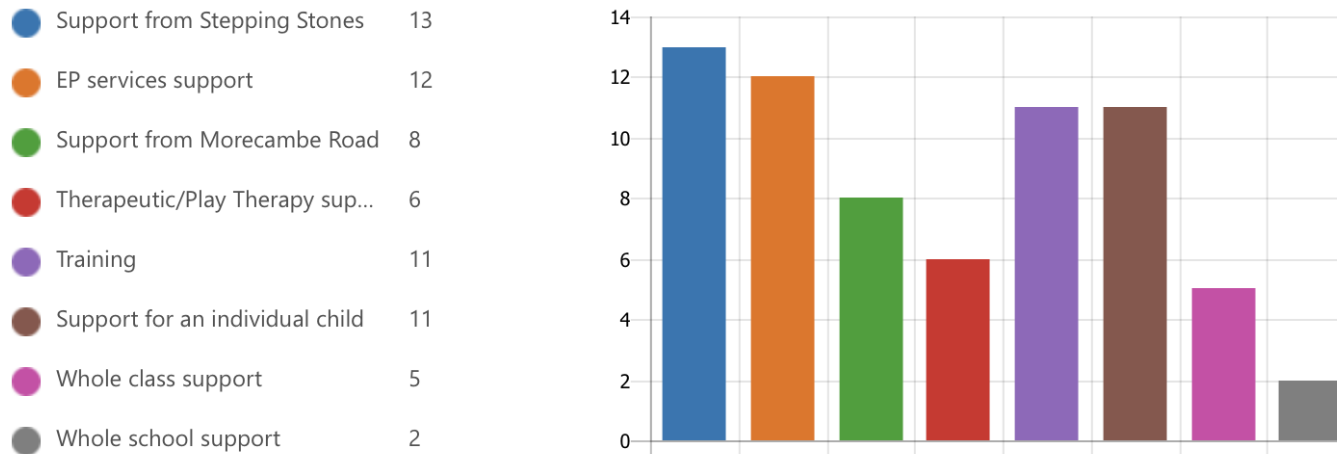
Rational / Need	Proposed Intervention	Costs	Impact
<p>The Inclusion Hub utilises commissioned educational psychology services to provide specialist insight rooted in current research and psychological theory. Educational psychologists apply evidence-based approaches to understand and address barriers to learning, particularly in relation to social, emotional, and mental health (SEMH). Their involvement supports early identification, targeted intervention, and capacity building among staff, aligning with the graduated response model. This ensures that support is not only reactive but also preventative, promoting inclusion and reducing the risk of exclusion through informed, systemic change.</p>	<p>Consultation and Coaching: Working with staff to develop tailored strategies for individual pupils. Assess, plan, do review work.</p> <p>Regulation Planning and Strategies.</p> <p>Training Workshops: On topics such as trauma-informed practice, attachment theory, and managing SEMH needs.</p> <ul style="list-style-type: none"> • Reflective Practice Sessions: Supporting staff wellbeing and professional development. • Circle of Adults • Solution Circles <p>Additional Commissioned training Programme to be devised in line with needs analysis.</p>	<p>30 x £650 19,500</p> <p>Additional Regulation Coach sessions 10k x 6 placements = 10k</p> <p>£10,000</p>	<p>The commissioned involvement of educational psychology services within the Inclusion Hub has a measurable impact on reducing exclusions and promoting inclusion. Through evidence-based assessment, consultation, and intervention, psychologists help identify underlying needs and implement targeted strategies that support pupils at risk.</p> <p>Their expertise enhances staff capacity, informs personalised support plans, and contributes to a preventative, graduated response. This approach not only reduces exclusion rates but also fosters a more inclusive, supportive learning environment for all.</p>

Appendix A – Evidence of Impact to Date and Recent Feedback

1. Has your school received support from the D1 inclusion hub?

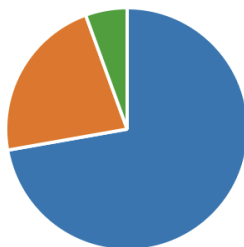


2. If yes, what type of support have you accessed? (tick all that apply)



3. To what extent has the support accessed helped to reduce suspensions/exclusions in your school?

● Significantly	13
● Moderately	4
● Not at all	1



4. If suspensions have been reduced or exclusions prevented, please state how many pupils th related to e.g. 3 pupils reduced suspensions, 1 pupil prevented from PEx

18
Responses

Latest Responses

"0"

"3 children prevented from PEx. 2 from suspension"

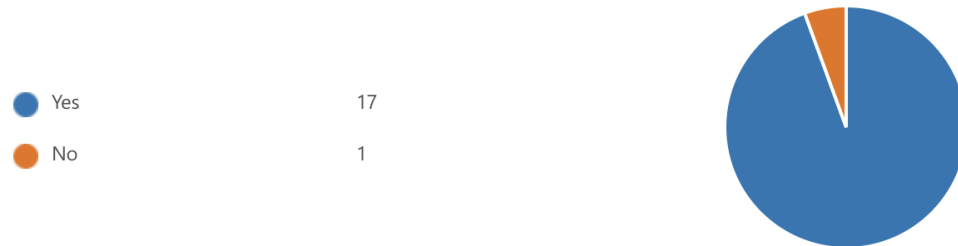
"2 pupils reduced escalations which were leading to suspension."

5. How helpful has the inclusion hub support been in building staff confidence/knowledge and capacity to support pupils with additional needs?

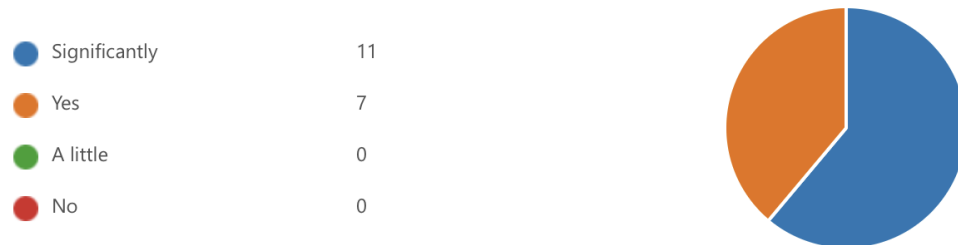
● Very helpful	16
● Helpful	2
● Not helpful	0



6. Have you or your staff attended any inclusion hub funded/subsidised training/conference?



7. Has the training influenced thinking on how inclusion could be developed in your setting?



8. Has the support you received lessened the need for any of the following? (tick all that apply)



-
9. Any feedback regarding the impact of any services you have received from the D1 inclusion hub would be really helpful.

18

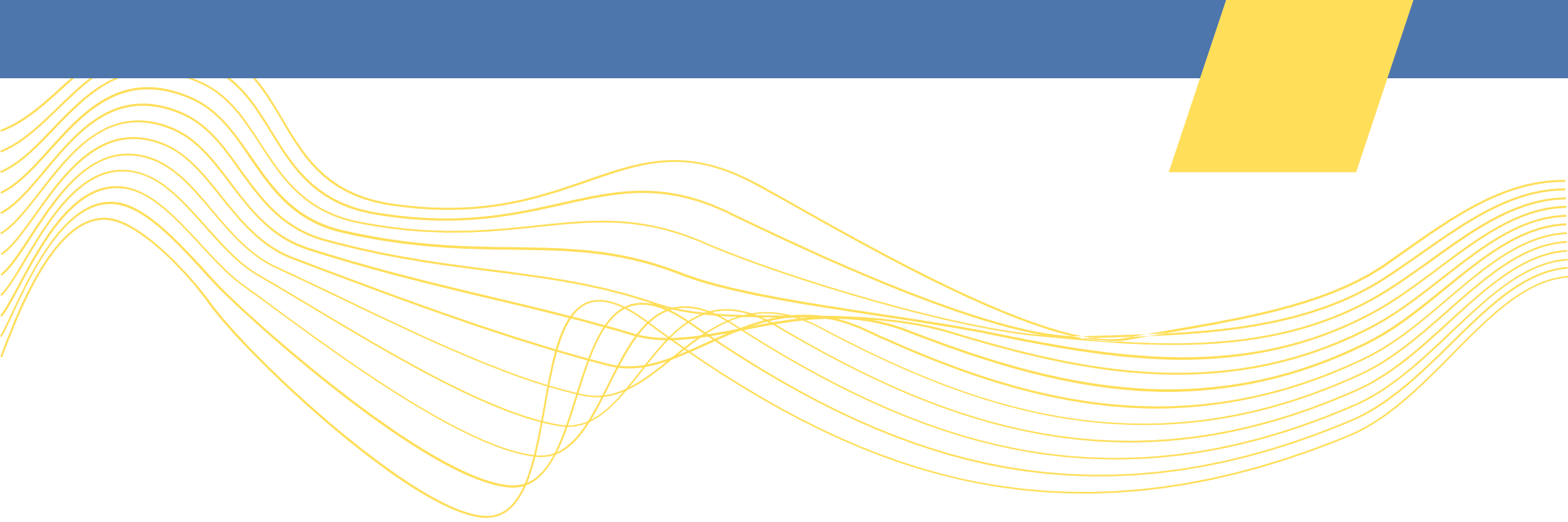
Responses

Latest Responses

"great to know the hub is there to support small schools when we n..."

"What a fantastic resource and much needed!"

"I found the service very helpful in terms of supporting staff who are dealing with challenging children, giving helpful easy to implement advice and s"



Inclusion Hub Funding Proposal

DISTRICT 2

Surplus from 24/25

£29,717.95

Breakdown of surplus:

£19,212.00 of this was Y6/7 Transition Funding

£10,505.95 was remaining from the main Inclusion Hub Funding.

Reason for surplus:

Y6/Y7 Transition offer not fully utilised. Offer was re-looked at at the Spring Term meeting 2025.

Spending was planned for a 25/26 spend in Summer Term 25 and Spring 26 (see proposal for surplus spend).

£11450 already spent.

Main Inclusion Hub Spending: Some schools still hadn't sent in invoices for reimbursement by the deadline. £6,064.95 was claimed by end of April. Also a contingency of around £2000 is kept for crisis support. This was used for an emergency PRU placement. This left a surplus of £2441 which has been added to the 25/26 budget.

Surplus from 24/25

Proposal for Surplus to be Spent by April 2026.

	Intervention	Cost	Impact
Y6/Y7 Transition Spending	Headsup Programme	£11,450 already spent	All but 2 schools accessed the programme for their schools Children better prepared for the expectations of high school and how to manage anxious feelings related to the change from primary to secondary school
	Y6/7 Transition Conference Spring 2026	£3000	<ul style="list-style-type: none"> • Promotes inclusive, sustainable practice across the local area • Share local support available • A single conference reaches multiple schools, building sustainable skills and shared strategies. • Networking and collaboration • Consistency in messages shared across the district • Increased knowledge of current legislation and best practices • Enhanced whole school strategies • Increased inclusion • Reduction in suspensions in Y7
	Individual support for Y6/7 pupils	£4762	<ul style="list-style-type: none"> • Individual specialist teacher support or outreach support, specifically for those pupils who have been identified in Y6 to help aid the transition to high school • ensuring the correct plans are in place ready for Y7 to inform inclusive practice and systems can be put in place by high schools to best support their new pupils • Reduction in suspensions and prevention of escalation to AP/specialist provision in Y7

District 2 Inclusion Hub

Core purpose and aims

Purposes and aims of the District 2 Inclusion Hub :

- Actively promote a district wide level of support which meets the specific needs of our most vulnerable pupils; particularly those pupils who would be at risk of suspension or permanent exclusion without tailored support
- To support and enable schools with early identification of need ensuring intervention can be in place in a timely manner
- To actively promote an inclusive and trauma informed approach, research and evidence based where appropriate, to support those pupils most at risk of suspension and exclusion
- To provide a district wide network through Behaviour Network Meetings, led by the Local PRU
- To commission services from our local PRU such as consultancy, training, placements and outreach work
- To provide a flexible, support resource which is responsive and enables ALL our children to access the curriculum and participate fully in school life
- All professionals, including schools and any external agencies, will agree to work in partnership with each other with due consideration of the best interests for the individual child and the school involved.
- Schools will actively support parents/carers to fully engage with the process.
- Mutually supportive and confidential – each school will not divulge to third parties matters confidential to the school without the schools' explicit permission.
- A commitment to CPD, schools will be committed to professional development opportunities for their staff. This may be prioritised for those who need it most.
- All schools will have a shared responsibility for the children in our care.
- To ensure that any external support is provided by qualified, accredited providers

Suspension Data for Wyre

Data provided by local authority

District	NoR as at Spring 2025 census ¹	Suspensions ²	
		Number	Rate
Burnley	8237	153	1.86
Chorley	9728	154	1.58
Fylde	4875	60	1.23
Hyndburn	7264	183	2.52
Lancaster	10336	164	1.59
Pendle	8725	103	1.18
Preston	13680	341	2.49
Ribble Valley	4834	53	1.10
Rosendale	6042	173	2.86
South Ribble	8280	177	2.14
West Lancashire	8953	135	1.51
Wyre	7391	171	2.31
Grand Total	98345	1867	1.90

Reason	Count of Reason
Physical assault against an adult	61
Persistent disruptive behaviour	60
Physical assault against a pupil	48
Verbal abuse against an adult	10
Damage	8
Verbal abuse against a pupil	5
Abuse against sexual orientation and gender identity	1
Bullying	1
Use or threat of an offensive weapon or prohibited item	1
Grand Total	195

Key Performance Indicators

Post-Intervention Impact Forms

Updated for 2026/27 to capture:

- The impact of interventions on suspensions through both soft data (eg PIVATs PSED);
- Whether there have been further/any suspensions.
- Evidence of improved inclusion and reduced behavioural incidents.
- Whether pupil needs are being met within school due to increased staff confidence and capacity, reducing the need for EHCP requests.
- Schools provide a summary of how support has affected pupils and overall practice.

Exclusion Data

- Monitoring permanent exclusion trends across the district.
- P Ex for 24/25 5 pupils 2 with EHC (data provided by Stepping Stones)
- Comparative analysis year-on-year to evidence reductions and highlight emerging needs.

Suspension Data

- Tracking overall suspension rates, including a focus on Year 7 pupils transitioning into secondary school.
- Analysis of reasons for suspensions to identify patterns and target further interventions.

Service User Feedback

- Informal feedback and an opportunity to comment on the current D2 IH offer provided at conferences.
- Ongoing, structured feedback collected from partner schools.
- Cluster Heads provide a collective voice for their schools through the Inclusion Hub Steering Group.
- Findings are used to refine and adapt the Inclusion Hub offer in response to local priorities, supported by the link EPO.

EHCP Requests and Specialist Placements

- New KPI to be included in impact forms.
- Monitoring whether improved early intervention and school capacity lead to fewer EHCP requests.
- Tracking rates of specialist school placements to demonstrate sustained inclusion in mainstream settings.

Proposal for 2026/27: £94000

Wave 1 Early Intervention	Stepping Stones Universal Offer	£34000
	Inclusion Hub Conference	£5000
	Training	£20000
Wave 2 Targeted Support	Specialist Teacher Support EP report (part funded)	Stepping Stones Silver x 10 £17500 x5 additional Specialist Teachers £5000 x10 EP reports @£500 £5000
	1:1 TA support for mid-year transfers	x5 £7500
Transition	Y6/Y7 Transition Conference Individual Support	Already have £7762 brought forward from Y6/7

Stepping Stones Universal Offer

£34,000

Overview of support:

- Access to the Stepping Stones School's Telephone Advice and Support Service
- Access to termly Behaviour Network Meeting held termly across the district
- Access to the Stepping Stones School Resource library / Support materials etc, available
- Signposting to other relevant professional services / advice etc
- 10 'Bronze' packages of support

Impact and Savings for HNB:

1. Early Identification and Intervention:

The offer includes access to the Short Stay School's Telephone Advice Line and termly Behaviour Network Meetings. These allow schools to seek timely advice, reflect on practice, and intervene early when issues arise.

- Cost-saving impact: Early intervention reduces the likelihood of needs escalating to the point where more intensive and costly support is required. This helps avoid or delay the need for Education, Health and Care Plans (EHCPs), top-up funding, or specialist placements.

2. Building Inclusive Practice in Mainstream Settings

Access to behaviour resources, guidance, and regular professional dialogue equips staff to respond more effectively to individual pupil needs.

- Cost-saving impact: Upskilling school staff reduces dependency on expensive external professionals and consultancy services. It also enables schools to retain pupils with additional needs in mainstream settings, avoiding the cost of alternative or specialist provision.

3. Targeted Support via Bronze Packages

The 10 'Bronze' support packages from Stepping Stones offer targeted intervention, including an observation followed by meeting with staff and parents; subsequently an action plan is provided with clear strategies and goals that can be embedded into classroom practice.

- Cost-saving impact: These structured, time-limited packages offer a cost-effective alternative to longer-term or high-intensity support. They empower schools to meet pupil needs internally without triggering the need for further funding requests from the HNB.

4. Reduction in Suspensions and Permanent Exclusions

The combined offer supports schools to adopt proactive strategies for managing behaviour, leading to reductions in suspensions and exclusions.

- Cost-saving impact: Avoiding exclusions significantly reduces the financial burden associated with placing pupils in alternative provision or out-of-county placements, which are often among the highest-cost items charged to the High Needs Block.

5. Efficient Use of Support Services

The Universal Offer includes signposting to relevant external services and advice networks.

- Cost-saving impact: Coordinated signposting prevents duplication of support, streamlines referrals, and ensures that pupils access the most appropriate and cost-effective interventions early on.

Outcome

- Needs met earlier, more effectively, and within mainstream settings
- Significant cost avoidance across AP placements, EHCPs, and external agency use
- Promotes a sustainable, inclusive approach to SEND and behaviour support

Inclusion Hub Conference

£5000

Our conferences always remain popular. Headteachers report the benefits of being able to network with others and to share experiences and challenges when supporting our most high needs pupils.

Speakers have included: Mark Finnis focusing on restorative practice; Jason Bangbala, with several schools following up with whole school INSET; Darrell Williams focusing on relational practice; the conference is accompanied by a Market Place showcasing services available to schools in our area.

Overview of support:

- Promotes inclusive, sustainable practice across the local area
- Share local support available
- Aligns and shares with national DfE expectations around early intervention and inclusive education

Impact and Savings for HNB:

Scaling Good Practice Across Schools

Impact: A single conference reaches multiple schools, building sustainable skills and shared strategies.

Cost Saving Impact:

Training 40+ schools at once = low cost per school vs repeated external support

Reduces future demand for centrally funded outreach teams.

Outcomes

- Networking and collaboration
- Consistency in messages shared across the district
- Increased knowledge of current legislation and best practices
- Enhanced whole school strategies
- Increased inclusion

Training

£20000

Our training offer has evolved over the last few years. Originally, we commissioned district wide training, however, this was poorly attended. There has been better engagement in training where clusters and individual schools have requested their own training, tailored to the needs of their own settings. Large scale training such as the Conferences, PIVATs PSED and from the Early Years Team remain popular.

Overview of training offer:

- Whole district training: The focus for whole district training is on Early Intervention and will be carried out by a wide range of providers. Information will be sent out by cluster leads. eg Early Years Team commissioned training; PIVATs PSED training and toolkit
- Cluster training: Up to £2000 per cluster (there are 5 clusters in District 2); focused on specific training needs amongst individual clusters within our district.
- Individual schools: applications for funding can be made for training for more targeted, tailored support. This can be at a whole school level, team level or 1:1.
- All providers must be fully accredited

Training Focus Areas:

- Behaviour theory and application
- Trauma-informed approaches
- De-escalation and crisis prevention
- ASD and Communication and Language
- Whole-school inclusive behaviour strategies
- Staff confidence in managing SEMH needs
- Supporting pupils at risk of suspension/exclusion

Impact and Savings for HNB:

1. Reduction in Permanent Exclusions

Staff use earlier, effective interventions before behaviour escalates.

Cost saving impact: if just one AP placement costs save: £18,000 – £40,000+ per year

If 5 permanent exclusions are avoided due to training: → Savings: £90,000 – £200,000+ annually

2. Reduction in Suspensions

Staff use proactive and preventative strategies (e.g. de-escalation, restorative practice).

Suspensions often lead to:

- AP referrals
- 1:1 support or costly interventions

Cost Saving Impact: Cost for local PRU short-term placement £3250

Estimated cost for intensive short-term AP support per pupil: £2,000 – £5,000

If 25 suspensions avoided/escalation prevented: Potential PRU saving £81,250. Potential AP saving £50000 - £125000

3. Fewer EHCP Applications & Delayed Escalation

Staff better meet SEMH needs internally without defaulting to statutory processes.

Cost Saving Impact: Average EHCP support/top-up cost per pupil: £6,000 – £10,000 annually

If 25 EHCPs are avoided or delayed Savings: £150,000 – £250,000

4. Avoidance of Specialist/Independent Placements

Pupils' needs are managed in mainstream, avoiding high-cost placements.

Cost Saving Impact: Specialist placement average cost: £50,000 – £100,000+ per pupil/year

If just 2 placements are avoided:

→ Savings: £100,000 – £200,000+

Outcomes

For staff:
Increased confidence and competence
Improved classroom practice
Reduced need for crisis intervention
Better understanding of SEMH and trauma
School culture shift

For pupils:
Improved behaviour and self-regulation
Increased attendance and engagement
Earlier identification of need
Reduced suspensions and exclusions
Stronger relationships with adults
Improved long-term outcomes

Specialist Teacher Support

£27500

Overview of Support:

Targeted support for individual pupils who are at risk of suspension or permanent exclusion from specialists, this could include but is not limited to :

- Stepping Stones Outreach (x12 Silver Packages) Silver Packages This package includes all of the Bronze package plus an extra 9 hours of support – 6 hours of direct support to the pupil and the key adults supporting them and 3 hours (total) to plan and resource the sessions. This support is delivered by an OST specialist teacher and is tailored to each individual pupil's needs.
- LCC specialist teachers: observations and follow up reports
- Local special schools who provide outreach for mainstream settings
- External providers such as Acorn Psychology

EP support - only where an EHC isn't being sort and it is to inform graduated approach / early intervention where support such as IEST has already been utilised.

Impact and Savings for HNB:

1. Pupil Outcomes

- Improved regulation, engagement and attendance
- Earlier identification of SEMH needs
- Ensures support plans are evidence based and tailored to the pupil;
- Increased inclusion in mainstream settings
- Reduced exclusions and improved life chances

2. School Impact

- Plans are more actionable and practical as they are informed by specialist teacher input
- More stable classrooms due to earlier intervention
- Support for reintegration from Alternative Provision or Specialist Settings
- Contribution to a whole-school inclusive culture
- Teachers gain specific strategies to embed into classroom practice, ensuring plans are “live documents” rather than paperwork exercises.

3. Local Authority Impact

- Reduced demand for costly Alternative Provision (AP)
- Estimated savings of £18,000–£40,000+ per pupil, per year
- Avoidance of just 5 permanent exclusions = savings of £100,000 annually
- Supports delivery of SEND and Inclusion priorities, aligned with the SEND Code of Practice
- Promotes a sustainable model of early intervention

4. Wider System Impact

- Fewer pupils entering long-term specialist or AP pathways
- Reduced pressure on EHCP assessments and placements because needs are addressed earlier and more effectively, schools are often able to meet needs.
- When EHCP applications are still necessary, the evidence gathered through the Silver Package/specialist teachers strengthens the application by showing a robust graduated response.
- Improved compliance with statutory responsibilities
- Stronger relationships between schools and the LA

Outcomes

For staff:

Increased confidence and competence
Improved classroom practice
Reduced need for crisis intervention
Better understanding of SEMH and trauma
School culture shift

For pupils:

Improved behaviour and self-regulation
Increased attendance and engagement
Earlier identification of need
Reduced suspensions and exclusions
Stronger relationships with adults
Improved long-term outcomes

Wave 2: Targeted Support

Teaching Assistant for mid-year arrivals

£7500

Overview of Support:

Where pupils arrive mid-year with significant behaviour / SEMH needs with no specialist teacher advice/ outreach support / EHC or support plan in place, TA support will be provided by the Inclusion Hub up to the cost of £1500 for 2 weeks support. This is to allow schools to begin the graduated response support. Schools are expected to provide their own TA support for the new pupil with the additional TA back filling their role.

Schools must:

- source their own additional TA through their usual channels
- outline a summary of actions to be taken to support the pupil
- include intended outcomes/impact

Impact and Savings for HNB:

Early, short-term support allows schools to implement a graduated response quickly, addressing needs before they escalate.

- If early support is effective, it reduces the likelihood that:
 - The pupil will need an EHCP (which often triggers HNB-funded support)
 - The pupil will be referred to costly Alternative Provision (AP) or specialist settings

Cost Saving Impact: Avoiding just one EHCP (with £6,000–£10,000+ of annual top-up funding) or one AP placement (£18,000–£40,000+ per year) results in substantial savings.

Outcome

Stabilisation for the pupil following arrival

Improved emotional regulation

Earlier identification of need

Faster implementation of graduated response

Reduced staff stress and disruption of learning

Impact of support from 24/25

Support provided Stepping Stones: Bronze Package	Y1 pupil
<p>Pupil A's case has been taken to panel and he is now on a <u>12 week</u> placement at Stepping Stones school. The funding from the Bronze Package has allowed staff in school who support this young man to gain further knowledge in how to support Pupil A with the struggles he faces. Despite the bronze package not being fully successful in helping Pupil A settle into school life, it has opened up the opportunity for a placement at Stepping Stones which is proving a success so far (week four in placement).</p> <p>The staff felt they had a strong support system from the bronze package which as a result equipped them with strategies to help Pupil A settle into school life a little better.</p>	

Support provided Specialist Teacher Support	EYFS
<p>Staff feel more confident in what they were doing and next steps. We have a more <u>in depth</u> plan of support and Pupil B is becoming more regulated more often. Parents also feel supported by the approaches we are using. Outbursts of behaviour that could hurt others is now less regular and Pupil B is building friendships in a developmentally appropriate way.</p>	

Support provided Counselling Sessions x10	Y5 pupil
<p>Pupil C engaged very well. She made a lovely relationship with the counsellor and talked through a lot of her worries and difficulties with her. She expressed that she would like counselling again in the future. The incidences of outbursts have reduced significantly and Pupil C seems much happier in herself. She is reforming relationships with peers and is getting on much better with staff allowing them to support her.</p>	

Support provided EP assessment and report	Y3 pupil
<p>The report was thorough and detailed and identified that Pupil D has significant difficulties that could be explained by ADHD and in addition attachment/ trauma. Strategies have been added to [support plans] and it has been recognized that he would benefit from an assessment for an EHCP. This has also improved our relationship with Pupil D's dad who is a very hard to reach parent. He has opened up a lot allowing us to work with him a little more than previously.</p> <p>Staff feel confident that they were using very effective strategies; our bank of strategies have been increased.</p>	

Support provided Counselling Sessions x10	Y2 pupil
<p>Pupil E has maintained his relationship with the counsellor and continued to be open. The sessions have revealed several safeguarding concerns as well as worries that we have been able to work with Pupil E on, speak to the social worker and mum about and continue to safeguard Pupil E. He has also settled a little more in school, he is still struggling with behaviour but has continued to have a good attachment with staff. He is no longer being physically sick with worry and he feels more safe day to day.</p>	

Support provided Counselling Sessions x10	Y4 pupil
<p>The sessions have provided an opportunity to speak freely and explain how he feels about his home life, changes and relationships. His behaviour in school has settled down a lot and he <u>appears</u> to have developed his attachment and relationships with staff.</p>	

Support provided Stepping Stones: Silver Package	Y5 pupil
<p>Due to circumstances it was felt that Pupil F needed to be at a school much closer to their home as the long journey time was place them at risk. However, due to the Stepping Stones Silver Package, we were able to support Pupil F's transition which included his key worker from Stepping Stones following Pupil F to their new school and continuing the support Pupil F requires. As Pupil F has moved schools it is not possible to update the PIVATs as Pupil F had not yet completed the support cycle- however we feel confident that the support put in place via the hub has allowed Pupil F to have a good transition and to continue on a positive pathway.</p>	

Support provided Training: Behaviour Consultant Support Tier 3; online support meeting; x1 bespoke CPD/Coaching/Mentoring/; Termly network meetings	EYFS Team Welfare Team
<p>Strategies being suggested from the report are being applied in EYFS and changes being made to lunchtimes. Support has been well received and is being positively implemented. Additional training booked for welfare staff</p>	

Support provided Counselling	Y6 pupil
<p>Pupil G incidents on CPOMs have significantly reduced. Mum reports that things have improved at home. Transition to high school has gone well especially as the counselling sessions bridged the gap.</p>	

Impact of support from 24/25

Support provided Counselling	EYFS pupil
We have seen a huge improvement in Pupil H. Aggressive incidents have significantly dropped and he is engaging well with his peers. He had a smooth transition in Y1 and mum reports that he is her happy little boy again.	

Support provided Counselling	Y4 pupil
Behaviour incidents have dropped significantly. Dad has now agreed to an EHA and are accessing more support as a family. Pupil J is more settled in school and is addressing his anger issues.	

Overview of support 2024/25

No of schools	School Engagement	%	Staff accessing CPD	Direct Pupil Work (awaiting EHCP)	Direct Pupil Work (not awaiting EHCP)	Total no of Pupils	Total pupils not excluded
39	33	85%	196	19	46	65	61

Heads Up Testimonials

"The delivery of the content by Jane was fabulous as it allowed children to think, reflect and to share ideas about transition. The use of booklets to help children record ideas and to take home, not only allows parents to see the content covered but also builds a connection between primary school, high school and home."

Thank you for giving up your time to come to us today and we hope to see you again soon.

.....

The Headssup session was fantastic. Before the session, many children in my class had lots of different worries and anxieties which they are now feeling much better about due to the work they did with Jane. She not only listened to them very well but gave them all a voice meaning children felt safe and confident to speak about their concerns. Jane gave them lots of information, tips and strategies to deal with the transition to high school which were incredibly valuable. They also now have their booklets which they can keep referring back to, both in the lead up and when they are actually at high school, to help guide them.

.....

Thank you so much for your visit last week.

You were lovely with the children and they got so much out of the day. I liked how you linked the well-being work with their transition to high school and I feel that the children feel better prepared and more confident about the change.

.....

Thank you so much for the sessions yesterday.

They were pitched perfectly.

The children were engaged and encouraged to join in but not pressured.

I am sure the children had a fantastic session -you were able to give them positives to focus on and explain the feelings they may experience in a way that they could understand and that made sense to them.

You also had a calm reassuring manner that encouraged the children to open up.

Thank you once again.

.....

Just wanted to let you know that the transition day on Thursday was excellent and Suzanne was brilliant - warm and empathetic with our children.

Please let me know if a similar session is available next year.

District 4 (Fylde) Inclusion Hub Proposal

Submission to: High Needs Block, Lancashire County Council

Overview of district: There are 24 schools within our district. Currently 4 schools have converted to academies and we are aware that a further 2 will be converting shortly. We continue to regularly liaise with all schools within the district and members of the Steering Group have allocated schools with whom they make contact throughout the year. All academies are currently invited to 'buy in' to the hub at a reduced rate and are always included in conferences, training and support networks. If this proposal is agreed by the High Needs Block then all schools (maintained and academies) will be able to access the provision.

Current Surplus (2024/25)

General Hub Surplus Amount: £22,477 (after budgeted commitments for the remainder of the financial year)

Transition Year 6/7 surplus: £8346 (less expected invoices of £3000 for summer 25 project)

Reasons for Surplus

- When I took over leadership of the hub on 1 April 2023, the general surplus stood at £35,517 and the transition Year 6/7 surplus stood at £14,855. Over the past two years, this has been significantly reduced through strategic planning and targeted interventions.
- Limited placement capacity at Stepping Stones has resulted in lower expenditure.
- A small surplus is retained to support emergency requests and reduce exclusion risks.
- Early intervention strategies are yielding positive outcomes at lower costs, and we aim to expand these efforts to benefit more schools and pupils.
- The EYFS transition support of £6849 received in Financial year 2023/24 was fully spent on the Happy Talk SaLT programme with positive impact.

Proposal for Surplus Spend (to be spent by April 2026)

Intervention	Estimated Cost	Impact
<p>Thrive Practitioner Training We have funded two inclusion mentors to complete Thrive Practitioner training. These practitioners will now support SEMH needs in primary schools. We propose training additional practitioners in other settings.</p>	<p>£12,500 – This will train an additional 4 Thrive Practitioners across the District</p>	<ul style="list-style-type: none"> - Increased capacity and sustainability - Consistent, district-wide approach - Early intervention to reduce exclusions - Reduced reliance on Stepping Stones placements
<p>Happy Talk – Speech and Language therapy Programme. Due to SaLT needs being the major area of need within our locality, in 2024/25 we sourced a programme with Happy Talk to provide intervention for pupils who also had SEMH needs. Due to the success of this we intend to run this during this academic year to impact even more children</p> <p>Schools choose option A or B</p> <p><u>Option A - Specialist Assessment</u> Morning Schedule: The therapist will assess 2-3* children (*depending on complexity of need) Afternoon Schedule: The therapist will write a brief summary report with recommendations for each child assessed</p> <p><u>Option B - Early identification of need and targeted intervention goals</u></p>	<p>£7500</p>	<p>Evidence from previous programme demonstrates that this personalised and targeted support enables schools to upskill in their skills and knowledge to enable pupils more access to the curriculum</p> <ul style="list-style-type: none"> - Early intervention to reduce challenging behaviours and suspensions and exclusions

<p>Morning Schedule: The therapist screens the speech, language and communication needs of a cohort of children (approx 9 children) using the 'WellComm Screening Toolkit'</p> <p>Afternoon Schedule: The therapist will analyse the data, suggest language targets to embed in the classroom and identify children for targeted intervention groups with appropriate targets.</p>		
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Emergency Fund: A 5% of allocation reserve (£2350) will be maintained to support schools facing significant and urgent needs.

Total budgeted spend from General Surplus Fund: £22,350

Y6/7 Transition Fund

During the summer term of 2024, the District 4 Inclusion Hub made innovative use of additional transition funding by launching a Forest Schools project in partnership with local high schools. All primary schools were invited to nominate up to three pupils identified as being at risk of suspension or exclusion upon entering high school. These pupils attended a Forest School day at a designated primary school, alongside peers who would be transitioning to the same high school. High school staff also participated, fostering early relationship-building and helping to alleviate anxieties about the next stage of education.

Feedback over the past two years has been overwhelmingly positive from both primary and high schools. The project has been instrumental in supporting vulnerable pupils, with follow-up by the Steering Group in the autumn term showing no evidence of suspensions or exclusions among participants.

The current surplus in this cost centre is currently £8346. Our plan was to continue with this project with estimated annual costs of **£5000.** The High Needs Block need to be aware that due to this being a summer project, invoices will not be received until after the April 2026 deadline. The District 4 hub would like to request an extension to this time frame or include it within our provision offer below.

Proposal for Inclusion Hub Spend (to be spent by April 2027)

A Graduated, Cost-Effective Approach to Inclusion

Our model is built on a graduated approach, encouraging schools to access early intervention support as a first step. In exceptional cases, where additional needs arise, schools may apply for further assistance through our emergency fund, ensuring that no child is left unsupported.

Early intervention has proven highly effective: in the last academic year, **100% of schools** in the district accessed our support package. By requiring match funding for higher-cost interventions, we ensure that schools only pursue these options after exhausting other avenues, demonstrating a strong commitment to inclusion over exclusion.

The financial impact of our programme is significant. In 2024/25, we provided targeted support to 30 individual children who were all at risk of exclusion. Without our intervention, these pupils would likely have required placement in Alternative Provision, costing the local authority an average of **£20,000 per pupil**.

Based on historic data, if just half of these children (15 pupils) had moved into Alternative Provision, the cost to the local authority would have been **£300,000**. With placements in the Independent Sector now averaging **£56,000 per child** and becoming increasingly necessary due to limited local capacity, the potential savings are even greater.

Despite rising levels of need, inclusion rates in the Fylde district remain high, reflecting the effectiveness of our approach. Alongside regular training and whole-school support, our targeted interventions have delivered both improved outcomes for vulnerable pupils and substantial cost savings for the local authority.

Total request from the High Needs Block for District 4 for financial year 2026/27 for programme of intervention is £62,895

Breakdown of interventions and costings below

Intervention	Estimated Cost (based on previous evidence)	Impact / Savings to HNB
Inclusion Mentors – Highly skilled practitioners available to all schools for telephone or in-person support 100% funded by Hub	£240	Early intervention reduces escalation of behaviours and need for placements. Builds school capacity.
Inclusion Network Meetings – Termly meetings for practitioners led by the Special School Lead Practitioner and Stepping Stones Outreach teacher. Focused learning and development followed	Included under Universal Offering (see below)	Supports improved expertise of practitioners to support pupils in crisis. Aids positive relationships across the district. Staff have a better toolkit available to them to take back to their setting

by case study discussions and network support. 100% funded by hub		
Annual Conference – Interactive and engaging conference focusing on an identified area of need across the district (November 25 – Early Years focus) In addition there will be a Marketplace of practitioners from across Lancashire and opportunities for Networking, 100% funded by hub for 3 places per school	£4900 24 schools x 3 places x £49.50 delegate rate x 90% attendance = £2820 + Room Hire £300 + Speakers £1300 Rounded up to £4900	Upskilling staff, signposting, networking. The conference provides consistency in our messages across the district and strengthens relationships.
Annual Training Workshop – Upskilling and inspiring practitioners to further develop inclusive practice (February 26 – Inclusive Classroom Practice). 100% funded by Hub for 3 places per school	£3500 24 schools x 3 places x £49.50 delegate rate x 80% attendance = £2500 + Room Hire £300 + Speakers £300 Rounded up to £3500	Focused high-skilled specialist training across the district providing a consistent message.
In-Year Admission Support for High Need Pupils – TA funding support for 2 weeks to allow the school to begin the graduated response for pupils arriving mid year with significant SEMH needs and no EHCP in place. 100% funded by hub	£1500	Supports graduated response for pupils without plans. Prevents disruption and exclusion.
Educational Psychologist Reports – All Schools can request funding for one EP report during the year where there is an SEMH need. 100% funded by hub up to £1000	£12000 Average 12 per annum @ £1k	Enables timely assessment and planning for SEMH needs. Reduces delays in support.

<p>Pear Tree Outreach Support – Phone, in-reach or in school support for pupils with complex behaviours and SEND 100% funded by hub for initial observation and advice by specialist teacher and up to 4 x in class support by specialist TA</p>	<p>£4000</p>	<p>Tailored support by a highly skilled special school practitioner for pupils with complex needs. Reduces need for external placements.</p>
<p>Thrive Practitioners – Observation, assessment and feedback support to schools to provide a trauma-sensitive framework for improving the mental health and wellbeing of children and young people by addressing their social and emotional needs. 100% funded by hub</p>	<p>£2900 12 children/cases at £200 plus £500 subscription</p>	<p>Assessment and targeted activities will help children understand and manage their feelings, build relationships, and improve their learning and life skills and ultimately enable them to remain included in their setting</p>
<p>Stepping Stones Core Offer Universal Package – Telephone advice, success to resource library, signposting Bronze Package – Observation, report and review by an Outreach specialist teacher 100% funded by hub</p>	<p>£21,000</p>	<p>Early intervention support for schools providing prompt advice and guidance. Reduces need for further interventions.</p>
<p>Stepping Stones Enhanced Offer This includes all the above core offer plus 6 silver support packages Silver support element is 50% funded by hub</p>	<p>£5250</p>	<p>Extended support for pupils with higher needs. Prevents exclusions and costly placements.</p>
<p>Stepping Stones Sensory Package – Provision of bespoke sensory preferences and strategies. Includes classroom observation, report delivery meeting and review meeting. 100% funded by hub</p>	<p>£2400 Was only launched for 1 term last year with £800 provision so based on £880/term</p>	<p>Bespoke sensory strategies improve regulation and engagement. Prevents escalation.</p>

Stepping Stones Consultancy Support – Outreach Specialist support with an option of a range of interventions for schools to choose from 50% funded by hub	£330	Flexible support for schools including EHCP writing, staff training, and parent engagement.
Stepping Stones School Placements – Short term placements where available 50% funded by Hub (For first placement only)	£4875 We have averaged 3 pa @ £3250/2	Short-term placements for pupils in crisis to enable pupil to re-engage in home school. Prevents permanent exclusions.

Rationale for Proposal

- To reduce exclusions and suspensions enabling children to remain in their home school within their local community
- We have the evidence that this proposal is highly effective due to the low number of exclusions within our district
- To build sustainable, district-wide capacity for early intervention.
- To reduce reliance on high-cost placements.
- To support schools in developing inclusive cultures and practices.
- To respond flexibly to emerging needs across the district.
- There are limited other options available to schools across the Local Authority
- Schools have built strong and trusting relationships within the district and the provision it offers. This would provide consistency of relationships

Key Performance Indicators (KPIs)

- Reduction in SEMH-related exclusions.
- Staff retention in primary schools
- Reduced exclusion at high school
- Increased number of trained Thrive Practitioners across settings.
- Uptake and impact of Happy Talk programme in participating schools.
- Feedback from schools on emergency fund support.
- Cost savings through reduced placement referrals

Appendix 1: Fylde District Data Overview

To contextualise the needs and support requirements in Fylde, the following data highlights the current landscape in primary mainstream schools:

Suspensions (Spring 2025 Census)

- Number on Roll (NoR): 4,875
- Number of Suspensions: 60
- Suspension Rate: 1.23 (below the Lancashire average of 1.90)

Permanent Exclusions (Primary)

- 2023/24 (01/09/23–01/04/24): 1
- 2024/25 (01/09/24–01/04/25): 0

Number of Children with EHCPs (Education, Health and Care Plans)

- Total EHCPs: 139
 - SEMH (Social, Emotional and Mental Health): 27
 - SLCN (Speech, Language and Communication Needs): 50
 - Other categories include ASD (32), MLD (8), and SPLD (8)

Number of Children with SEN Support (SEN K)

- Total SEN K: 634
 - SEMH: 110
 - SLCN: 203
 - SPLD: 134
 - Other categories include MLD (76), PD (25), and ASD (18)

These figures demonstrate a significant level of need in Fylde, particularly in the areas of SEMH and communication difficulties. The Inclusion Hub's targeted interventions are essential to maintaining low exclusion rates and supporting inclusive education across the district.

Appendix 2: Case Study Evidence

Educational Psychology impact – Ribby with Wrea Primary School

Child A had started in Reception class in that academic year but was struggling due to poor speech and language skills and poor concentration and attention. Regaining engagement once upset was delayed and staff felt that there were no obvious triggers.

Consequently, school sought Hub support to pay for an Educational Psychologist report.

The EP engaged staff members and parents as part of the consultation and the report, which included some new strategies to implement, was shared with all parties.

This early intervention supported by the hub has enabled school to work collaboratively with parents and other professionals to support child A at school and home.

The child remains on roll and has not had any suspensions.

Stepping Stones impact – Medlar with Wesham Primary School

Child B was a year 5 pupil at risk of exclusion and school were struggling to meet need for the child who was demonstrating disruptive behaviour regularly which included verbal and physical dysregulation to staff and pupils; consequently, the child was falling behind and had received suspensions.

SEMH issues were exacerbated by the child struggling to communicate his feelings through words.

A Steeping Stones Silver package was taken forward with the support of the Hub.

Stepping Stones intervention resulted in new strategies being shared with classroom staff and home with successful implementation.

Child B remains on roll with suspensions now extinguished.

Mum reports that the child is much calmer at home.



Reasons for proposal

From the inception of the inclusion hub model in 2019, Preston (District 6) has always had strong engagement and a passion for ensuring that our most vulnerable children, are given the very best opportunities to remain in mainstream education through high quality inclusive practice and support networks.

This sits at the heart of all we do as a dedicated Inclusion Hub Team and this is reflected in our bid.

Preston stands out as an area of both high need and promising progress. While suspension rates are above the county average, the significant reduction in permanent exclusions (18% decrease against a countywide 26% increase) demonstrates that targeted interventions, like those offered through our Hub, are working. With continued investment, Preston aims to further reduce suspensions, sustain its downward trend in exclusions, and continue to deliver long-term savings for the local authority.

Suspension Data – Preston

- Preston's suspension rate is 2.49, slightly higher than the county average of 1.90.
- While this indicates a challenge, it also highlights why our inclusion hub and interventions are vital: Preston is an area of high need where targeted behaviour support can make the biggest difference.

Permanent Exclusion Data – Preston

- In the period Sept 2023 – April 2024, Preston recorded 11 primary permanent exclusions.
- In the equivalent period for 2024 – 2025, this **reduced** to 9 exclusions.
- This represents a reduction of 18%,.

Why this is Positive for Preston and the Local Authority

- Despite having one of the higher suspension rates, permanent exclusions are going down in Preston, which means early interventions are having impact — children are being supported to remain in education rather than being permanently excluded.
- This suggests schools are using suspensions as a short-term measure while working with support services (like those our hub offers) to prevent issues escalating to permanent exclusion.
- The downward trend in exclusions demonstrates that engagement with the hub and our approaches are working ;continued funding will strengthen these gains, helping Preston become a model district for inclusive practice.
- Importantly, the reduction of two children from permanent exclusion data 2023-2024 to 2024-2025 translates into significant cost savings for the local authority. If these



children had required placement in alternative provision, the cost would have been approximately £20,000 each per year (£40,000 for both). If placed in a special school,

- the annual cost would rise to £26,000 each (£52,000 total), and if placed in an independent special school, the cost would be £56,000 each (£112,000 for both). Beyond the financial savings, keeping these children in mainstream education is more effective long-term, supporting better outcomes and improving their life chances.

Academy engagement

- Prior to many Catholic schools in Preston transferring to MAT status, the Inclusion Hub maintained strong professional relationships with all settings. We plan to contact both Peter Duffy (CEO) and Phil Bates (Director of Primary) to re-establish engagement and ensuring continuity of support for all Preston primary schools and their children . A Headteacher from the District 6 Inclusion Hub has been identified to lead the engagement process at MAT level, providing strategic inclusion oversight for children at risk of permanent exclusion, to share best practice, and maintain high-quality support for pupils during and after the transition. This proactive approach ensures that vulnerable pupils continue to receive timely interventions, safeguarding learning outcomes and wellbeing.

**Please note that an estimated allowance has been calculated into the bid figure to take account of the academies return to accessing Inclusion hub funding.*



District : 6 Bid for 26/27 : £176,356

Current surplus in 24/25:

The carry-forward of **£17,478.61** represents a proactive and strategic use of resources. Rather than being unused funds, this surplus is being deliberately reinvested to address the most pressing issues identified through DG6 impact evaluation forms and suspension data: **Social and emotional needs** and **physical aggression** towards adults and peers which is our leading cause of suspensions.

We intend to allocate this funding towards preventative and reactive approaches—including **Thrive Licensed Practitioner Training** and **Team Teach Level 2**—the Hub works to ensure that schools are equipped with sustainable skills and accredited strategies to manage and reduce physical aggression.

Why this is positive:

- Targeted response to data: Funding is directly aligned with evidence from schools, ensuring resources are spent where need is greatest.
- Building long-term capacity: Investment in training leaves our Preston schools with sustainable tools and expertise, benefitting staff and pupils beyond the initial spend.
- Prevention of exclusions: By addressing physical aggression effectively, schools can hopefully reduce suspensions and prevent escalation to permanent exclusions.
- Cost savings for the local authority: Early intervention reduces reliance on costly alternative provision and specialist placements.
- Strengthened wellbeing and safety: Staff feel more confident and supported in managing challenging behaviours, creating safer, more inclusive learning environments for all pupils.

EYFS transition funding current surplus = £6,047

BEHAVE training is scheduled for delivery again this term by Penny Watson (EYFS Consultant). The remaining funds will be allocated to targeted Crisis Support for EYFS children who transfer between schools and present with significant, longstanding transition challenges.

Year 6 transition funding current surplus = £17,356

Allocation will be given to The Bridge Project, run in conjunction with Larches High School, with the additional cost this year of transport, particularly primary schools in geographical areas identified from Year 7 and Year 8 permanent exclusion data. As of 25/26 financial year, the surplus will cover some costs associated with the development of a Year 5 transitional project alongside the original Year 6 model.

Total = £40,919.61



Proposal for Surplus Spend to be spent by April 26 :

Intervention	Costs	Impact
Team Teach	£17,478.61	Effective de-escalation and communication skills, improved staff confidence, enhanced positive relationships, and a better understanding of behaviour as communication.
Thrive		
The Bridge	£17,394	Improved understanding of social and emotional needs and skilled staff in creating targeted action plans to support child wellbeing. Reduction in permanent exclusions at Primary and High school Deeper knowledge of supporting and understanding' children's behaviour.
BEHAVE training and bespoke EYFS support	£6,047	



Proposal for Inclusion Hub spend to be spent by April 26/27:

Intervention	Costs	Impact / Savings to HNB
REACH Behaviour	<p>£75,810</p> <p>£25,270 per term includes 2 x full days work for:</p> <ul style="list-style-type: none"> - Weekly drop in sessions (unlimited) - Timely telephone support - Outreach support for staff - ECT 1 and ECT 2 Training - TA training - Crisis support - Transition support - Weekly coaching - Face to face support with children and parents/families - Observations - Re-referrals for PRU 	<p>The REACH Behaviour package provides schools with immediate, practical, and specialist support to manage challenging behaviours before they escalate. With two experienced behaviour specialists funded 50% by the Hub, schools receive high-quality interventions at a significantly reduced cost. The positive impact includes:</p> <ul style="list-style-type: none"> ● Reduction in suspensions and exclusions: By addressing behavioural concerns early, pupils remain in education and engaged with learning, reducing disruption to their peers and staff. ● Improved pupil outcomes: Consistent support enables children to develop self-regulation strategies, resilience, and improved relationships with adults and peers, leading to better academic and social progress. ● Increased school capacity: Weekly drop-in sessions and telephone advice provide staff with immediate access to expertise, reducing staff stress and building long-term confidence in behaviour management. ● Inclusive practice: Schools are better equipped to meet the needs of pupils with SEMH (Social, Emotional and Mental Health) difficulties, ensuring children remain in mainstream education where possible. ● Cost avoidance for the local authority: Fewer permanent exclusions reduce pressure on alternative provision placements, transport, and specialist services, representing a significant financial saving.



		<ul style="list-style-type: none"> 78% of schools have accessed support in the financial year 24/25 with 118 different needs being identified. 142 children have been supported <p>Quotes from REACH evaluations</p> <p><i>'The REACH team have excellent expertise in anything related to behaviour. I feel they really care about the children and young people they are working with and also have fantastic relationships, with all adults involved. They are incredible, approachable and timely in their responses.'</i></p> <p><i>'Always really helpful and non-judgemental.'</i></p> <p><i>'Always impactful and positive. REACH are an asset.'</i></p> <p><i>'We can see positive impact with children already.'</i></p> <p><i>'We value our working relationships with them as it helps better support our children.'</i></p>
<p>GHIST/PRU referral placements</p>	<p>GHIST support - £2828 based on previous financial spend</p> <p>Referral placements-Based on average figures over the last 5 years, we make an allowance of supporting 13 children per academic year including the re-integration costs £49,150</p>	<p>The outreach team (GHIST) from (Golden Hill) provides our schools with specialist, on-the-ground support to prevent exclusions and improve outcomes for vulnerable children. The key positive impacts include:</p> <ul style="list-style-type: none"> Early intervention: Outreach staff work directly with pupils at risk of exclusion, addressing behavioural and emotional needs before issues escalate. Reduction in suspensions and exclusions: Targeted support helps children remain in mainstream education, reducing disruption for peers and staff.



	<p>Total cost £51,978</p>	<ul style="list-style-type: none"> ● Staff development and confidence: Teachers and school staff receive guidance, strategies, and mentoring, building long-term capacity to manage challenging behaviours effectively. ● Improved pupil engagement and wellbeing: Children feel supported, understood, and motivated, leading to improved attendance, engagement, and social-emotional development. ● Successful reintegration: Children supported by the outreach team are effectively reintegrated back into their school within their community, strengthening relationships and continuity in learning, resilience and self confidence. ● Cost savings for the local authority: By preventing permanent exclusions, outreach reduces reliance on alternative provision and specialist placements and associated costs. <p>A 12-week structured referral placement offers intensive, short-term support for children at risk of permanent exclusion, providing a crucial bridge back into mainstream education.</p> <p>Positives include:</p> <ul style="list-style-type: none"> ● Rapid intervention: Children receive focused support at the moment they are most at risk, preventing escalation to permanent exclusion. ● Individualised support: Tailored programmes address specific behavioural, emotional, and learning needs, improving chances of long-term success. ● Reintegration into mainstream education: By providing a controlled, supportive environment for 12 weeks, children are better prepared to return to their home schools successfully.
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		<ul style="list-style-type: none"> • Improved outcomes for pupils: Structured intervention supports academic progress, emotional resilience, and social skills development. • Cost efficiency: Short-term placements reduce the need for long-term alternative provision or independent specialist placements, saving the local authority significant funding.
Crisis support	Calculated on average 16 children per year at £2,500 totalling £40,000	<p>The Hub’s Crisis Support fund provides up to £2,500 per child to schools experiencing an urgent situation with a child at risk of permanent exclusion. Schools must submit a bid demonstrating how the funds will be spent and confirming that other support services/agencies have been accessed. Funding is only released once an impact form has been completed, ensuring accountability and that the intervention has demonstrable benefit.</p> <p>The key positive impacts include:</p> <ul style="list-style-type: none"> • Immediate intervention: Schools can access targeted, rapid support for pupils in crisis, preventing escalation that could lead to exclusion or serious behavioural incidents. • Tailored support for individual needs: The funding enables bespoke interventions—such as counselling, or temporary additional staffing—ensuring the child receives appropriate, timely support. • Prevention of permanent exclusions: By addressing the crisis early, children are more likely to remain in mainstream education, supporting continuity in learning and safeguarding social-emotional development. • Equitable access to support: All schools have the opportunity to apply, ensuring resources are directed to those with the greatest immediate need.



		<ul style="list-style-type: none"> ● Evidence-based allocation: Requiring schools to demonstrate prior use of other strategies ensures the fund is used effectively and for pupils with the most urgent need. ● Cost-effective solution for the local authority: Early, short-term crisis support reduces reliance on long-term alternative provision or specialist placements, delivering both financial savings and improved life outcomes for pupils.
McMullen Project	£428 x 6 children per year £2568	<p>By funding 50% of the McMullen Project costs, the Inclusion Hub enables schools to access a high-quality, family-focused support programme at a significantly reduced cost. This investment has a direct and positive impact on children in school:</p> <ul style="list-style-type: none"> ● Enhanced emotional and social wellbeing: With therapeutic support available for both children and parents, pupils are better able to manage emotions, cope with stress, and engage positively in the classroom. ● Improved attendance and engagement: Families supported by the project are more stable and confident, improving attendance and ensuring children are ready to learn. ● Reduction in behavioural issues: By addressing underlying family or emotional challenges, fewer challenging behaviours have been witnessed, supporting a calmer, more inclusive learning environment. ● Equitable access to support: By subsidising costs, the Inclusion Hub ensures that children from all backgrounds, including those who might otherwise miss out, benefit from the project’s holistic support. ● Cost savings for the local authority: By providing early, family-focused interventions, the project reduces the likelihood of children requiring more



		<p>costly specialist provision, alternative placements, or crisis interventions, generating long-term financial savings.</p>
<p>The Bridge Project (Y6 Transition)</p>	<p>£5,208 annual</p> <p>Transport costs based on the geographical location data from 2024-2025 PEX Year 7 and Year 8 children to ensure children in these areas access quality transition (awaiting data from Larches High). 3 sessions at £15 per child per session x 20 children- totals £900</p> <p>Total cost including transport - £6,108 <i>(This cost to be met from Y6 transitional funding surplus)</i></p>	<p>Key Positive Impacts of The Bridge Project:</p> <ul style="list-style-type: none"> • Smooth transition from primary to secondary: Children experience a supportive introduction to secondary school expectations and support strategies; reducing anxiety and increasing confidence in accessing their new learning environment. • Early intervention to prevent exclusions: Access to specialist teachers, and targeted interventions helps build relationships, address social, emotional, and behavioural needs before issues escalate. • Improved academic and social outcomes: Structured learning and support during the three weeks equips children with strategies to manage challenges, build resilience, and engage positively with peers and teachers. • Strengthened relationships with staff and peers: Individualised support fosters trust, communication, and a sense of belonging, which improves overall engagement in school life. • Successful integration into mainstream secondary school: By preparing children for the expectations and routines of secondary education, the project increases the likelihood of remaining in school and reduces future risk of permanent exclusion. • Equitable access through Hub funding: By subsidising 50% of costs, the Inclusion Hub ensures that children from all backgrounds, including those most at risk, can participate.



		<ul style="list-style-type: none"> ● Cost savings for the local authority: Preventing permanent exclusions reduces the need for alternative provision or specialist placements, generating financial savings while supporting better long-term outcomes for pupils.
Additional Training	Thrive Team teach £17,478.61 <i>To be met by surplus</i>	As above
DG6 Conference	Total cost £6,000 90% engagement from schools in district 6 (2 staff per school allocated)	The Inclusion Hub Conference provides headteachers, senior leaders, and pastoral staff with a platform to champion inclusivity, share best practice, and access practical strategies to support all pupils and each other. Key Positive Impacts: <ul style="list-style-type: none"> ● Promotes inclusive school culture: Leaders gain insights and tools to embed inclusive practice within their settings, ensuring all pupils can access and engage with learning. ● Practical strategies and resources: Attendees leave with a “toolbox” of evidence-based approaches to support behaviour, emotional wellbeing, and learning outcomes. ● Strengthens professional networks: By connecting leaders and pastoral teams across schools, the conference fosters peer support, collaboration, and shared problem-solving. ● Enhances staff confidence and capacity: Leaders are better equipped to make informed decisions, implement interventions effectively, and support their teams.



		<ul style="list-style-type: none"> ● Cost-effective for the local authority: Sharing strategies and building leadership capacity reduces reliance on external interventions, alternative provision, or crisis support and ultimately, reduces permanent exclusions.
<p>Staff Well-being, Signposting and Collaborative Support</p>	<p>Time and good will</p>	<p>The Inclusion Hub supports colleagues across all roles, empowering staff to manage the physical and emotional demands of their work. This directly benefits pupils by creating stable, trusting, and supportive learning environments, which improves emotional regulation, engagement, and reduces suspensions and exclusions.</p> <p>Direct Impacts:</p> <ul style="list-style-type: none"> ● Stronger, resilient staff teams: Supported staff are better able to manage change, maintain continuity, and remain in post, reducing recruitment costs and disruption to learning. ● Access to expertise and signposting: Staff receive timely guidance, strategies, and connections to additional support, enabling more effective interventions for pupils. ● Improved pupil continuity and outcomes: Stable, empowered staff create environments that support learning and behaviour, helping prevent pupils from escalating to exclusion. ● Collaborative culture: Peer networks, coaching, and shared professional development foster best practice and early intervention. <p>Evidence of Impact:</p> <ul style="list-style-type: none"> ● Permanent exclusions in Preston reduced from 11 to 9 (Sept 2024–Apr 2025), bucking the countywide increase from 46 to 58.



		<ul style="list-style-type: none">● Positive feedback from staff highlights responsiveness, practical advice, and improved confidence in managing challenging behaviour, e.g.:<ul style="list-style-type: none">○ <i>“Fast response and availability – it’s support that works.”</i>○ <i>“Enabled me to think outside the box...we have set up our own alternative provision for children who cannot access mainstream full time.”</i>○ <i>“Knowing we have access to additional support and advice is invaluable.”</i>
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Inclusion Hub Bid Proposal

District 7

Financial year: 2026-2027

Submitted: 26th September 2025

Proposal cost: £86,570

District: 7

District Lead/s: Mike Mitchell (to March 2026) / Andrew Wright (from April 2026)

School: Seven Stars Primary School (to March 2026) / Moss Side Primary School

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Our Aim

To develop inclusive practices in all primary schools throughout South Ribble to ensure pupils at risk of exclusion can maintain places and reach their full potential through:

- targeted and tailored support for specific pupils, cohorts and schools
- training opportunities in inclusive practices for key staff across all schools
- developing systems for sharing strong inclusive practice across the District



Current Situation

Current surplus in 24/25: £18,059.42 (July 2025)

(this includes allocated and unallocated funds and includes the funding for Year 6-7 transition)

Reasons for surplus:

Intervention & reason for surplus	Amount	Further details
<p>Y6-7 transition project</p> <p>We have been looking for a High School to take part in a transition project but no further HS forthcoming despite the success of the pilot project.</p> <p>Therefore this money will be used for specific Year 6 support in primary schools to ensure they are 'High School ready' in 25/26</p>	£2925.01	<p>2024-25 District 7 commissioned Reach behaviour consultants to work with 19 children transitioning from primary to Lostock Hall High school (pilot school). Of the 19 children there were only two 1-day suspensions for two separate children and no exclusions.</p> <p>Other High Schools were approached to participate in this project with letter of recommendation from Lostock Hall High School but no other High Schools expressed an interest despite the success of the project.</p> <p>This funding will now be used to support 25/26 Y6 transition in primary schools (whilst still trying to engage High Schools)</p>
Training venue payments (Woodies are slow to invoice)	£1541.76	These are funds that were allocated for the venue for the training that took place over 24/25 for ECTs and new TAs (28 members of staff in total)
Supply cover claims (schools have been nudged to invoice, but they are slow to claim)	£2100.00	We are continuing to pursue the invoices but if this money remains unallocated it will go towards supporting additional training for 25/26
GHIST support claims (schools have been nudged to invoice, but they are yet to claim)	£1147.50	Pupils who have been supported by GHIST have engaged with the outreach workers and we are awaiting invoices from schools (with GHIST the schools pay the full amount and are meant to invoice the Inclusion Hub for the 50% subsidy)
Unallocated funds (larger than expected because GHIST did less school support than expected so not all funds used – these will be used towards outreach support by GHIST or Reach in the 25/26 year and Northbrook academy paid a late joining invoice which hadn't been expected)	£9958.15	<p>The Northbrook academy did not start the 24/25 year as part of the Inclusion Hub but chose to join towards the end of the year resulted in additional unexpected income (this is not part of the original allocation from the de-delegation arrangements from maintained schools)</p> <p>Funding was allocated for support from GHIST (Golden Hill PRU outreach support) but not all of this was taken up.</p>

Proposal for Surplus Spend to be spent by April 2026:

Intervention	Costs	Impact
<p>Y6-7 transition Supporting pupils in the current Year 6 who are due to start Year 7 in September 2026 with additional transition support based partly on the model offered by Reach in the Lostock Hall High Project. Year 6 pupils will be identified in the early Spring term of 2026 and District 7 will commission behaviour consultants to work with those pupils to prepare them for Year 7 (2026) using the surplus funds. Reach (the commissioned provider for this year) will identify a package of support once numbers and schools are identified. GHIST will also be invited to support Y6-7 transition and discussions with GHIST will take place regarding capacity towards the end of the Autumn term 2025</p>	£2925.01	<p>2024-25 District 7 commissioned Reach behaviour consultants to work with 19 children transitioning from primary to Lostock Hall High school (pilot school). Pupils were all from a number of primary schools throughout South Ribble and were all at risk of exclusion or high levels of suspension. Of the 19 children there were only two 1-day suspensions for two separate children and no exclusions. This is a big improvement on previous rates of suspension and exclusion. This equates to a saving to the High Needs Block of approximately £468,000 if all 18 pupils had been allocated a special school place (at £26,000 per child) For the 2025-26 intake 40 children have been flagged up to Reach as part of this project in March 2025 and they have started work with them (which means they will continue to follow up the pupils into the Autumn term at Lostock High School) Based on the above model the impact of effective Y6 to Y7 transition work is very positive. High Schools will continue to be approached to support the project in the Autumn term (although the funding for this will come from their own budgets)</p>
<i>Training venue payments (Woodies are slow to invoice)</i>	£1111.00	<p>These are funds which will be used up once the invoices are sent in (these are being actively chased). Any invoices not received by a certain deadline will result in the funds being diverted to expand the training schedule for 25/26 See Appendix 1 for impact feedback from new TA training 2024-25 and Appendix 2 for impact feedback from ECT training In 24/25 there were 28 ECTs and new TAs who attended the training and all fed back that the training supported them to be more inclusive in their managing of pupils in their schools and thus reducing the risk of suspension and exclusion.</p>
<i>Supply cover claims (schools have been nudged to invoice, but they are slow to claim)</i>	£2100.00	
<i>GHIST support claims (schools have been nudged to invoice, but they are yet to claim)</i>	£1147.50	
<p><i>Early Years transition – Support sessions to be offered to Early Years settings mid-Autumn (after the settling in period) with pupils who are still not managing in Reception class. Work with staff, parents and practitioners will be offered from Children and Family Well-being as well as Behaviour specialists such as GHIST and Reach</i></p>	£4,200	<p>The intended impact is to develop an effective support system & training for EYFS staff over the Autumn term through Inclusion Hub funding to ensure EYFS pupils maintain places and to reduce impact of challenging behaviours on the rest of the cohort. Reducing dysregulation by developing inclusive practices and effective parent partnership working will support Reception classes to have capacity for SEN (including EHCP) pupils thereby saving money from the High Needs Block (e.g. 1 child supported = £26,000 special school minimum saving to High Needs Block)</p>
<i>Parental anxiety patterns - Year 5/6 support, training for parents to support children</i>	£3,500	<p>Inclusion Hub funding to support commissioned practitioners to work with parents of pupils who are struggling with emotional dysregulation/SEMH needs at Year 5 & 6 as they approach High School and as they face the challenges of change (with the intention of reducing the number of pupils at Year 6 & 7 facing suspensions/exclusion)</p>
<i>Staff capacity & tolerance/resilience building training to help staff prevent burnout and manage capacity</i>	£2,258.15	<p>Inclusion Hub funding to commission training provider to deliver cluster training for staff on building resilience alongside trauma informed approaches</p>

Proposal for 2026/2027

Reasons for proposal:

To continue to build on the strong work that has been in place for all schools in District 7 since the inception of Inclusion Hubs, developing and improving inclusive practices in all schools reducing the level of fixed term suspensions and permanent exclusions. To help children maintain their school places and improve their opportunities to thrive and achieve better outcomes for their lives (and reduce the levels of disruption to the wider school learning community).

To build strong networks of local support that provide resources and support for schools (easing the pressure on centralised services and funding, offering efficient and effective local approaches for schools which is relational based and ongoing).

The most recent (2024/25) data for suspensions suggests that District 7 has the third highest rates of suspension in the Authority and the fourth highest specifically for physical assault on pupils and staff, indicating a pressing need for the support that we are proposing.

Distribution of 'Reason'

Reason	Count of Reason
Persistent disruptive behaviour	77
Physical assault against an adult	66
Physical assault against a pupil	55
Verbal abuse against an adult	21
Damage	11
Verbal abuse against a pupil	3
Use or threat of an offensive weapon or prohibited item	3
Sexual misconduct	3
Grand Total	239

District 7 has 92% engagement (more up to date 2024-25 data – 86% in partial data below which was gathered before conclusion of 24-25 period) from schools across South Ribble which is higher than the average engagement across all Districts. This is a strong foundation that can be built on further to achieve embedded practice across schools and an indication of the high levels of need and reliance on the District 7 offer.

The track record of District 7 (which has had a consistent and now firmly tried and tested offer) is good as seen by 86% of pupils directly worked with maintaining their school places in 2024/25 (according to the mid-year data below)

PRIMARY INCLUSION HUBS DATA 2024-25										
District	Schools			CPD		Pupils				
	No of Schools in District	School Engagement	%	Staff accessing CPD	Est Cost of CPD and Resources	Direct Work		Total no of pupils	Direct Work (not perm ex)	%
						Awaiting Final EHCP	SEN/Early Help			
7	38	33	87	191	19000	45	90	135	116	86
TOTAL (all Districts)	446	298	67	1820	342436	157	614	771	681	88

Proposal for Inclusion Hub spend to be spent by April 26/27

INTERVENTION 1 – School-to-school behaviour support		
Half-termly Behaviour Consultation meetings	Costs	Impact/Savings to HNB
<p>i. District 7 schools divided into three clusters with each school allocated to a cluster with a designated head teacher lead (each of whom is on the District 7 Steering group)</p> <p>ii. The cluster meets half-termly (see Appendix 4) and is attended by Senior Leaders / Behaviour Leads from each school in the cluster as well as by two commissioned behaviour consultants (Reach) as well as other invited professionals such as attendance or CFWS</p> <p>iii. Each school has the opportunity to discuss a child (anonymised), cohort or challenging class.</p> <p>iv. The cluster shares strategies / ideas, suggest next steps (the commissioned consultants can also point to practice & strategies in other schools that may help)</p> <p>v. Schools do not have to wait for their allocated cluster if they have an immediate issue but can attend the next available cluster meeting in District 7 (they take place half termly for each cluster)</p> <p><i>Cluster leads can provide signposting/support at any time in between meetings and the District 7 Padlet has key contacts for a variety of support. REACH or GHIST can be contacted by phone or email to discuss individual needs at all times as a FREE universal offer to all District 7 schools.</i></p>	<p>£600</p> <p>(£200 consultant fee per termly sessions)</p>	<p>87+% engagement by all schools in the district (higher than the average across all districts)</p> <p>This is primarily a school to school model but is facilitated by Behaviour consultants see Appendix 4</p> <p>This is part of the wider support and intervention model which builds school resilience to support staff working with pupils at risk of increased suspensions.</p> <p>86% of pupils who were at risk of permanent exclusion (those directly worked with) maintained their places i.e. 116 pupils out of 135</p> <p>If a place for a pupil at a PRU is £20,000 then even 10% of the 116 pupils is a saving of £232,000 (for all 116 pupils £2,320,000)</p> <p>If a place for a pupil at an independent special school is £56,000 then even 10% of the 116 pupils is a saving of £649,600 (for all 116 pupils £6,49,000)</p> <p>If a place for a pupil at a maintained special school is £26,000 then 10% of 116 is a saving of £301,600 (for all 116 pupils £3,016,000)</p> <p>In 2024-25 88 of the above pupils were discussed at cluster meetings</p>

Half-termly TA Behaviour Support meetings	Costs	Impact/Savings to HNB
<p>i.. Each cluster (see above and Appendix 4) will run a session immediately after the consultation session, for teaching assistants dealing with challenging behaviours</p> <p>ii. The session will be attended by TAs from each school in the cluster (no limit per school) and by two commissioned behaviour consultants</p> <p>iii. The session runs like a group supervision time where TAs can share the problems they are facing, consider strategies through discussion with the behaviour consultants and others in the group and identify strategies they can implement in class the next day</p>	<p>£600</p> <p>(£200 consultant fee)</p>	<p>See the information above for savings to the High Needs block and see Appendix 4 for evidence of positive feedback from attendees</p> <p>Teaching Assistants are often the staff members engaging with children who struggle with emotional regulation. Supporting TAs with strategies will reduce suspensions/exclusions supporting the savings indicated above to HNB.</p> <p>TAs who have attended these support meetings have all expressed how helpful they are (building resilience) and enabled them to implement strategies and feed back to the group at the next session.</p>

INTERVENTION 2 – Bespoke specialist behaviour support for specific children / cohorts

graduated response to access further support. Nb. Fair access is actively monitored. Where possible 50% of the below work is funded (REACH and GHIST will inform District 7 Finance Officer and invoice each school). Schools should choose the most suitable pathway to support need in each instance and refer direct to the service.

REACH Behaviour Consultants	Costs	Impact/Savings to HNB
<p>- Initial phone-call or email Schools can contact Reach for advice at any time during the year, FREE IF CHARGE. Further support can be discussed.</p> <p>- Initial observation and input / discussion with staff, pupil, family</p> <p>- Follow-up work (bespoke for each child or class) which could be:</p> <p>i. Mentoring TAs who are working with the child</p> <p>ii. Doing specific face to face interventions over an agreed period (with the child and leaving follow-up strategies)</p> <p>iii. Producing report and holding review meetings</p> <p>iv. Working with parents</p> <p>v. Whole class / cohort observations and support</p> <p>vi. Staff coaching</p> <p>vii. Tailored staff CPD</p> <p>viii. Planning and delivering Circle Times</p> <p>ix. Other bespoke items, reflecting the needs of pupil(s)/school</p> <p>x. Support for senior leaders with reflection(s), further signposting and welfare/wellbeing</p> <p>Nb. Regular email/phone contact with REACH throughout the period of support (and beyond).</p>	<p>£45,840</p> <p>(cost of 50% subsidised work over the year for 2 days per week – see Appendix 6 for example breakdown)</p>	<p>See case study example at Appendix 3</p> <p>2 days per week support for all schools (including academies):</p> <p>Summer term - 288 hours Autumn term - 360 hours Spring term - 264 hours</p> <p>In 2024/25 data shows us that 92% of District 7 schools engaged Reach services in one form or another See Appendix 5 impact evidence 24/25</p> <p>This was with 62 individual pupils who had high levels of challenge (but not on an EHCP). Of the 62 pupils only 1 pupil was permanently excluded.</p> <p>Some of those pupils were supported having moved settings to avoid Permanent exclusions and 1 pupil had been excluded but was supported to reintegrate to a mainstream setting in Year 6 and successfully completed the year, achieved good SATs results and transitioned to High School (saving the HNB at least £20,000+)</p> <p>Assuming these 62 pupils were at high risk of permanent exclusion the saving to the High Needs Block of these pupils not being excluded due to this intervention is: PRU (£20,000 typical cost) £1,220,000 Or even 10% of 61 = £122,000 Independent special school (£56,000 typical cost) = £3,416,000 Or even 10% of 61 = £341,600 Special School (typical cost £26,000) = £1,586,000 Or even 10% of 61 = £158,600</p> <p>It is highly likely these numbers will be at least replicated in 26/27 See Appendix 5 for evidence of 24-25 impact</p> <p>See Appendix 6 25/26 impact data so far (first 5 months) indicates how this intervention is broken down and reported to the District 7 Steering Group Appendix 6 data shows 84 schools in a 5 month period have contacted Reach for advice calls alone totalling 71 hours (over the year this is likely to at least double) These calls are in effect savings to the time of other High Needs Block services who would have received those calls (so freeing up time for SENDos and other services to deal with other pressing high needs cases) The total hours pupils have received support for 25/26 first 5 months = 221 hours (this will increase over the year to at least double)</p>

Golden Hill Inclusion Support Team (GHIST)	Costs	Impact/Savings to HNB
<p>Support offered:</p> <ul style="list-style-type: none"> i. Individual pupil support: a tailored plan delivered individually by a GHIST member to support a child's additional needs. ii. 1:1 support: Implemented within the classroom environment, consisting of modelling strategies and interventions alongside pupils, working in collaboration with the child. Provision of relevant resources and upskilling of staff. iii. 1:1 support outside of the classroom: To address specific areas of need, for example supporting children during unstructured times, transitions, break times and dinner times. Implementing specialist advice. iv. Class support: Guidance and advice in developing the confidence and skills necessary for effective classroom behaviour management. This is delivered via specialist, supportive GHIST worker who will consult with class staff and model the strategies in the classroom. <p>Group work: Focusing on the school's specific targets and requirements, delivered through structured programmes of support, interventions and activities. These may focus on transitions to new class or school, friendships, self-esteem, anger management, social skills or emotional literacy skills.</p>	<p>£5000</p> <p>(cost of behaviour specialist outreach worker and resources)</p>	<p>Over a typical year period GHIST supports 20 pupils (in a number of schools throughout District 7)</p> <p>GHIST have a proven track record of working with complex behavioural needs and have the resources of the PRU to support their work</p> <p>Assuming these 20 pupils were at high risk of permanent exclusion the saving to the High Needs Block of these pupils not being excluded due to this intervention is: PRU (£20,000 typical cost) £400,000 Or even 10% of 20 = £40,000 Independent special school (£56,000 typical cost) = £1,120,000 Or even 10% of 20 = £112,000 Special School (typical cost £26,000) = £520,000 Or even 10% = £52,000</p>

INTERVENTION 3 – Training and CPD

*District 7 training has the intention to **upskill**, provide **peer-support** and have a **long-lasting impact** on our schools and staff. Training is heavily subsidised for all District 7 schools.*

Early TA Training	Costs	Impact/Savings to HNB
<p>This training is for TAs: Supporting children with challenging behaviour in the primary classroom. The objectives are:</p> <ul style="list-style-type: none"> ○ To understand the role of the TA within the classroom. ○ To understand that all behaviour is communication. ○ To recognise how emotional baggage/additional needs can impact on a child’s behaviour. ○ To learn how TAs can make a difference. ○ To discuss how we can promote positive behaviour within our classes. ○ Practical strategies to use in the classroom. <p>The training consists of one full day training session in September, five afternoon half termly cluster sessions and one full day training session in May.</p>	<p>£8,015 (venue costs of £800 approx and specialist teacher cost at £100 per hour x 2 specialists x 4.5 sessions over the year)</p>	<p>In 24/25 14 TAs who were new to role were trained by Reach (the commissioned service of behavioural specialists) over 4.5 sessions throughout the year</p> <p>See Appendix 1 for impact feedback from new TA training 2024-25</p> <p>Assuming for each TA trained they are supporting at least 1 child with very high needs (which is the reason most schools felt the need to release the TA for the training) who is at risk of permanent exclusion and the child has maintained their place due to the inclusive strategies developed the saving to the High Needs Block of these pupils not being excluded due to this support is: PRU (£20,000 typical cost) £280,000 Or even 10% of 20 = £28,000 Independent special school (£56,000 typical cost) = £784,000 Or even 10% of 20 = £78,400 Special School (typical cost £26,000) = £364,000 Or even 10% = £36,400</p> <p>The training is also cascaded to other TAs when the TA returns to school</p>
ECT Training		Impact/Savings to HNB
<p>This training is for ECTs: Supporting children with challenging behaviour in the primary classroom. The objectives are:</p> <ul style="list-style-type: none"> ○ To understand that all behaviour is communication. ○ To recognise how emotional baggage/additional needs can impact on a child’s behaviour. ○ To learn how to include all children within your class and how to meet individual needs. ○ To discuss how we can promote positive behaviour within our classes. ○ Practical strategies to use in the classroom. <p>The training consists of one full day training session in September, five afternoon half termly cluster sessions and one full day training session in May.</p>	<p>£8,015 (venue costs of £800 approx and specialist teacher cost at £100 per hour x 2 specialists x 4.5 sessions over the year)</p>	<p>Appendix 2 for impact feedback from ECT training</p> <p>Assuming for each ECT trained they are supporting at least 1 child in their class (although it is more likely a cohort) with very high needs who is at risk of permanent exclusion and the child has maintained their place due to the inclusive strategies developed the saving to the High Needs Block of these pupils not being excluded due to this support is: PRU (£20,000 typical cost) £280,000 Or even 10% of 20 = £28,000 Independent special school (£56,000 typical cost) = £784,000 Or even 10% of 20 = £78,400 Special School (typical cost £26,000) = £364,000 Or even 10% = £36,400</p>

Annual Conference	Cost	Impact/Savings to HNB
<ul style="list-style-type: none"> ○ Evaluate the work of the Inclusion Hub and shape the future using the ethos of <i>by schools, with schools and for schools</i> ○ Hear from key speakers, including local external support ○ Share ideas/challenges and work alongside schools to provide solutions ○ Peer-to-peer support for wellbeing 	<p>£6000</p> <p>(venue for 50+ attendees and refreshments and resources costs + speaker if cost)</p>	<p>Evidence from previous conferences is that we have had good engagement from schools (approximately 40% of the District's schools have attended on average)</p> <p>Feedback has been very positive from all schools due to the opportunity to link the work of the Inclusion Hubs with the wider work of the Local Authority (TASS; Children's Champions; IEST; SEND service; CFWS and others) meaning more steam-lined approaches by schools when trying to manage complex situations.</p> <p>This supports the work of the High Needs Block in improving communication to all schools at no cost to the HNB (reducing the need for schools to contact other HNB services or send a 'scatter-gun' email approach to all services when in crisis)</p> <p>Schools are able to discuss in workshops with behaviour specialists, other professionals and colleagues strategies being used to support pupils and cohorts</p> <p>Therefore if 15 schools attend (and it tends to be the Head or behaviour lead of the school) and assuming each school has at minimum one child at risk of exclusion the savings to the High Needs Block of those children not being excluded due to strategies being shared and implemented, and communication improved are:</p> <p>PRU (£20,000 typical cost) £300,000 Or even 10% of 20 = £30,000 Independent special school (£56,000 typical cost) = £840,000 Or even 10% of 20 = £84,000 Special School (typical cost £26,000) = £390,000 Or even 10% = £39,000</p> <p>Evidence of strategies being implemented are in the feedback from conferences and in the follow-up conversations at the termly cluster meetings</p>
<p>Peer-to-peer/ School-to-school</p>		<p>Impact/Savings to HNB</p>
<ul style="list-style-type: none"> ○ Build relationships through half-termly meetings (see above) or signposting from Cluster leads ○ Share good practice in an informal way by picking up the phone, email etc (as well as the half-termly meetings) Have the ability to know who to contact as a leading practitioner in different areas of need 	<p>0 (£600 already accounted for)</p>	<p>The development of school-to-school support through the half-termly cluster system and conferences has meant:</p> <ul style="list-style-type: none"> • an increasing resilience in schools when dealing with challenging pupils as seen in the feedback comments in Appendix 1 and 2 • an awareness that was not there before of good practice going on in local schools meaning opportunities to visit and share locally ideas • access to local lead practitioners free of charge through informal conversations <p>All of the above are savings to the High Needs Block by schools increasingly looking to local rather than centralised resources and funds for support</p>

INTERVENTION 4 – Secondary Transition		
Intervention	Cost	Impact/Savings to HNB
<p>Transition Model</p> <p><i>To provide a smooth and successful secondary transition for identified Year 6 pupils who are at potential risk of increased suspension or exclusion</i></p> <ul style="list-style-type: none"> ○ Children are identified by the primary schools for additional transition support in Spring term. ○ Teachers from their primary schools asked to briefly describe the needs of the children referred ○ First half of the summer term, behaviour consultants visit all the children in their primary schools and talk about the move that is coming up. ○ Initial thoughts about the children shared with participating High School/s ○ Behaviour consultants attend the Y6/7 Taster Day/s and a follow up visit to the children in their primary schools immediately afterwards to discuss thoughts and feelings. ○ Liaison with High School/s throughout. ○ Behaviour consultants visit children at High School/s in the Autumn term. ○ Targeted group of children identified that access further support (fortnightly visits) during the Autumn term. ○ A final session to see all the children takes place at the end of the Year 7 Autumn term 	<p>£12,500</p> <p>(£100 per hour specialist teachers)</p> <p>5 afternoon sessions (2.5 hours) per cohort in Summer term following SATs (preparation, visits, follow-up) X 5 cohorts of 6 pupils (2 specialists per cohort)</p> <p>1 session (2 specialists – 2.5 hours x £200) = £500</p> <p>5 sessions = £2,500</p> <p>5 cohorts = £12,500</p>	<p>In the 2024-25 pilot project 19 children were supported and there were only two 1-day suspensions for two separate children and no exclusions.</p> <p>This equates to a saving to the High Needs Block of approximately £468,000 if all 18 pupils had been allocated a special school place (at £26,000 per child)</p> <p>For the 2025-26 intake 40 children have been flagged up to the behaviour support programme as part of this project in March 2025 and they have started work with them (which means they will continue to follow up the pupils into the Autumn term at Lostock High School)</p> <p>If those 40 children maintain their places it is a saving to the High Needs Block of £1,040,000 (for a £26,000 Special School place) had they been excluded. If only 10% of those 40 pupils had been excluded it would still be a saving to the High Needs block of £104,000</p>

Total proposed spending for 26/27	£86,570	
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Key Performance indicators

Intervention 1	
Half-termly Behaviour Lead support meetings	<p>By end of 26/27 academic year:</p> <ul style="list-style-type: none"> a) 50%+ engagement (average over the year) by schools in each cluster meeting b) Positive feedback from schools of strategies suggested and implemented indicating improved engagement for 50%+ of pupils/cohorts discussed at cluster c) 50% + of those schools who have attended clusters to report increased inclusive practices in school and improvement in resilience/confidence of staff in managing challenging behaviours
Half-termly TA support meetings	

Intervention 2	
Reach	By end of 26/27 academic year:
Golden Hill	<ul style="list-style-type: none"> a) 90%+ of schools in District to engage with support offered in one form or another (specific, training, support) b) 50%+ of pupils that are worked with directly to have: <ul style="list-style-type: none"> - maintained places - reduced suspensions - improved attendance - can identify one aspect of educational experience that indicates improved engagement and success (e.g. passing phonics test; remaining in class for longer; less physical or verbal aggression; reduced anxiety; performance or achievement in class or school)
Intervention 3	
TA training	By end of academic year 26/27: <ul style="list-style-type: none"> a) Positive feedback from TAs attending the training indicating improved engagement for 50%+ of pupils they (as a whole group) are supporting b) 50% + of those TAs who have attended training to report increased confidence in implementing inclusive practices in school and improvement in resilience/confidence in managing challenging behaviours
ECT training	By end of academic year 26/27: <ul style="list-style-type: none"> a) Positive feedback from ECTs attending the training indicating improved engagement for 50%+ of pupils they (as a whole group) are supporting b) 50% + of those ECTs who have attended training to report increased confidence in implementing inclusive practices in their classes and improvement in resilience/confidence in managing challenging behaviours
Conference	<ul style="list-style-type: none"> a) 60%+ engagement of schools in District at each conference b) 60%+ of those who attended the conference to indicate positive outcomes in: <ul style="list-style-type: none"> - Increased confidence/resilience in managing challenging behaviours in their school - Strategies that have been implemented from the conference that have had a positive impact on outcomes for specific pupils and cohorts in their school (with specific indication of how the pupils/situations have improved e.g. reduced suspensions) - 60%+ of schools who participated in conference to indicate by feedback increased understanding or clarity on how to access support services appropriate to the specific needs of their situation
Peer to peer	<ul style="list-style-type: none"> a) 40%+ of schools in District to regularly access support and advice from colleagues and schools within the District/cluster (sharing good practice) – as reported to Steering group via google forms feedback / conference survey b) 30%+ of schools in the District to offer support to colleagues / other schools of one or more areas relevant to supporting pupils vulnerable to exclusion (e.g. SEND support; Family Support; Therapeutic advice; parental engagement) indicated by Google form or conference survey
Intervention 4	
Year 6 to Year 7 transition	<ul style="list-style-type: none"> a) 50%+ of pupils transitioning to Year 7 from Year 6 have had no suspensions/exclusions by the end of Autumn term of Year 7 b) A system of effective transition for Year 6 to Year 7 has been further developed that can be offered wider to High Schools and Year 6 cohorts in the District c) To have a further two High Schools implementing the Year 6 to 7 transition project
Additional overall key performance indicator	
	<ul style="list-style-type: none"> a) Reduction in number of fixed term suspensions across the District (by 15%+) from 2024 figures b) Reduction in number of permanent exclusion across the District (by 15%+) from 2024 figures c) Increasing number of pupils with initially challenging behaviours maintaining mainstream school places and seeing improvements in those behaviours due to improved inclusive practices of school staff and settings (indicated by reduced suspensions/exclusions and other indicators such as improved attendance, engagement and outcomes (data to be gathered via google form / survey)

APPENDIX 1



D7 SOUTH RIBBLE HUB

TA TRAINING IN 2024-2025

In 2024-2025, Reach delivered training to TAs. The focus of the training was to understand why children may be behaving in a certain way, encouraging the TAs to look beyond the observed behaviours and think about **what** the child might be trying to communicate.

Practical strategies were suggested and demonstrated to the TAs, and, over the year, they discussed their successes and challenges at trying some of them out. The networking was so important as it gave everyone a supportive group to discuss day to day issues

These sessions helped the TAs to develop in confidence, both in their practice and in being able to ask questions and ask for help when it was needed.

Outline of content

ONE FULL DAY TRAINING: 23.09.24

‘Developing skills and strategies to support children with challenging behaviour in the primary classroom’.

CLUSTER AFTERNOON: 15.10.24.

Behaviour Policies. Rules and routines.

CLUSTER AFTERNOON: 03.12.24.

Scenarios.

CLUSTER AFTERNOON: 11.02.25.

Emotional Literacy.

CLUSTER AFTERNOON: 25.03.25.

Social Skills & Circle Time.

ONE FULL DAY TRAINING: 21.05.25

‘Supporting children with challenging behaviour in the primary classroom (Part 2)’.

CLUSTER AFTERNOON: 08.06.25.

Evaluation and next steps

TA training end of year feedback

THINK BACK TO SEPTEMBER – WHAT WERE YOU THINKING ABOUT THE JOB?

I was unsure how the children would react to more structure and routine which made me nervous as I had no experience other than reception.

Apprehensive about the teacher I was working with. What would she think of me?

Lots of comparing with the previous teacher and thinking I needed to change to fit in with the new teacher.

Nervous. Y1 to Y5 was a big jump. It was a difficult class. I did not know the teacher.

Unsure how child A would be as he had been split from others in his year group. Excited. I knew the children and the staff as I had worked with them before so felt ok.

Apprehensive about Y4 – different curriculum. First time running school council – wasn’t sure what to do.

Disappointed and resigned – it was not what I was hoping for.

Happy to be in Y5 but anxious about a particular child in class. Unsure how I would cope.

Worried about changing from KS2 curriculum to KS1 curriculum.

Coming from Y4 to Y2 I was expecting the children to do harder work, but I have now adapted to the KS1 level.

WHAT ARE YOU THINKING ABOUT IT NOW?

Confident in the Y4 curriculum and my behaviour management. Looking forward to remaining in Y4.

Glad to have survived a difficult year and have learnt from some of the experiences – they will help me in the year to come.

Challenged & affirmed.

How far I have come, and I been able to help the children in my class.

Good relationships. Know the needs of the children. Don't dread work. Improved professional development. Excited for forest school. Looking forward – intrigued to see what happens next.

Got good relationships with the children.

Looking forward to working with children in a different year group. Thinking about getting to know a different teacher's expectations.

Excited, happy, tired! Made good bonds. I feel more settled. I also feel like I have lots to do.

WHAT HAS BEEN THE BIGGEST HIGHLIGHT OF THE YEAR?

Seeing children flourish and becoming more confident in themselves.

Developing relationships with the children and making progress with behaviour (some children!).

Seeing children improve in reading. Getting high scores in multiplication tests.

Intervention work in the afternoons has been very rewarding. I was mentioned by name in the Governor Meeting minutes. Governors came into school to 'interview' SEND children about how they felt they were helped – they all mentioned me by name. The Chair of Governors spoke to me.

Getting reacquainted with some of the children that came into class and building a good relationship with them.

The impact I have had on child KM. Before, he struggled with coming into school and he never read at home; now he comes in willingly to read with me, and he reads at home at least once a week.

Watching a child develop who has really struggled over the past years – he has really thrived this year.

Acknowledgement that teachers need TAs!

The progress made from the lower abilities due to the interventions done in the mornings and afternoons.

WHAT HAVE THE CHALLENGES BEEN?

Behaviours that have been difficult in identifying triggers.

Coping with a child who swears and throws things. Trying to come up with new strategies to engage a child who is 100% on his own agenda.

Dealing with one specific child and their behaviour – feeling like I have tried everything to help.

Not always feeling supported with behaviour issues.

Lack of support. Adapting who I am to suit others. Watching others struggle.

A new pupil has been quite disruptive – watching the impact on the class.

Not being able to do as many interventions as hoped.

Adapting to the length of time children take to complete tasks. I need extra patience.

Getting the two girls I work with 1:1 to actually listen to me and the teacher and to work independently.

THINKING ABOUT NEXT YEAR – WHAT WILL YOU DO THE SAME?

Be patient and calm. Keep building good relationships. Be me!

Remain approachable, showing kindness, empathy, and compassion to all the children.

Continue to prioritise listening to the children, even when I am busy.

Other staff say I am calm in every situation – I will try to stay the same. Be organised.

Try to establish good relationships with the children.

Continue focusing on building relationships first before trying to challenge a child's behaviour.

Stay positive! Get to know the children as individuals. Remain positive.

Create the bonds with the children. Same support.

WHAT WILL YOU DO DIFFERENTLY?

Use my experience to improve school council. Not let others' opinions upset me.

Ask for advice and support when needed to avoid struggling so much.

Don't worry so much when things do not work out or go as planned.

Try to believe in myself more. Try harder to get other staff on board with my ideas.

Not put up with lack of communication from staff.

Adapt how I communicate to support the new children and SEND children.

One child coming up may need support.

HAVE YOU ENJOYED THE TRAINING AND THE CLUSTERS? HAS IT HELPED YOU? IN WHAT WAY?

Yes. I have learnt a few new tactics to use with the children e.g., circle time. It has been good to be out of school to meet other TAs who are all facing similar problems and issues. It means it is not just you!

It has been nice to share experiences with others. The activities within the training have been useful.

I have enjoyed the training and meeting other people who are dealing with similar issues. I feel like I have implemented what I have learnt.

I have really enjoyed the training, gaining new ideas and ways to manage behaviour. It has been good knowing you are not alone, and everyone has similar struggles. It has been good being able to talk about it as I find that hard sometimes.

Finding out how things work in other schools. 'The grass isn't always greener!' Feeling supported by a group in a similar situation and getting their ideas.

Yes – enjoyed the training. Helped me to recognise the things I do correctly and the things I can improve on.

Yes – enjoyed each one. Good to listen to others and realise you are not alone in dealing with 'bad' behaviour.

The training has been fantastic. There have been so many ideas I have been able to use. The clusters have felt like a support team and helped me realise we are all going through the same.

Enjoyed the course – interesting to hear other peoples' stories and experiences – you know it is not just you. Lots of tips learnt from the course leaders and other attendees.

I have enjoyed the training – What I did learn, I implemented and has worked well.

Yes, I have enjoyed the training. It has been helpful and insightful. I have really valued listening to what other TAs' work experiences have been like.

APPENDIX 2



D7 SOUTH RIBBLE HUB ECT TRAINING IN 2024-2025

Reach delivered training to ECTs. The focus of the training was to understand why children may be behaving in a certain way, encouraging the ECTs to look beyond the observed behaviours and think about **what** the child might be trying to communicate. The ECTs learnt there is always a reason, and when the root of the problem has been identified, it is easier to identify and implement strategies to support the child.

Practical strategies were suggested and demonstrated to the ECTs, and, over the year, they discussed their successes and challenges at trying some of them out.

ONE FULL DAY TRAINING: 07.10.24

'Developing skills and strategies to support children with challenging behaviour in the primary classroom'.

CLUSTER AFTERNOON: 05.11.24.

Behaviour Policies. Rules and routines.

CLUSTER AFTERNOON: 14.01.25.

Scenarios.

CLUSTER AFTERNOON: 25.02.25.

Emotional Literacy.

CLUSTER AFTERNOON: 29.04.25.

Social Skills & Circle Time.

ONE FULL DAY TRAINING: 19.05.25

'Supporting children with challenging behaviour in the primary classroom (Part 2)'.

CLUSTER AFTERNOON: 10.06.25.

Evaluation and looking forward to next year.

Feedback from ECTs

THINK BACK TO SEPTEMBER – WHAT WERE YOU THINKING ABOUT THE JOB?

What do I do? What is all this admin? I need to stick to the script.

Imposter syndrome – I can't do this. I'm not good enough. What do the staff think of me?

I don't want to ask in case the judge me – I'll just struggle. Nervous about how to deal/approach things.

Apprehensive about what is yet to come. Not ready – fresh out of uni.

Worried. Wanted to do well. Parents – what would they be like?

What am I going to do now? I wanted to make a difference to children. Will my class settle?

Worried I won't get everything done. Is my classroom ready? What do I say to the parents?

Not ready. Knew that I was going to get things wrong. How do I start the day? Will they listen to me?
Worried about not knowing the children.

WHAT ARE YOU THINKING ABOUT IT NOW?

Confident in my skills to settle children in. Happy my classroom is how I want it.
It can only get easier (or at least I hope). There can be rewarding parts. More confident.
At ease when dealing with different situations. Good relationships with staff and children.
It can only get better. Staff can make the job. Parents – just need to be honest with them.
It will be fine. I enjoy my class and have good routines. Why was I so worried? The help is always there.
Relax and go with the flow. I have a great work family. I can ask for help. I can do this! I've done it this year – I just need to believe in myself.

WHAT HAS BEEN THE BIGGEST HIGHLIGHT OF THE YEAR?

The class – it's been lovely to have them.
Parents' Evening -parents telling me the difference they see in their children. That their children have started enjoying school since I became their teacher. My CLA passed her phonics screening today!
An email sent to the headteacher about my teaching (a compliment). The change in children after Easter.
When they recall previous learning. A low child getting 25 on his practice MTC.
Comments from parents about the difference you have made. Seeing the progress the children have made.
Seeing the children flourish in their reading and writing.

WHAT HAVE THE CHALLENGES BEEN?

High needs and low cohort, not helped by TA and support staff leaving either in September or in summer.
Understanding my children's needs and how to act on it (September to December).
Keeping on top of everything. Balancing additional needs/SEND needs.
Doing everything for the first time. Changes in staff.
Working with other people – they can be messy (a messy classroom means I have a messy head).
Fitting all lessons into a weekly timetable. Teaching a class with no support.
Low level behaviour (sick of my own voice). TIME (work taking over precious family time).
Letting go of things that stress me! Overthinking. SEND child who has been working at birth-3 months and her challenging behaviour. Having a part time TA. Work-Life balance.

THINKING ABOUT NEXT YEAR – WHAT WILL YOU DO THE SAME?

Establish positive relationships at the beginning. Classroom environment and behaviour strategies.
High expectations from the start. Expectations from day 1. Lots of praise and encouragement.
Behaviour management – stay on task. Stretch and challenge all pupils.
Keep taking everything on the chin and move forward. Learn from the good and the bad. Classroom layout.
Display boards. Some writing units. Most lessons.
Leaving early at least once a week. Using my Proud wall. Spending time getting to know the children.

WHAT WILL YOU DO DIFFERENTLY?

Not push children at the beginning as it is a big jump from EYFS to Y1. Continuous provision in Y1.
Sentence intervention from the start. Have challenges in place for higher learners.
Change plans more to fit the needs of the class/children. Jig the classroom about differently.
Not be as nervous and scared. Have confidence at parents' evening. Not rush to get everything finished – some things can wait. Ask for more support in class. Improve the calm area.

Sue Payne and Claire Dilworth.

Reach Behaviour

Behaviour Specialist Teachers

APPENDIX 3

CASE STUDY example (one of many!)

Context: This is a Y2 child who received 6 weeks of support from the hub when he was in Y1. When the child was in Y1 (autumn term), he was out of class, not accessing work, disruptive, refusing to follow instructions, hurting staff and peers. He was directly supported from 15.12.23-06.03.24, and staff were also trained to understand his needs; at the end of this period, he was in class full time, he was making progress academically, he was interacting with pupils and had made friends. This continued throughout the rest of Y1 which turned out to be a successful year for him.

At the beginning of Y2, the child initially settled well and continued to make good progress. However, circumstances changed within the school, and the Y2 teacher went off sick. There were a number of supply teachers in the class, and the child did not cope with this. His behaviour deteriorated and this resulted in him being taught out of class on a reduced timetable. Support from the hub was requested before things deteriorated further (06.11.24). This was put into place and all the previous strategies were reintroduced (20.11.24-05.02.25). The child made some progress, but there was still not a consistent teacher in the class, so the parents decided they wanted to move schools.

Prior to the child starting at the new school, there was a liaison meeting, and all reports from the hub support were shared, discussed, and evaluated. Specific successful strategies were discussed and shared with the new team of adults working with the child. Parents were involved in all discussions. The new school have continued to access support from the hub during the transition period, and an evaluation meeting was held 6 weeks after the move (30.04.25). The child is now in class, making academic progress, he is happy, his self-esteem is rising, and he has made new friends. Parents are happy and school staff know they can access further advice if they need it.

APPENDIX 4

TA FEEDBACK FROM HALF-TERMLY TA BEHAVIOUR SUPPORT CLUSTER SESSIONS

'This is like therapy'


'It is so good to know that others are in the same position as me and it is not that I am doing something wrong'

'We love bouncing ideas around with others who are in the same situation in their school'

'I have tried your ideas and ***** is responding well'

'The TAs often swap contact details and keep in touch with each other.'

Resources and links are shared by email after the meeting.

DISTRICT 7 INCLUSION HUB CLUSTERS 2025-26			
There will be two meetings:			
<u>1pm to 2pm: Behaviour consultation cluster meeting</u>			
Please send someone who is responsible for behaviour / inclusion in your school e.g. Head teacher, Deputy/Assistant Head, SENCo, Learning Mentor, Behaviour Lead			
(please send someone EVEN IF you do not have any behaviour challenges at the moment. There will be key updates, a chance to support others and it will help you for when/if you do have a child that lands on your doorstep who is trickier than usual)			
<u>2pm to 3pm: TA supervision support</u>			
Please send any TA, as many as you like, to this session with 'Reach' who will support the TA with free advice, strategies and ideas			
The lead Head teacher for your cluster will be in touch and they are a good port of call for signposting if you are struggling and not sure who to go to			
		Cluster 2: (Kellie Tierney) 01772 743531 head@kingsfold-pri.lancs.sch.uk	
		Broad Oak Cop Lane Howick Kingsfold Little Hoole Lostock Hall Middleforth Penwortham CP St Mary Magdalen St Teresa's Whitefield	23/09/25 (Autumn 1) 11/11/25 (Autumn 2) 20/01/26 (Spring 1) 03/03/26 (Spring 2) 28/04/26 (Summer 1) 23/06/26 (Summer 2)
Cluster 3: (Jenna Littlewood) 01254 853518 head@coupegreen.lancs.sch.uk		Cluster 4: (Andrew Wright) 01772 432048 head@mosside.lancs.sch.uk	
Coupe Green Cuerden Farington Higher Walton Lever House Salmesbury SMSB St Aidan's St Catherine's St Leonard's St Patrick's St Paul's Farington Walton-Le-Dale	30/09/25 (Autumn 1) 18/11/25 (Autumn 2) 27/01/26 (Spring 1) 10/03/26 (Spring 2) 05/05/26 (Summer 1) 30/06/26 (Summer 2)	Hoole St Michaels Leyland Methodist Leyland St James Cof E Leyland St Mary's Longton Moss Side New Longton Northbrook Seven Stars St Andrew's St Anne's St Oswald's Woodlea	07/10/25 (Autumn 1) 25/11/25 (Autumn 2) 03/02/26 (Spring 1) 17/03/26 (Spring 2) 19/05/26 (Summer 1) 07/07/26 (Summer 2)

APPENDIX 5

D7 SOUTH RIBBLE HUB

SUMMARY OF SUPPORT FROM REACH IN 2024-2025 (FROM 01.04.24 -31.03.25)

Sue Payne and Claire Dilworth (Reach) delivered support for 2 days each per week in South Ribble throughout the year from 01.04.25-31.03.25. Sue and Claire attended the D7 Hub Steering Group meetings each half term.

SCHOOLS WHO HAVE ACCESSED SUPPORT FROM REACH IN D7 SINCE 01.04.24:

- **34 different schools have accessed support from Reach since 1st April 2024 (92%).**
- **Some schools have accessed support more than once. Reach have supported these 34 schools with 166 different things depending on their needs (individual support, whole class support, whole school support, training, TA and teacher support and parental support).**
- **62 individual children have been supported, a further 65 children have been supported within whole class support, 38 children have been supported with the transition from Y6 to Y7. 88 children were discussed at the Inclusion Hub cluster sessions. 253 children in total have been supported.**
- **26 different schools have attended the mini cluster sessions held half termly (70%). 88 children have been discussed in these sessions.**
- **17 different schools have sent one (or more) person on the Reach TA training sessions (46%).**
- **10 different schools have sent one (or more) person on the Reach ECT training sessions (27%). NB: We do not know how many ECTs there are in D7 schools currently.**

CLUSTERS:

The district is divided into 3 mini clusters and these clusters meet once every half term. The cluster lead is part of the D7 Hub Steering group.

The first hour is used to share information from the Hub and to discuss individual children anonymously or to discuss challenging cohorts. It is also used to highlight and share good practice and resources. Trends and possible training needs are also identified through discussions at these meetings. Some schools are signposted to appropriate services for further advice.

The second hour is for TAs to come to discuss the children they are supporting (anonymously). They ask for advice, share good practice, share successes, and discuss resources. This is a great opportunity for TAs to network and meet others who are in the same position as them.

ATTENDANCE: 70% of schools have attended the cluster meetings one or more times since April 2024.

CHILDREN SUPPORTED BY REACH IN 2024-2025 IN SOUTH RIBBLE SCHOOLS:

During the first half of the summer term:

- 8 individual children were supported by Reach (7 boys and 1 girl)
- 38 children from 12 schools are being supported with the transition from Y6 to Lostock Hall Academy. This work has started.
- 1 EYFS class support was delivered (5 identified children).
- 1 Y1 class support was delivered (4 identified children).
- 1 Y6 group support was delivered (8 identified children).
- TA training was delivered.
- 19 different schools attended the mini cluster sessions.

During the second half of the summer term:

- 4 individual children were supported by Reach (3 boys and 1 girl)

- 38 children from 12 schools are being supported with the transition from Y6 to Lostock Hall Academy. This work continues.
- A TA cluster was held.
- 12 different schools attended the mini cluster sessions.

During the first half of the autumn term:

- 7 individual children were supported by Reach (5 boys and 2 girls)
- 38 children from 12 schools are being supported with the transition from Y6 to Lostock Hall Academy. The children were visited in LHA – 10 prioritised children received fortnightly visits.
- 1 Y3 class support was delivered (3 identified children).
- TA training was delivered.
- ECT training was delivered.
- 17 different schools attended the mini cluster sessions.

During the second half of the autumn term:

- 14 individual children were supported by Reach (10 boys and 4 girls).
- 38 children from 12 schools are being supported with the transition from Y6 to Lostock Hall Academy. The final visit to see all the children took place in December.
- EYFS -Y6 class support (18 identified children).
- Y2 class support delivered (10 identified children).
- TA training was delivered.
- ECT training was delivered.
- 11 different schools attended the mini cluster sessions.

During the first half of the spring term:

- 16 individual children were supported by Reach (10 boys and 6 girls).
- Y4 class support delivered (4 identified children).
- Y5 class support delivered (5 identified children).
- TA training was delivered.
- ECT training was delivered.
- 12 different schools attended the mini cluster sessions.

During the second half of the spring term:

- 13 individual children were supported by Reach (3 boys and 10 girls). **NB: This is a high number of girls compared to other terms/years.**
- Y4 class support delivered (1 identified children).
- Y2 class support delivered (7 identified children).
- TA training was delivered.
- ECT training was delivered.
- 13 different schools attended the mini cluster sessions.

TOTAL SUPPORT FOR THE YEAR: 253 children supported.

- **62** individual children.
- **38** children were supported from Y6 to Y7.
- 10 classes (**65** identified children).
- 26 different schools attended the mini cluster meetings held half termly. **88** children have been discussed.
- 17 different schools accessed TA training.
- 10 different schools accessed ECT training.

The work is varied and different in every school for every child – some examples:

- School visit – follow up session with staff - email contact with TA – review meeting.
- School visit – one visit each week – review meeting.
- School visit – fortnightly visits – review meeting.
- School visit – report produced – school to implement strategies and use as evidence for EHCP request.
- School visit – report produced fortnightly meetings with staff to look at tweaking the strategies.
- Planning meetings for individual children.
- Re-referral – catch up meeting and weekly visits – review meeting.

- Re-referral – catch up meeting and report updated to be used for EHCP request.
- School visit – report produced – meeting with staff to discuss strategies – email contact – follow up meeting to discuss the strategies again – email contact.
- Class observations – report produced – feedback given and follow up support given.
- Class observation – circle time sessions delivered by Reach.
- Y6-Y7 transition support.
- Parental support.
- Training for teachers, TAs either as whole school, or targeted groups including Circle Time training.
- Reach attendance at meetings in schools, and at cluster meetings.

IN ADDITION:

TAs NEW TO THE ROLE:

- Whole day training session in the autumn term 2024 delivered by Reach and then another whole day will be delivered in the summer term 2025.
- Half termly cluster meetings with Reach to discuss any issues and share good practice. Supervision support for the staff.
- There is a separate evaluation of this provision.

ECTs:

- Whole day training session in the autumn term 2024 delivered by Reach and then another whole day in the summer term 2025.
- Half termly cluster meetings with Reach to discuss any issues and share good practice. Supervision support for the staff.
- There is a separate evaluation of this provision.

IN ADDITION:

Y6-Y7 TRANSITION TO LOSTOCK HALL ACADEMY:

A pilot was trialed at Lostock Hall in 2023 and ran again in 2024:

- 38 children were identified by the primary schools for additional transition support in 2024. Teachers from their primary schools were asked to briefly describe the needs of the children referred and this has been recorded for LHA.
- In the first half of the summer term 2024, Sue and Claire visited all the children in their primary schools and talked to the children about the move that is coming up. Initial thoughts about the children have been shared with LHA.
- Sue and Claire attended the Y6 Taster Day on 03.07.24 and a follow up visit to the children in their primary schools was made on 10.07.24.
- Sue and Claire have liaised with LHA throughout.
- The children were visited at LHA in the autumn term. There was a targeted group of 10 children that accessed further support (fortnightly visits) during the autumn term.
- A final session to see all the children took place on 05.12.24.
- **Since the beginning of the autumn term, there have been 0 suspensions in Y7 and 0 permanent exclusions.**

The D7 Hub is funding 50% of this project and the High School is funding the other half.

PHONE CALLS:

- Schools have been phoning (or emailing) for advice to Reach and to the Hub leads. Liaison and communication are good between Reach and the Hub.

Sue Payne and Claire Dilworth.

Reach Behaviour

APPENDIX 6

DISTRICT 7 2025-2026 pupil support (so far – 5 months)

SUPPORT FROM REACH	HOURS	COST	HUB HALF	HOURS DELIVERED	DATE COMPLETED
6 weeks of weekly staff coaching, face to face sessions with the child, and review with parents and staff (Y1 KT)	6	£570	£285	6	07.05.25
6 weeks of weekly staff coaching, face to face sessions with the child, and review with parents and staff (Y3 LD)	6	£570	£285	6	29.04.25
Face to face visits and support for staff for Y4/5 class (Maple)	6	£570	£285	6	23.06.25
Phone and email contact between visits then review meeting with staff and parents (Y1 JD)	1	£95	£42.50	1	08.05.25
Phone and email contact between visits then review meeting with staff and parents (Y2 JN)	1	£95	£42.50	1	08.05.25
6 weeks of weekly staff coaching, face to face sessions with the child, and review with parents and staff (Y5 TD)	6	£570 NOW £190	£285 NOW £95	2	05.06.25 NOW BEING HOME EDUCATED
School visit and full report (Y3 EG)	6	£570	£285	6	26.03.25
6 weeks of weekly staff coaching, face to face sessions with the child, and review with parents and staff (Y3 then Y4 EG)	6	£570	£285	6	15.09.25
School visit and full report (Y1 LS)	6	£570	£285	6	31.03.25
6 weeks of weekly staff coaching, and review with parents and staff (Y1 then Y2 LS)	6	£570	£285	4	24.09.25
School visit and full report (Y2 CD)	6	£600	£300	6	28.04.25
6 weeks of weekly staff coaching, and review with parents and staff (Y2 then Y3 CD)	6	£600	£300	5	23.09.25
School visit and full report (Y3 LE)	6	£600	£300	6	09.05.25

6 weeks of weekly staff coaching, followed by a review with parents and staff (Y3 then Y4 LE)	7	£700	£350	4	09.10.25
Y5 class observation, discussion with staff, report produced. Followed by 6 Y5 (into Y6) group sessions and write up.	13	£1300	£650	11	22.09.25
School visit and full report (Y1 PJH)	6	£600	£300	6	03.06.25
6 weeks of weekly staff coaching, and face to face sessions, followed by a review with parents and staff (Y1 then Y2 PJH)	6	£600	£300	5	23.09.25
School visit and full report (Y5 GM)	6	£600	£300	6	02.06.25
6 weeks of weekly staff coaching, and face to face sessions, followed by a review with parents and staff (Y5 then Y6 GM)	6	£600	£300	5	25.09.25
Y2 class observation, discussion with the Y2 teacher. Follow up visit in the autumn term when the class have moved into Y3.	6	£600	£300	3	18.06.25 and TBA
School visit and full report (Y3 JR)	6	£600	£300	6	23.06.25
6 weeks of weekly staff coaching, and face to face sessions, followed by a review with parents and staff (Y3 then Y4 JR)	6	£600	£300	2	16.10.25
School visit and full report (Y1 LL)	6	£600	£300	6	27.06.25
6 weeks of weekly staff coaching, and face to face sessions, followed by a review with parents and staff (Y1 then Y2 LL)	6	£600	£300	4 Suspension for 1 session	02.10.25
Y2 class observation, discussion with the Y2 teacher. Follow up visit in the autumn term when the class have moved into Y3.	6	£600	£300	4	04.07.25 and 22.09.25
School visit and full report (Y1 JM)	6	£600	£300	6	15.07.25
6 weeks of weekly staff coaching, and face to face sessions, followed by a review with parents and staff (Y1 then Y2 JM)	6	£600	£300	1	06.11.25

School visit and full report (Y5 JM)	6	£600	£300	6	09.09.25
6 weeks of weekly staff coaching, and face to face sessions, followed by a review with parents and staff (Y5 JM)	6	£600	£300		11.11.25

EYFS SUPPORT

Additional support for staff and face to face sessions with the child (EYFS CL)	3	£285	£142.5	3	06.06.25
6 weeks of weekly staff coaching, and review with parents and staff (EYFS KMD)	6	£570	£285	6	09.05.25
School visit and full report (EYFS LH)	6	£570	£285	6	31.03.25
6 weeks of weekly staff liaison, and direct support for parents followed by a review with parents and staff (EYFS LH)	6	£570	£285	6	16.07.25

Y6 SUPPORT

SUPPORT FROM REACH	HOURS	COST	HUB HALF	HOURS DELIVERED	DATE COMPLETED
Support funded by the LA to support ARBK in Y6 and the start of Y7 following a permanent exclusion.	12	£1,320	£0 LA to pay	12	Autumn Term 2025
3 face to face sessions, and high school transition support (Y6 EC)	3	£300	£150	3	06.07.25
School visit and full report (Y6 WT)	6	£600	£300	6	05.06.25
4 face to face sessions, and high school transition support (Y6 WT)	4	£400	£200	4	09.07.25
Parenting advice for mum, link with school staff and mum, report produced, and then a follow-up meeting with mum and school staff.	3	£300	£150	2	16.10.25

PHONE CALLS/EMAIL CONTACT:

WEEK BEGINNING & hours	Number of schools accessing support calls
31.03.25 (3 hours)	4
21.04.25 (4.5 hours)	5

28.04.25 (1.5 hours)	2
05.05.25 (4 hours)	6
12.05.25 (5 hours)	4
19.05.25 (2 hours)	3
02.06.25 (3 hours)	7
09.06.25 (5 hours)	4
16.06.25 (6.5 hours)	8
23.06.25 (6 hours)	7
30.06.25 (3 hours)	5
07.07.25 (3 hours)	5
14.07.25 (1 hour)	2
AUTUMN TERM 2025	
01.09.25 (6.5 hours)	5
08.09.25 (8 hours)	10
15.09.25 (9 hours)	7
71 total hours	84 total schools

DISTRICT 7 INCLUSION HUB BID PROPOSAL
PROJECTED SAVINGS TO HIGH NEEDS BLOCK 2026/27
(summary – see bid proposal for more details)

District 7 Intervention and current data		SAVINGS TO THE HIGH NEEDS BLOCK			
Data from across the District of pupils engaged with in any way by the District 7 Inclusion Hub	24/25 116 of 135 pupils worked with directly maintained school places	TOTAL	Cost of PRU (£20,000)	Cost of Special (£26,000)	Cost of Independent (£56,000)
	(26/27 with embedded systems likely to be increased so number of pupils maintaining places approximately 120+)	All 116 Excluded	£2,320,000	£3,016,000	£6,496,000
		10% of 116 excluded	£232,000	£301,600	£649,600
Tailored support to schools by commissioned providers (Reach & GHIST) - includes cluster work	24/25 61 out of 62 pupils worked with directly maintained school places (included in the above total figures)	Intervention 2	Cost of PRU (£20,000)	Cost of Special (£26,000)	Cost of Independent (£56,000)
	(26/27 with embedded systems likely to be increased so number of pupils maintaining places approximately 70+)	All 61 Excluded	£1,220,000	£1,586,000	£3,416,000
		10% of 116 excluded	£122,000	£158,600	£341,600
Training (ECT and TA)	24/25 28 staff (new to the profession) trained by behaviour specialists.	Intervention 2a	Cost of PRU (£20,000)	Cost of Special (£26,000)	Cost of Independent (£56,000)
	Assuming each staff member represents at least 1 pupil at risk of exclusion and isn't due to strategies implemented	All 28 pupils excluded	£560,000	£728,000	£1,568,000
		10% of 28 excluded	£56,000	£72,800	£156,800
Conference	24/25 15 schools attendance (minimum) at conference.	Intervention 2b	Cost of PRU (£20,000)	Cost of Special (£26,000)	Cost of Independent (£56,000)
	Assuming each school represents at least 1 pupil at risk of exclusion and isn't due to strategies implemented	All 15 pupils excluded	£300,000	£390,000	£840,000
		10% of 15 excluded	£30,000	£39,000	£84,000
Phone calls	71 hours of phone calls (minimum) from schools to commissioned provider in first 5 months of 25/26 (likely to be doubled to 142 hours by the end of April 2026)	Assuming the hourly rate for a SEND Officer (who would be dealing with phone calls from schools about challenging pupils) is approximately £15 per hour this equates to a saving of £2,130 and a saving to the time of the SEND officer in not having to deal with those calls			
Y6-7 transitions	19 children who were at risk of exclusion in the 24/25 project all maintained their places	Intervention 2b	Cost of PRU (£20,000)	Cost of Special (£26,000)	Cost of Independent (£56,000)
		All 19 excl	£380,000	£494,000	£1,064,000
		10% of 19	£38,000	£49,400	£106,400

Inclusion Hub Bid Proposal

Financial year: 2026-2027
Submitted: 22nd September 2025
Proposal cost: £90,550
District: 8
District Lead: Chris Clare
School: Aughton St Michael's CE
Contact: head@aughton-st-michaels.lancs.sch.uk or 01695 423295
Our Aim

To provide support and training for schools so that pupils at risk of exclusion can remain and thrive in mainstream education.

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Current Situation

Current surplus in 24/25:

£56,402.41 (July 2025)

Reasons for surplus:

The surplus is primarily due to specific budgeting for District 8 Inclusion Team costs, with the majority earmarked for staff wages expected to be paid over the coming months, all within this financial year and up to April 2026. This careful allocation ensures continuity and stability of the inclusion initiatives while maximising the effective use of available resources.

Proposal for Surplus Spend to be spent by April 2026:

Intervention	Costs	Impact
<p>Tier 1 Inclusion Support Visit - 3 referrals per term, per school throughout District 8 <i>Note:</i> Following a referral from schools an observation of the pupil will take place, including discussion with key staff regarding support and strategies relevant to individual pupil needs. Comprehensive written report provided.</p> <p><i>1 ½ hours in school / 2 hours report – 3 ½ hours in total for each Inclusion Support Visit.</i></p>	<p>Autumn Term 25: Approx. 50 referrals = £16,250</p> <p>Spring Term 26: Approx. 50 referrals £16,250</p> <p>Total: £32,500</p>	<p>Impact of Tier 1 Support</p> <ul style="list-style-type: none"> • Provides high-quality teaching and learning for all pupils through embedded inclusive strategies. • Enables staff to recognise and address barriers to learning and or behaviour at the earliest stage. • Employs differentiation, positive behaviour reinforcement, and adaptive routines to support diverse needs. • Offers ongoing training and resources to support teachers in meeting additional needs within mainstream classrooms promoting inclusion at all levels. • Fosters strong connections between pupils, staff, and families, promoting open communication and collaborative problem-solving. • Promotes and fosters academic achievement, personal growth, and wellbeing, ensuring diversity and individual needs are valued and met • Improve attendance for pupils at risk of exclusion • Share good practice and sign-post schools to expertise. • Networking and building relationships with colleagues. Sharing good practice and promoting inclusion. • Reduces the need for more intensive Tier 2 and 3 interventions by solving challenges early.
<p>Tier 1 support SEND clinic (1/2 a day) Schools to consider individual pupils from their own setting – Early Intervention.</p> <p>Relevant advice and support (oral and written feedback) provided from Elm Tree Holistic Outreach Service Team.</p> <p><i>Note:</i> 4 schools per clinic</p>	<p>Autumn Term 25 (4 clinics) £2,400</p> <p>Spring Term 26 (4 clinics) £2,400</p> <p>Total: £4,800</p>	
<p>Training including District 8 Inclusion Hub Conference – Spring 2026 / Resources / Advice</p>	<p>Autumn Term 25 £2,550</p> <p>Spring Term 26 £2,550</p> <p>District 8 inclusion hub Conference Spring Term 26 £4500</p> <p>Total £9,600</p>	

<p>Tier 2 Inclusion Support Visit- Follow up Visits / Advice and Support for individual pupils referred at Tier 1 as required. Number of visits will be dependent on the individual needs of the pupil. Note of visit will be completed following time in school summarising next steps. Signposting to further professional services/advice for support.</p>	<p>Autumn Term 25 approx. 5 visits = £300</p> <p>Spring Term 26 approx. 5 visits = £300</p> <p>Total £600</p>	<p>Impact of Tier 2 and 3 Support</p> <ul style="list-style-type: none"> • The follow-up visits in the Tier 2 Support Package ensure that advice and support are tailored to the unique and changing needs of pupils, enabling targeted interventions and ensuring positive outcomes. • Written reports, summarising next steps provides a clear record of progress and actions, allowing for consistent and embedded support. • Signposting to additional professional services, as part of a holistic approach to pupil support, ensuring that individual needs can be met. • The Tier 3 Support Package delivers 10 hours of subsidised in-school support, making comprehensive and bespoke intervention accessible to all schools in District 8. • Initial planning meetings with the Outreach Manager align support with the school’s inclusion priorities, promoting well-coordinated and effective practice. • The support for children and staff in Tier 3 not only addresses immediate pupil needs but also models effective engagement, relationship-building, promoting positive behaviour, and SEND strategies, strengthening school-wide practice and capacity. • Liaison with parents and carers ensures transparent communication, shared understanding of pupil needs, and collaborative approaches to support, which can significantly improve outcomes for pupils. • Improve attendance for pupils at risk of exclusion • Share good practice and sign-post schools to expertise. • Networking and building relationships with colleagues. Sharing good practice and promoting inclusion. • Offers ongoing training and resources to support teachers in meeting additional needs within mainstream classrooms promoting inclusion at all levels.
<p>Tier 3 Inclusion Support Package - 10 hours of bespoke support in school to meet setting individual needs.</p>	<p>Autumn term 25 Approx. 6 packages = £2,880</p> <p>Spring term approx. 8 packages £2,880</p> <p>Total £5,760</p>	

N.B. See appendix 1, 2, 3 & 4 for further information.

Proposal for 2026/2027

Reasons for proposal:

To support schools in a timely and bespoke way by offering support, training and advice so schools and school staff can implement interventions and modify practice for children at risk of exclusion from mainstream school. This specialist support and advice provided quickly and collaboratively fulfils a need for schools, supporting staff, the pupil and their peers and is not provided by other service locally.

Aims of District 8 Inclusion Hub:

- Promote inclusion, share good practice and work collaboratively enabling pupils to thrive within their settings.
- Provide high quality training and guidance for staff in schools.
- Reduce the need for permanent exclusions.
- Ensure that pupils' needs are better met by a timely, local offer.
- Signpost schools to expertise.
- Improve the attendance of pupils through proactive intervention and support.
- Support for schools with LA contact and queries.

Key performance indicators to measure success:

1. Reduction in the number of permanent exclusions for pupils with additional needs in District 8.
 - From 01/09/24-01/04/2025 District 8 had 4 permanent exclusions.

Fixed Term Exclusions

District	NoR as at Spring 2025 census ¹	Suspensions ²	
		Number	Rate
Burnley	8237	153	1.86
Chorley	9728	154	1.58
Fylde	4875	60	1.23
Hyndburn	7264	183	2.52
Lancaster	10336	164	1.59
Pendle	8725	103	1.18
Preston	13680	341	2.49
Ribble Valley	4834	53	1.10
Rossendale	6042	173	2.86
South Ribble	8280	177	2.14
West Lancashire	8953	135	1.51
Wyre	7391	171	2.31
Grand Total	98345	1867	1.90

2. Reduction in the number of fixed-term exclusions for pupils with additional needs in District 8.
 - From Spring 25, District 8 had 135 pupils with a fixed-term exclusion.

Permanent Exclusions

District	Primary	
	01/09/23-01/04/2024	01/09/24-01/04/2025
Hyndburn & Ribble Valley	6	7
Burnley	2	5
Pendle	3	7
Rossendale	0	7
East	11	26
Lancaster	8	12
Wyre	3	3
Fylde	1	0
North	12	15
Preston	11	9
South Ribble	6	3
West Lancashire	5	4
Chorley	1	1
South	23	17
Totals	46	58

3. Increased number of schools across District 8 engaging with support from the Inclusion Hub between April 26 and March 27 by 20% compared to April to March 25/26
- Currently 60% of schools actively engage with the hub.
 - Under the new proposal the hub increases by 4 schools due to academies being involved.

Proposal for Inclusion Hub spend to be spent by April 26/27:

Intervention	Costs	Impact / Savings to HNB
<p>Tier 1 Inclusion Support Visit - 3 referrals per term, per school throughout District 8 <i>Note: Following a referral from schools an observation of the pupil will take place, including discussion with key staff regarding support and strategies relevant to individual pupil needs. Comprehensive written report provided.</i></p> <p><i>1 ½ hours in school / 2 hours report – 3 ½ hours in total for each Inclusion Support Visit.</i></p>	<p>Summer 26 approx. 60 referrals = £20,220</p> <p>Autumn 26 approx. 60 referrals = £20,220</p> <p>Spring 27 approx. 60 referrals = £20,220</p> <p>Total: £60.660</p>	<p>Impact of Tier 1 Support</p> <ul style="list-style-type: none"> • Provides high-quality teaching and learning for all pupils through embedded inclusive strategies. • Enables staff to recognise and address barriers to learning and or behaviour at the earliest stage. • Employs differentiation, positive behaviour reinforcement, and adaptive routines to support diverse needs. • Offers ongoing training and resources to support teachers in meeting additional needs within mainstream classrooms promoting inclusion at all levels. • Fosters strong connections between pupils, staff, and families, promoting open communication and collaborative problem-solving. • Promotes and fosters academic achievement, personal growth, and wellbeing, ensuring diversity and individual needs are valued and met • Improve attendance for pupils at risk of exclusion • Share good practice and sign-post schools to expertise. • Networking and building relationships with colleagues. Sharing good practice and promoting inclusion. • Reduces the need for more intensive Tier 2 and 3 interventions by solving challenges early.
<p>Tier 1 support SEND clinic (1/2 a day)</p> <p>Schools to consider individual pupils from their own setting – Early Intervention.</p> <p>Relevant advice and support (oral and written feedback) provided from Elm Tree Holistic Outreach Service Team.</p> <p><i>Note: 4 schools per clinic</i></p>	<p>Summer 26 4 Clinics = £3,720</p> <p>Autumn 26 4 Clinics = £3,720</p> <p>Spring 27 4 Clinics = £3,720</p> <p>Total: £11,160</p>	

<p>Training including District 8 Inclusion Hub Conference – Spring 2027 / Resources / Advice</p>	<p>Summer 26 £2,640</p> <p>Autumn 26 £2,640</p> <p>Spring 27 £2,640</p> <p>District 8 inclusion hub Conference Spring Term 27 £4,660</p> <p>Total £12,580</p>	<ul style="list-style-type: none"> • Practical and evidence based, real world strategies for the classroom. • Enhanced staff confidence. • Staff embed and implement evidence-based strategies to promote pupil outcomes for those with additional needs. • Confident, solution focused staff contribute to supportive classrooms, where all pupils, including those with additional needs, feel valued and able to thrive. • Access timely support and signposting to relevant professionals. • Access to high quality resources which are embedded in daily classroom practices.
<p>Tier 2 Inclusion Support Visit- Follow up Visits / Advice and Support for individual pupils referred at Tier 1 as required. Number of visits will be dependent on the individual needs of the pupil. Note of visit will be completed following time in school summarising next steps. Signposting to further professional services/advice for support.</p>	<p>Summer 26 Approx. 6 schools £300</p> <p>Autumn 26 Approx. 6 schools £300</p> <p>Spring 27 Approx. 6 schools £300</p> <p>Total £900</p>	<p>Impact of Tier 2 and 3 Support</p> <ul style="list-style-type: none"> • The follow-up visits in the Tier 2 Support Package ensure that advice and support are tailored to the unique and changing needs of pupils, enabling targeted interventions and ensuring positive outcomes. • Written reports, summarising next steps provides a clear record of progress and actions, allowing for consistent and embedded support. • Signposting to additional professional services, as part of a holistic approach to pupil support, ensuring that individual needs can be met. • The Tier 3 Support Package delivers 10 hours of subsidised in-school support, making comprehensive and bespoke intervention accessible to all schools in District 8. • Initial planning meetings with the Outreach Manager align support with the school’s inclusion priorities, promoting well-coordinated and effective practice. • The support for children and staff in Tier 3 not only addresses immediate pupil needs but also models effective engagement, relationship-building, promoting positive behaviour, and SEND strategies, strengthening school-wide practice and capacity. • Liaison with parents and carers ensures transparent communication, shared understanding of pupil needs, and collaborative approaches to support, which can significantly improve outcomes for pupils. • Improve attendance for pupils at risk of exclusion • Share good practice and sign-post schools to expertise. • Networking and building relationships with colleagues. Sharing good practice and promoting inclusion. • Offers ongoing training and resources to support teachers in meeting additional needs within mainstream classrooms promoting inclusion at all levels.
<p>Tier 3 Inclusion Support Package - 10 hours of bespoke support in school to meet setting individual needs.</p>	<p>Summer 26 Approx. 7 packages £1,750</p> <p>Autumn 26 Approx. 7 packages £1,750</p> <p>Spring 27 Approx. 7 packages £1,750</p> <p>Total £5,250</p>	<ul style="list-style-type: none"> • The support for children and staff in Tier 3 not only addresses immediate pupil needs but also models effective engagement, relationship-building, promoting positive behaviour, and SEND strategies, strengthening school-wide practice and capacity. • Liaison with parents and carers ensures transparent communication, shared understanding of pupil needs, and collaborative approaches to support, which can significantly improve outcomes for pupils. • Improve attendance for pupils at risk of exclusion • Share good practice and sign-post schools to expertise. • Networking and building relationships with colleagues. Sharing good practice and promoting inclusion. • Offers ongoing training and resources to support teachers in meeting additional needs within mainstream classrooms promoting inclusion at all levels.
<p>Total proposed spending for 26/27</p>	<p>£90,550</p>	

N.B. See appendix 1, 2, 3 & 4 for further information

Impact and Savings

The proposal is that we work with 60 pupils per term at Tier 1. All children who access the service must start with Tier 1 so the additional numbers for support are included in the 60 pupils per term. This would be a total of 180 pupils per year. Last academic year we worked with approximately 165 pupils, but we are adding 4 academies to the hub and offering them 27 possible referrals so the estimate of 180 pupils per term is appropriate. The information from Matt Dexter states that an average PRU place cost £20,000 a year and an average Special School place is £26,000. If the 180 pupils referred into the inclusion hub all continued to escalate and ended up at either a PRU or Special School provision the cost to Lancashire County Council, using the lower figure of £20,000, would be in £3.6 million. Considering the situation from a break-even point of view, again using the lower figure of £20,000, once we have kept 5 pupils in mainstream school, we are making savings to LCC's budget based on the proposal bid of £90,550.

There is also the impact of school and staff working with specialist and the advice they give. This trains staff and, from personal experience, the strategies and advice then come part of school practice and support more children than the referrals capture.

Case Study: Child W

Child W joined our Y2 class in December 2024, moving from Suffolk. Prior to him arriving we had a very basic outline of his needs following a phone conversation with the previous school. This included a fixed-term exclusion for leaving the school premises. There were no records of SEND need, support plans, GP referrals, logs of incidents (e.g. CPOMs) or EHCP application. On arriving it was clear Child W needed support to access mainstream school provision. His behaviours included: refusing to enter school; stating, "he didn't want to do any learning"; throwing items; breaking items; running away from staff; hiding from staff; and trying to leave the school building via doors and windows. Between December and January, Child W was on a reduced timetable, tried to leave the school premise on at least 5 occasions and had 2 half-day fixed-term exclusions – 1 for trying to leave the premise and one for setting off a fire extinguisher. He was upset, unhappy and unable to learn. A referral was put into the Inclusion hub and Elm Tree came into school in January to do a report and offer advice. Using this advice as a template we structured his learning and gradually built our expectations. We also worked with the family using an EHA and other local services and put a full-time TA into the classroom. During Y2, as a measure of his progress, he went from a phonics screening score of 6 to 28 in 1 ½ terms. Now in Y3, he works in the classroom for most of his lessons – the only planned time out is for phonics – generally following Y2 curriculum expectations but with the support of a TA. An EHCP has been applied for. Most importantly though, he comes into school happy, wants to learn, plays with his peers at lunchtime and starting to articulate and manage his emotions. Without the input from Elm Tree he would not be in full-time mainstream education as it would not have been safe for him, his peers or the staff.

Appendix 1: SLA

Elm Tree Primary School – Holistic Outreach Service

Service Level Agreement - 2025/26

About the Service

The Schools' Outreach Service is a co-ordinated team of specialist staff from Elm Tree Community Primary School.

The Service provides advice, support, plans and training for staff in mainstream schools and settings in all areas relating to SEND and Inclusion.

Aims

- Promote inclusion, share good practice and work collaboratively enabling pupils to thrive within their settings.
- Provide high quality training and guidance for staff in schools.
- Reduce the need for permanent exclusions.
- Ensure that pupils' needs are better met by a local offer.
- Signpost schools to expertise.
- Improve the attendance of pupils.
- Support for schools with LA contact and queries.

The Service is available to:

All mainstream schools and settings within the District 8 inclusion hub with children and young people with highly individual and diverse needs , i.e., much more severe than those of the general population.

Early Help support with behaviour management and classroom strategies are the focus of support.

All participating schools who have pupils with moderate learning or behavioural difficulties, and where a school or setting would benefit from specialist advice, usually in the short term, on how best to support them.

The majority of these children and young people will have had their needs assessed through:

- Early years identification, assessment and support (Targeted Individual Support – TIS);
- Education Health and Care Plan (EHCP).
- The annual review process.

Requests for outreach support can be made in respect of children and young people with:

Children experiencing real difficulties in the area of cognition and learning.

Children with communication and interaction difficulties or diagnosed autism who are experiencing difficulties accessing mainstream provision.

Children with social, emotional and mental health difficulties who are struggling to make attachments and function safely within the mainstream setting.

All children who are at risk of school action due to experiencing difficulties adhering to school behaviour policies and pupils struggling to access the mainstream curriculum.

Where the needs of the child or young person would not meet the criteria for outreach support, advice may be sought from other appropriate agencies.

Referral Process / Step by Step

1. A school or setting can make a referral by contacting Elm Tree for a dialogue to establish the level of need and what Tier of the outreach package is deemed most appropriate, if any.

Outreach Lead – Keeley Wainwright – Tel: 01695 50924

Note: Elm Tree will endeavour to return contact within 2 working days for an informal discussion.

2. If it is agreed that a level of outreach support is required, a robust referral form will be sent out to be completed to inform the outreach team of the details of the pupil and relevant history and contacts. In making a request, the school or setting will need to identify a named person (SENCo) or (SLT) and allow time for the named person to liaise with the Outreach Worker.
3. For Tier 1 support, a member of the Outreach Team will visit the school setting, meet with relevant professionals, observe pupil, and provide a report suggesting next steps / recommendations. Schools in District 8 will be able to refer up to 3 pupils per term.
4. Settings will be required to complete an Evaluation Form following the school visit by the outreach worker and Impact Evaluation Form 6 weeks later.
5. For Tier 2 support, individual pupils may require follow up support following the initial observation and next steps. This will be agreed between the school and the outreach worker based on the individual needs of the pupil.
6. For Tier 3 support (£1200) the District 8 Hub covers 40% of the costs and Elm Tree Community Primary will invoice the School directly for payment after a satisfactory conclusion of the support package.
7. Furthermore, the outreach worker may deem it appropriate to signpost to other professionals or agencies i.e. Educational Psychologist, Specialist Teacher, SALT etc.

The Service offers:

- Support in the assessment of pupil needs.
- Observation of pupils and suggested interventions.
- Advice on current practice, including sharing concerns, enabling more successful planning for individual pupils.
- Observation and feedback to teachers and support staff.
- In-reach visits to Elm Tree Primary for staff to observe lessons and work alongside identified staff on specific issues.
- Advice on differentiation to enable pupils to access the curriculum to their full potential.
- Support with communication needs.
- Support in drawing up individual behaviour plans.
- Provide links with specialist practitioners to address specific areas of concern/need.
- Advice around specialist materials, equipment, and suppliers.
- Access to SEND Clinics
- Access to District 8 Inclusion Hub SEND Conference (Spring 2026)

Monitoring and Evaluation

Monitoring and evaluation is built into the process. Feedback from the school or setting will be requested at the end of each period of Service involvement.

Declaration

Elm Tree Primary School:

On behalf of Elm Tree Primary, I have read and understood this Service Level Agreement. I will ensure that the content is disseminated to relevant staff within my organisation and they have access to a copy. In signing this document, my organisation agrees to abide by its terms and conditions.

Name:	Role:
Signed:	Date:

School/Referrer:

On behalf of _____ (name of school/referrer), I have read and understood this Service Level Agreement. I will ensure that the content is disseminated to relevant staff within my organisation and they have access to a copy. In signing this document, my organisation agrees to abide by its terms and conditions. The organisation responsible for paying the placement fees is (Enter organisation _____).

Name:	Role:
Signed:	Date:

Appendix 2: Elm Tree Holistic Outreach Service – Tier Information

Tier 1 Support Package – Included for all schools in the Inclusion Hub.

Fair usage protocols for schools within the hub monitored by the service provider – Up to 3 referrals per term.

- Initial phone conversation. Discussion with Elm Tree outreach team regarding current concern, behaviour management, additional need resources and strategies of support for school.
- Referring school to complete the Outreach referral form with consent from parent's / carers for in school observation.
- Pupil observation by outreach team to observe pupil in setting and discuss support strategies with class teacher/SENCo/Head.
- Comprehensive formal written report covering reasons for referral, in school observations, professional dialogue and strategies for support and management.
- Following completion of 2 evaluations. Further advice and support can be provided if required.
- Access to SEND Clinic (12 per year/4 per term)
- Access to higher Tier support (Tier 2).

N.B To access Tier 2 and 3 support schools must have accessed Tier 1, initially.

Tier 2 Support Package

Follow Up / Next Steps Support with additional costs.

- Follow up Visits / Advice and Support for individual pupils referred at Tier 1 as required. Number of visits will be dependent on the individual needs of the pupil.
- Note of visit will be completed following time in school summarising next steps.
- Signposting to further professional services/advice for support.

Tier 3 Support Package

10 hours of in school support.

Cost: £720 – 40% funded by the Inclusion Hub

- Planning meeting with Elm Tree Outreach Manager to plan the school's inclusion requirements and the focus of the 10 hours of support.
- 10 hours of school support (1:1 with child and support staff – modelling engagement, positive relationships, appropriate behaviour management strategies and SEND practice).
- Liaison with parents/carers at referring school, for information sharing, strategies of support and communication of need.
- Assessment of challenges, learning and behaviour barriers and strategies to support, documented in a full written report at the end of the Tier 3 offer.
- Signposting to further professional services/advice for support.

Costings		
Service	Inclusion Hub Schools (District 8)	Other Schools/Settings
Tier 1 – Observation and Report on 1 pupil 1 ½ hours in school / 2 hours report 3 ½ hours in total.	Included – no additional costs. 100% funded by Inclusion Hub	£325
SEND Clinic (1/2 a day) Schools to consider individual pupils from their own setting. Relevant advice and support (oral and written feedback) provided from Elm Tree Holistic Outreach Service Team. 2 clinics per Half Term– Maximum of four schools to attend. Each school to discuss / present 1 pupil.	Included – no additional costs. 100% funded by Inclusion Hub	£150
Tier 2- Support Package Follow Up Visit(s) 1 ½ hours in school / 1 hour Note of Visit 2.5 hours in total Attendance at meetings (e.g. Annual Reviews, TAFs etc...) approx. 1.5 hours	£172.50 per visit 25% funded by Inclusion Hub £100 33% funded by Inclusion Hub	£230 £150
Tier 3 – 10 hours of support Individual package of support based on specific needs of school.	£720 40% funded by Inclusion Hub	£1200

For independent Specialist Teacher input/support, SEND reviews and training (Twilight/half day), please contact the Outreach Team who can provide individual costings, based on the needs of the school.

outreach@elmtree.lancs.sch.uk

01695 50924

Appendix 3: Pupil Referral Request for Support form

ELM TREE



Holistic Outreach Service

PUPIL REFERRAL REQUEST FOR ELM TREE HOLISTIC OUTREACH SERVICE

To be returned to:

Keeley Wainwright

**Elm Tree Community Primary School, Elmers Wood Road, Tanhouse, Skelmersdale,
Lancashire, WN8 6SA**

(01695) 50924

Outreach@elmtree.lancs.sch.uk

Pupil Details:			
School Name:		Referring professional:	
Child's First Name:		Family Name:	
DOB:		UPN:	Date on role:
Year Group:		Male	Female

Family Details			
Parent/Carer		Parent/Carer	
Name:		Name:	
Relationship:		Relationship:	
Address:		Address:	
Postcode:		Postcode:	
Telephone No:		Telephone No:	

EHCP	
Is the child in receipt of an EHCP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a request for an Educational Health Care Needs Assessment been submitted to the LA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the child awaiting a finalised EHCP?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Child's Health Details

Any medical conditions? (ADHD, ASD, DYSPRAXIA, EPILEPSY)

Is the child taking any medication? Yes No (if yes please give details)

Is the child or has the child been known to Social Care? Yes No

If yes, please give details:

Is the pupil attending full time? Yes No

Are there any concerns regarding the pupils' attendance? Yes No

If Yes, provide further details:

Recent Exclusions: Yes No

If Yes date(s) of Exclusions:

Does the child have a current behaviour plan?

Details of plan / interventions in place

Summary of the Pupil's individual needs/barriers to learning

Cognition and Learning:

Communication and Interaction:

Social, Emotional and Mental Health:

Physical and sensory :

Independence and self-help:

Parent /Carer comments (if required)

I confirm that I agree to the terms of the referral process and agree that relevant data can be shared with professionals working at Elm Tree Community Primary School and, in addition:

- **Professionals at IDSS (Educational Psychologists, SENDOs and SEN Officers).**
- **CAMHS (if they are working with the child).**
- **Any other professionals involved in supporting the child.**

Print name of person completing this form:

Position in school:

Parent/carers signature:

Date:

Head Teacher's signature:

Date:

Appendix 4: SEND Clinic Referral form

Elm Tree Primary School – Holistic Outreach Service

SEND Clinic Referral Form

The Child			
School Name:		Referring professional:	
Child's First Name:		Family Name:	
DOB:		UPN:	Date on role:
Year Group:		Male	Female

Strengths
Cognition and Learning:
Communication and Interaction:
Social, Emotional and Mental Health:
Physical and sensory:
Independence and self-help:
Other:

Current Difficulties / Challenges (Please refer to Appendix A)

Other:

I confirm that I agree to the terms of the referral process and agree that relevant data can be shared with professionals working at Elm Tree Community Primary School and, in addition:

- Professionals at IDSS (Educational Psychologists, SENDOs and SEN Officers).
- CAMHS (if they are working with the child).
- Any other professionals involved in supporting the child.

Print name of person completing this form:

Position in school:

Parent/carer signature:

Date:

Head Teacher's / SENCO signature:

Date:

To be returned to:

Keeley Wainwright
Elm Tree Community Primary School, Elmers Wood Road, Tanhouse, Skelmersdale,
Lancashire, WN8 6SA
(01695) 50924
Outreach@elmtree.lancs.sch.uk

Appendix A

Emotional –

- Emotional well-being: secure, stable, anxious, intolerant? (usually emanating from home, but could be disaffection with school if child has felt unsuccessful in the classroom)
- Emotional intelligence? Does this child know what he/she is feeling, why, or how to control it?
- Attachment: Is this child able to form positive attachments with adults both at home and at school.
- Self-esteem: as a learner, as a friend, as a child liked by adults and pupils?
- Self-image: poor, dysfunctional, unrealistic, egocentric, arrogant (all of these may however be symptoms of low self-esteem)?
- Empathy: consideration for others, sympathetic, remorseful?
- Conscience: has this child developed a conscience, follows rules, wants to please, understands right from wrong?
- Trust: Does this child trust adults to advise and support him/her? Or does this child need to have control?

Social –

- Has this child developed appropriate social skills? Does he/she need to be directly taught these skills?
- Can he/she develop reciprocal relationships with peers?
- Can he/she develop trusting relationships with adults?
- Can he/she trust adults enough to relax and enjoy social interactions?

Behavioural –

- Does this child comply with teacher requests?
- Does this child demand adult attention in negative ways?
- Does this child demand peer group attention through disruptive behaviour?
- Does this child lose control?

Communication –

- Can the child communicate their wants/needs?
- Can the child make choices independently of adults?
- Does the child require communication tools and resource to facilitate communication?

Environmental –

- Some children may be hungry, tired, poorly clothed, withdrawn or exhibit a sudden behaviour change.

It is essential that this form is accurate and complete. Parental consent must be obtained before any observation and future work.

Proposal for Continued Support and Expansion of the CISS Project

District: Chorley (9)

Current surplus in 24/25: £46,400

Reasons for surplus: balance carried forward from Covid that has been used as a contingency in case funding for Inclusion Hub ended and we had to continue to pay salaries/redundancies

Proposal for Surplus Spend to be spent by April 26:

Intervention	Costs	Impact
Conference	£4500	Training for up to 100 staff on factors that lead to permanent exclusion
Additional staffing costs academic year 24/25	£31076.43	52 cases accepted in 24/25 If all were excluded this would cost £1,040,000
IT Equipment	£2000	For AEPs to do their reports
Room hire for ECT training x 3	£750	3-part framework to promote inclusion and prevent unwanted behaviour for ECTs
ELKLAN	£8073.57	For up to 20 people
Total	£46,400	

Proposal for Inclusion Hub spend to be spent by April 26/27:

Intervention	Costs	Impact / Savings to HNB
Case work	£91,110 (staffing)	52 cases accepted in 24/25 If all were excluded this would cost £1,040,000
In school training	£4250(Resources)	
Solution Circles		
Parent Workshops		
Psychological supervision and CPD for AEPs	£10400 £900	
Conference	£4500	Training for up to 100 staff on factors that lead to permanent exclusion
Yr 6 to 7 Transition Project	£8260	To support 20 vulnerable pupils during their transition and through Y7. If these were all excluded it would cost £400,000
Total	£119,420	

The Chorley Inclusion Support Service (CISS) is a rigorously **evidence-based** initiative, grounded in psychological theory and literature on the factors contributing to school exclusion (see Appendix 1). The service is underpinned by two important concepts: inclusion and multi-finality. The operationalised definition of **inclusion** adopted is taken from Ainscow and Booth (2002); to achieve improved inclusive practices CISS aims to support schools to develop their school arrangements and practices to enable them to respond positively and effectively to all children as individuals. Achieving this aim would be expected to not only reduce risk of school exclusion, but in supporting the creation of learning environments and practices that are suited to a diverse pupil demographic, also a reduction in need for additional funding.

The principle of **multi-finality** refers to the concept of specific risk-factors interacting and resulting in varied outcomes, as opposed to a linear understanding that suggests certain risk factors being more, or less, predictive of a particular outcome. This principle is key to the design of the service model of delivery and the adopted practices; this allows the support provided by CISS to be individualised not only to each child, but to the differing context of each school.

CISS is managed by District Lead Andrew Proctor and based at Highfield Community Primary School, the project employs two Assistant Educational Psychologists (AEPs) whose practice is supervised by an Educational Psychologist (edPsychology Solutions Ltd.). District Strategic Group meetings, attended by several headteachers from the district and colleagues from the Local Authority are held termly to provide feedback on service delivery and for collegiate decision making.

Since its inception in 2019, CISS has been consistently well-received by schools across the district. annual evaluative reports for academic years 2023/24 and 2024/25 (submitted with this proposal, referred to as AR below) demonstrate the project's sustained impact and feedback from our partner schools.

CISS: Key Performance Indicators

The *core offer* includes three referral pathways for individual cases (AR 24/25 pgs. 2-4). The following indicators provide evidence of the project's success:

- **Pre- and Post-Intervention Data:** Measures include the SSiS, goal development with referrers, and confidence ratings in supporting pupil needs (AR 24/25 pgs. 6-9) The pre and post data collection methods were selected in direct response to risk factors identified in academic literature (Appendix 1).
- **Exclusion Statistics:** In 2018/19, District 9 recorded seven permanent exclusions. This number dropped to one in both 2023/24 and 2024/25.
- **Doctoral Research Findings:** Research commissioned by CISS, from the Educational Psychology training course at the University of Manchester, has reported the following positive findings: CISS involvement consistently boosts staff confidence; school staff feel they have strong working relationships with AEPs; the AEPs make psychological theory accessible, improving staff understanding of children's presentations and effective parental engagement was also reported. Supportive visits (a key aspect of the model, provided after a meeting to

share the formulation and action plan) were found to be instrumental in helping staff implement strategies and solve problems collaboratively.

- **Service Feedback:** Formal surveys (2022 and 2024) and ongoing informal feedback from partner schools have been positive and are utilised to inform continuous service improvements to ensure that the service evolves in response to the changing broader context and changing need in the district.
- **EHCp Requests/ Special School Placements:** Whilst data has not been specifically captured regarding requests for areas, as to date it had not been a communicated goal of the service our Complex Needs pathway adopts a solution-focussed approach aiming to support and upskill staff to implement external professional recommendations effectively. It would be expected that this would build confidence and capacity among school staff to feel and be better able to meet need from within their school systems.

The Evolving Offer

Based on feedback from schools and discussions and evolving needs, CISS has introduced several enhancements to the service since 2019, which are all aimed at building capacity within schools to promote inclusive practices:

- **Training Offer:** AEPs deliver a suite of twilight training sessions (AR 24/25, pg.5) to clusters of schools within the district, on request. Several multi-day courses have also been offered, delivered by the supervising Educational Psychologist who is a licenced Elklan and ELSA tutor as follows:
 - **Elklan Supporting Verbal Pupils with ASD (Accredited).** It was clear from the first year of delivery that there were a disproportionate number of children referred with diagnoses of autism, awaiting assessment for autism, or children whose presentation and initial assessment indicated significant social communication needs. In Autumn term 2019 the course was delivered to 32 teachers, SENCos and Senior Leaders.
 - **Elklan Speech and Language Support for 3-5s.** As described in Appendix 1, significant language needs are associated with risk of school exclusion (and many other poor childhood outcomes). Additionally, schools across the district have reported increasing numbers and complexity of additional needs in Reception class intakes. In Summer term 2024 and Autumn Term 2024 three courses were delivered providing accredited training to 28 Reception Teachers, SENCos and Senior Leaders.
 - **ELSA training and ongoing supervision.** As described in Appendix 1, mental ill-health is strongly linked with risk of school exclusion. Providing training to support the understanding of typical emotional and social development and how to respond to those children who have needs in this area is essential in us working toward our aim of a zero-exclusion district. In 2021/22 staff from 16 schools completed the six-day training, with 16 staff going on to become practicing ELSAs and attending ongoing half-termly supervision with the Educational Psychologist. A further 8 staff attended training and became practicing ELSAs in 2023.
- **Annual Conferences:** Three successful district-wide conferences have been held, each featuring national and local speakers. The most recent event welcomed approximately 73 staff from 31 schools in the district, with overwhelmingly positive feedback (AR 24/25 pg. 11). Each conference

topic was selected as it addressed need in the district and speakers/ workshops were aimed at developing understanding and providing practical steps to improving inclusion for children with that type of need.

Conference Titles

***Inclusion Through Connection:** Using relationships to respond to social-emotional and trauma-based needs.*

***Square Pegs:** Supporting children with autism in mainstream schools*

***Tigger in the Classroom:** Understanding and including children with ADHD.*

- **Solution Circles:** These sessions are facilitated by the AEPs and attended by school staff who are invited to bring concerns they have regarding supporting the needs of specific children to engage in collaborative problem-solving within a structured framework.
- **Elklan 'Let's Talk':** A training course for parents, delivered by AEPs, which empowers parents to support their children's speech and language development.

In the academic years 2023/24 and 2024/25, 35 and 39 schools respectively received support from CISS.

Service Developments for 2025/26

In addition to continuing to provide the services described above, three sessions of training will be provided to Early Career Teachers in the district. Content will focus on social and emotional development to foster better understand unwanted behaviour in the classroom, how to use positive and relational approaches for effective classroom management and upskill ECTs to consider how they can embed social and emotional learning throughout all interactions and subjects throughout the school day.

Three two-hour sessions will be delivered by Dr Zoe Owen:

- *Brains, Behaviour and Positive, Restorative Behaviour Management*
- *Language Development, Unwanted Behaviour and effective Methods to Teach Pro-social Behaviour*
- *Trauma, ACEs and Whole-school Approaches to Supporting Social and Emotional Development*

Year 6-7 Transition Project: Proposal for Integration into CISS Core Offer

The Year 6 to Year 7 Transition Project was first delivered in 2023, funded directly by the Local Authority. It was developed in response to concerns about the vulnerability of certain pupils during the transition to secondary school, particularly those at risk of exclusion. The project was designed and staffed by edPsychology Solutions.

Initial Model and Challenges

In its first year, the project relied on a Local Authority-developed tool called the POSE (Pupil Observation Screening for Exclusion). Primary schools were asked to complete this for every Year 6 pupil to identify those with the highest risk factors for exclusion. However, the late release of funding led to a rushed implementation, and feedback from schools highlighted that completing the POSE for all pupils was overly burdensome.

Refined Approach

In subsequent years, the model was refined. Primary schools were asked to nominate up to 5 pupils they believed to be at risk, using guidance that considered both within-child and environmental risk factors. This approach was more manageable and aligned better with school capacity.

Primary school staff completed four activities for each child accepted onto the programme:

- *Language and emotional literacy screening questionnaires* to identify any previously unidentified needs that are frequently noted in children who struggle with the transition to high school/ become at risk of exclusion.
- *Drawing activities with the child*, facilitated by a member of staff the child had a strong relationship with: Tree of life (Appendix 4) and 'My Team' (Appendix 5).

These tools were selected based on the psychological literature underpinning the CISS model (Appendix 1). They aimed to illustrate the support networks that often exist in primary settings but may not transfer to secondary school whilst helping receiving schools understand the child's strengths and vulnerabilities.

Information Sharing and Relationship Building

AEPs compiled the information into a brief report and facilitated meetings (online or face-to-face) with the receiving secondary school; secondary schools were encouraged to identify the new 'Team around the Child' and for them to be present for the meeting if at all possible. This proactive approach aimed to reduce the risk of exclusion by fostering familiarity and support before the child started Year 7.

Ongoing Support and Monitoring

Throughout Year 7, three termly follow-up meetings were held for each child, again, facilitated by the AEPs, aiming for the Team around the Child to be present. These sessions focused on:

- Reviewing progress
- Collaborative problem-solving
- Signposting to additional support where necessary

Engagement from secondary schools improved significantly when SENCOs were designated as the main point of contact, although it continues to be a challenge to secure attendance of the Team around the Child at the meetings, a factor we believe would significantly increase the power of the intervention.

Impact and Future Integration

The 2025 project saw increased engagement from high schools, although a lower number of referrals from primary schools. Funded through a single payment from the High Needs Block, it demonstrated strong potential for reducing exclusions and improving transition outcomes.

	2023	2024	2025
No. referred	31	29	10
No. attending high schools who fully engaged	0 attended all 3 meetings	25*	
No of children received suspensions	Not known	7	
Permanent Exclusions	Not known	None	

When gathering data from District high schools one SENCo commented: “None have been permanently excluded and all of them have improved their conduct massively” and spoke positively of being able to share effective strategies with teaching staff to be implemented from the beginning of year 7.

We propose that the Transition Project be formally integrated into the core CISS offer, supported by additional funding. This would ensure sustainability and allow for continued development of inclusive practices across all age groups in the district, rather than limiting benefits from the Service to primary aged children. Should this be agreed, we will bid for a second doctoral research project to independently evaluate this arm of the service.

* 3 referrals were to out of district, so reports were sent to support transition, but reviews not offered. 1 had no issues so school did not want service, 1 went to specialist provision.

Appendix 1. Rationale and evidence base for the model of service delivery

The rationale for the CISS project was informed by the scientific literature on school exclusion, underpinned by psychological frameworks for assessment and intervention and the principle of *multi-finality*. A review of the literature identifies that whilst there are ‘within-child’ factors consistently linked to school exclusions, there are also consistent environmental factors.

Within-child

- **Delayed language skills:** There is an overlap between children who are at risk of school exclusion and other research categories, such as those referred to CAMHS for ADHD / Conduct Disorder and those who become involved in the Youth Justice System. Studies consistently show that between 66 – 90% of children in these populations have significant language delay, impacting both oral and pragmatic language abilities (see Owen, 2014, for a comprehensive review).
- **Mental ill-health:** Children in the pupil referral unit population have been found to experience much higher rates of depression, to a clinical level, than that found in the general population (Birchwood, 2013).
- **Socio-cognitive deficits:** Effective social interaction depends on the ability to accurately interpret others’ behaviour and intent. Children who frequently struggle to maintain social relationships due to aggressive or disruptive behaviour have been found to misinterpret the intentions of others, misread social situations and/or not adequately consider the effect of their response in terms of impact on others or long-term consequences (Uekermann *et al.*, 2010; Viding and Frith, 2006; Kazdin, 2010).
- **Unidentified learning needs:** Although less reported in the literature, Dr Owen notes from 15 years experience that a significant proportion of children who are at risk of school exclusion, or who are excluded have previously unidentified and significant developmental cognitive needs.
- **Pervasive developmental disorders:** Children with autism spectrum disorders (diagnosed and undiagnosed) are over-represented in rates of school exclusions (OCC, 2012).

Environmental

- **Adverse family environment:** Children who have been excluded more frequently have histories that include: family breakdown, absent fathers, a parent who misuses substances, domestic violence and/or assault by an adult (Eastman, 2011) identifying a link between Adverse Childhood Experiences (ACEs) and rates of school exclusion.
- **School ethos and culture:** Exclusion data demonstrates that some schools exclude at markedly different rates to others who share the same demographic characteristics (Macrae *et al.*, 2003; Hatton, 2013; Gibbs and Powell, 2012). This suggests that there is an interplay between within-child and family factors *and* school organisational factors. Literature identifies that pressure to meet academic targets has created a policy context which impacts negatively on quality support; that collective beliefs within the school community about the school’s ability to deal effectively with unwanted behaviour is a predictor of a school’s exclusion rates and that schools with higher exclusion rates had less shared understanding of behaviour policies, responsibility for all children’s behaviour and a more punitive rather than reward-based approach to behaviour management (see Owen, 2014).

Multi-finality

The principle of multi-finality refers to the concept of specific risk-factors interacting and resulting in varied outcomes, as opposed to a linear understanding that suggests certain risk factors being more, or less, predictive of a particular outcome. Dodge and Petit (2003) present a comprehensive review of research, identifying links between biological predispositions, early life experiences, sociocultural context, pre-school and school experiences and unwanted behaviour. A distinction is made between risk factors associated with the initial development of unwanted behaviour, and risk factors associated with the maintenance of such behaviour. This principle is central to the design of the CISS project, in that the process and practices were developed to ensure that specific needs 'within' the child were identified, whilst also providing support that targets organisational factors and that is individualised to the specific context of the referring school.

To do this the project incorporates three main areas of involvement:

- Evidence-based assessment that informs recommendations of support
- Follow up supportive visits to assist staff development and embed recommendations
- A training offer on relevant topics

Appendix 2. Psychological Assessment and Frameworks

Assistant Psychologists were appointed to enable the use of standardised assessments, within a context of a coherent psychological framework. Below is a brief description of those used. Psychological frameworks were chosen to promote an evidence-based formulation of need and collaborative working with referring schools to empower, develop capacity and ensure a tailored approach to each referring school. Assessments were chosen to screen common areas of need in children at-risk of exclusion, as noted above. The practice of the Assistant Psychologists is supervised and developed by twice monthly visits to the service by an Educational Psychologist, who is also available to them as and when required. A planned programme of CPD is also provided by edPsychology Solutions, with some delivery from the Educational Psychologist and some from external organisations.

Psychological Frameworks

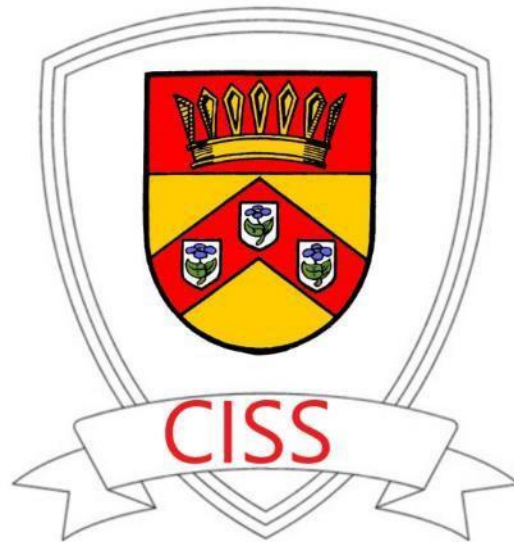
- **Consultation** is a process in which staff raise concerns that are then explored with a facilitator (the assistant psychologist) in a collaborative and recursive process. It is the joint exploration of the issue and collaboration in determining next steps that promotes an individualised response, suited to that specific teacher, classroom and school.
- The **Interactive Factors Framework** provides a structure within which to consider the information gathered through consultation, assessment and observation. The Framework ensures a holistic view of the presenting problem is taken and that information gathered is used to develop a robust formulation subsequently informing intervention.

Assessment

The following table summarises the range of assessments used by the Assistant Psychologists, under the supervision of the Educational Psychologist.

Assessment	Purpose	Point used	Measures...
Social Skills Improvement System (SSIS) Rating Scale	Pre and post measure to evaluate service and to inform formulation	At acceptance of referral and after two cycles of	7 domains of social functioning, 5 domains of problem behaviours and autistic-type behaviours.
The PASS Rating Scale	To screen cognitive functioning	With referral	Planning, Attention, Simultaneous and Successive cognitive processing.
Raven's Coloured Progressive Matrices (CPM)	To assess cognitive thinking skills from a non-verbal perspective	Initial visit to school	Simultaneous / nonverbal cognitive functioning, providing standardised scores.
British Picture Vocabulary Scale: Third Edition (BPVS-3)	To assess oral language skills	Initial visit to school	Receptive vocabulary for standard English acquisition and verbal intelligence.
Sensory Checklist (Biel and Peske)	To determine if sensory sensitivities are implicated in unwanted behaviour	If required, completed by parent and/or teacher	Qualitative measure of sensory processing systems: auditory, visual, tactile, olfactory, gustatory, vestibular and proprioceptive.
Universally Speaking Communication Checklist	To assess functional communication skills	If required, completed by class teacher	Listening, speaking and taking part in conversations
Confidence Ratings	To record staff perspective	On initial visit and close of case	Likert scale, rating from 0-10, rating the teacher's confidence in meeting the child's needs.

District 9 Inclusion Hub
Annual Report Overview
23/24



**Chorley Inclusion Support
Service (CISS)**

In collaboration with

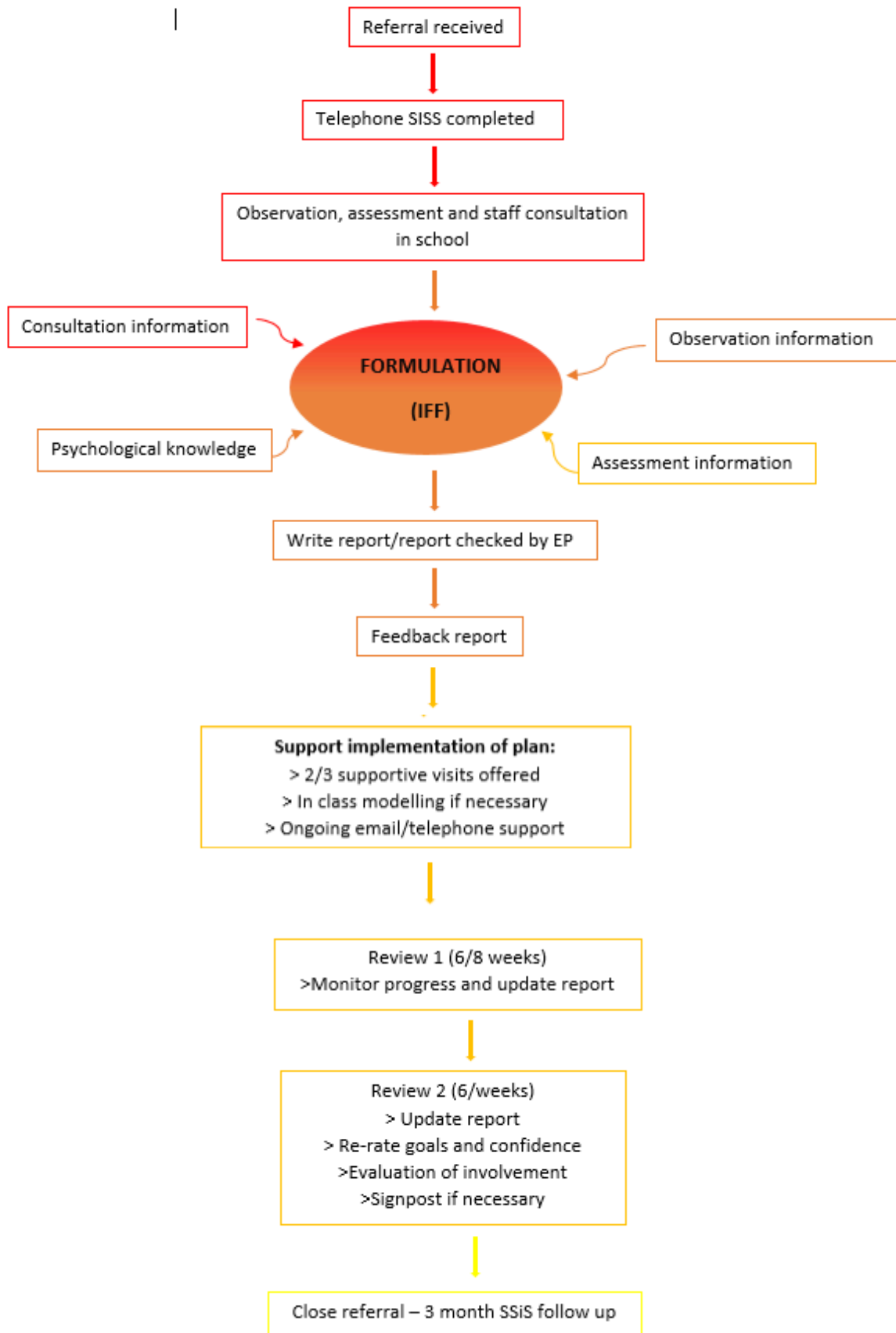


Overview.

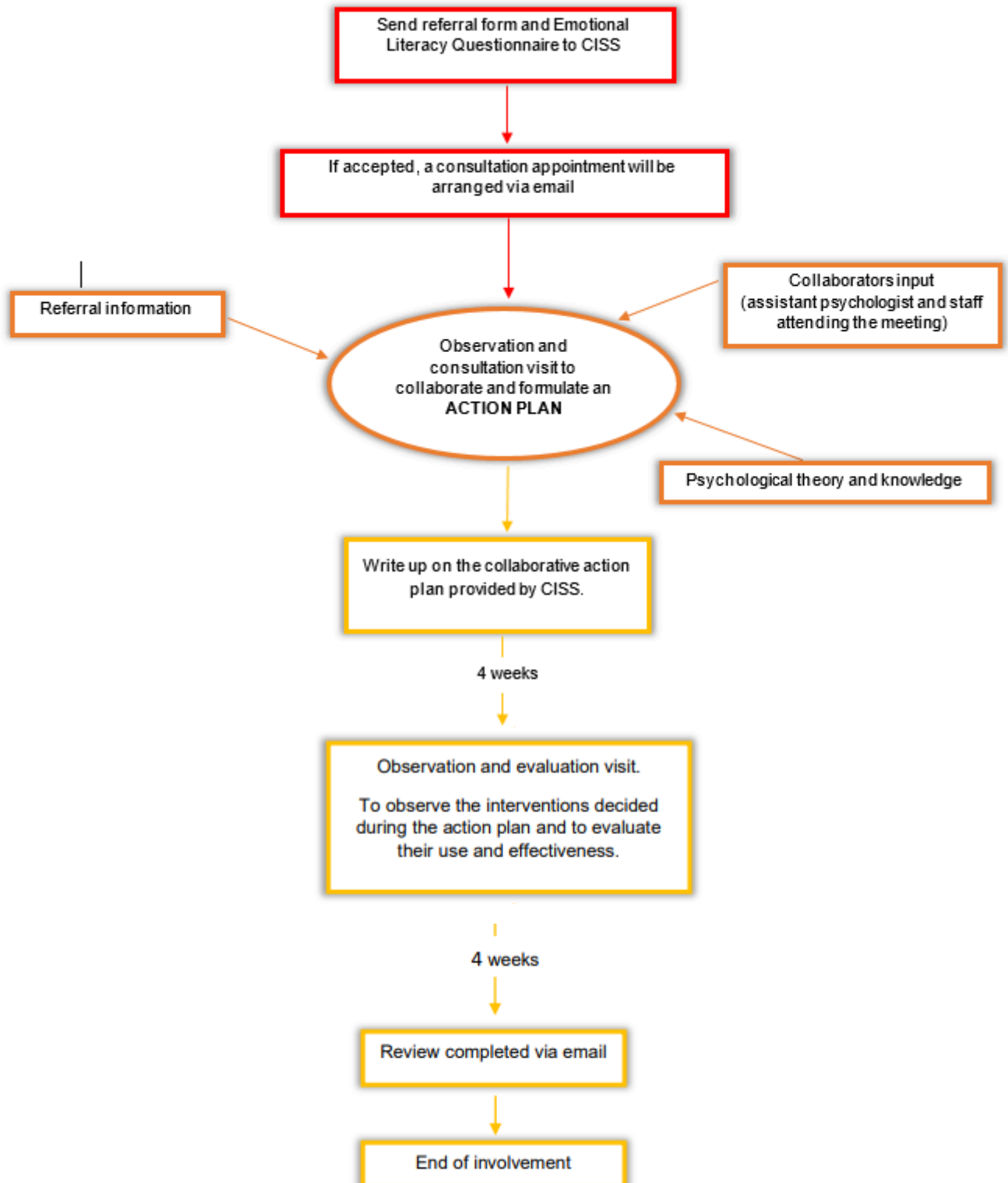
Chorley Inclusion Support Service (CISS) is now in its fifth year and continues to work with the 3 pathways, in addition to an annual conference and an increase in multi-school training. The rationale for the CISS project was informed by the scientific literature on school exclusion and is underpinned by psychological frameworks for assessment and intervention under the principle of *multi-finality*. Working collaboratively with Andrew Proctor (Headteacher) and Dr Zoe Owen (Educational Psychologist), the project aims to increase inclusion across primary schools in the district 9 area of Lancashire, more information on the rationale and design of the CISS project can be found in **Appendix 1** and information on the psychological assessments and frameworks incorporated within the project can be found in **Appendix 2**.

The CISS project currently offers three separate referral pathways, more information of the referral pathways can be found in **Appendix 3**:

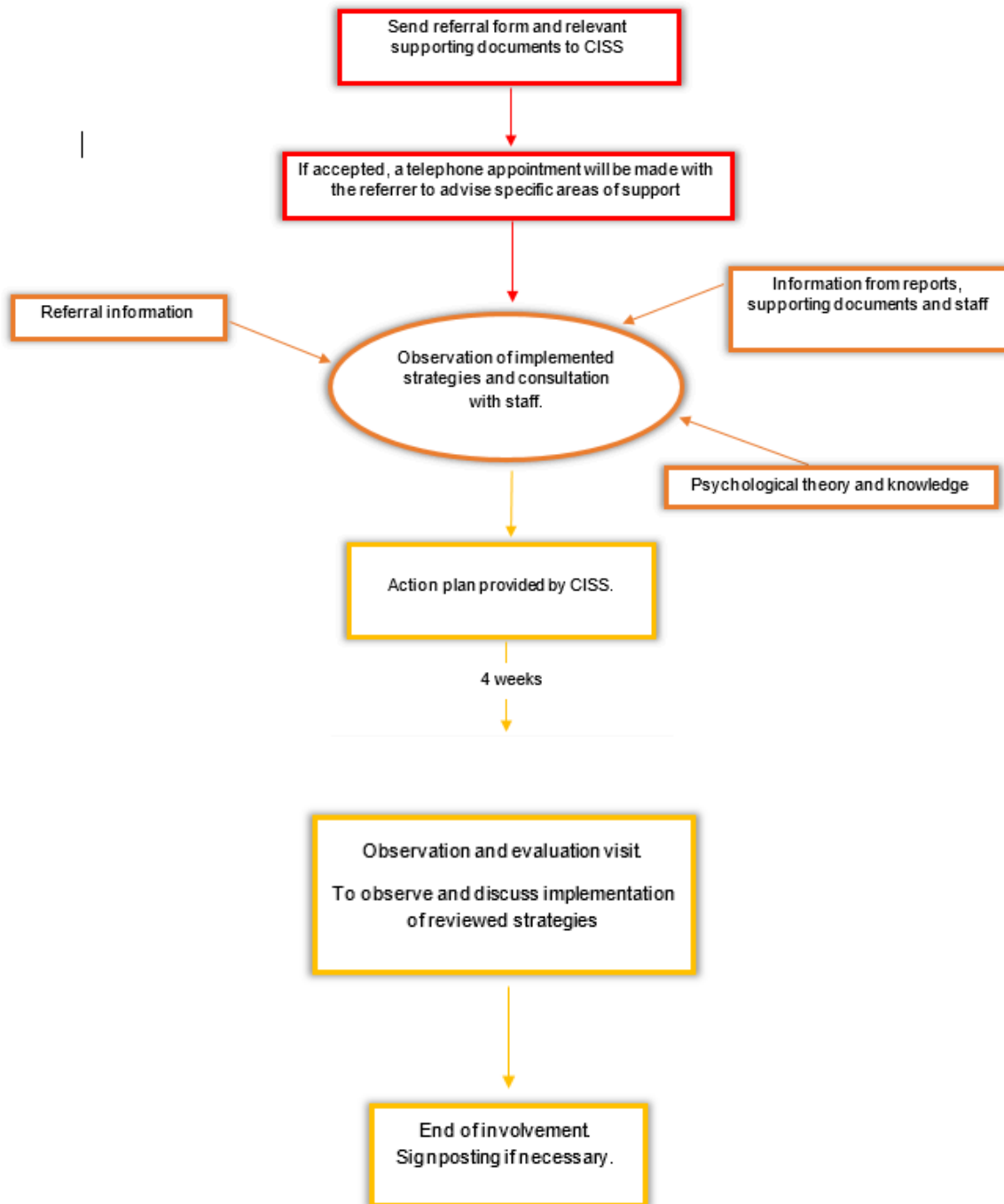
- **EYFS/KS1.**



- **KS2 consultation.**



- **Complex needs.**



Training.

Following on from last year's conference titled 'inclusion through connection' which centred around the importance of utilising relationships in order to respond to social-emotional and trauma-based needs, CISS held another conference this year 'Square Pegs – Supporting children with autism in mainstream schools', this was in response to desired training topics and areas for development reported by staff members across the district. The conference ran for the full day and incorporated two key note speakers. Additionally, workshops were held by a range of professionals to provide practical support for schools with a solution-based training approach. We believe the second conference was a great success with 67 delegates from 33 different schools. We look forward to running the conference again this year and we actively encourage staff members to offer ideas of training areas, which they feel would be beneficial for their schools and/or wider school community. Dr Zoe Owen ran a 3 day Elklan training course: "Speech and Language support for 3 to 5's". 15 staff members across 15 schools gained a qualified accreditation at either level 2 or 3. The following training is offered at the point of need from CISS, with wider annual training advertised and circulated via email:

- Measuring and Monitoring Unwanted Behaviour: RAG Ratings and ABC Charts – Video version available
- A Practical Approach to Developing Children's Executive Functioning
- Social Skills and Social Stories
- Attachment-based needs
- De-escalation techniques (non-handling) and supporting the escalation cycle

For any other training requests, please contact one of the CISS assistants, to see if/how this can be supported.

The project in practice.

Referral information in this report reflects data produced from Autumn Term 2023 to Summer Term 2024. For this academic year, CISS has received a number of 57 referrals from 28 different schools. Only 4 of these referrals were rejected due to not meeting CISS requirements. From the start of Autumn term 2023, an additional 12 referrals were carried over from the previous academic year due to the stage they were at in their involvement process. With support through both intervention and training, a total number of 35 schools have accessed CISS at some point in the academic year.

Table 1. Number of referrals accepted onto the CISS pathways

	KS1	KS2	Complex needs
Autumn 2023	24	8	4
Spring 2024	7	4	3
Summer 2024	2	3	2
Total	33	15	9

Data from the accepted referrals for the academic year 23/24, shows a total of 33 cases were referred through the KS1 Pathway, a further 15 cases were referred through the KS2 pathway and 9 cases were referred via the complex needs pathway.

Pre and post measures.

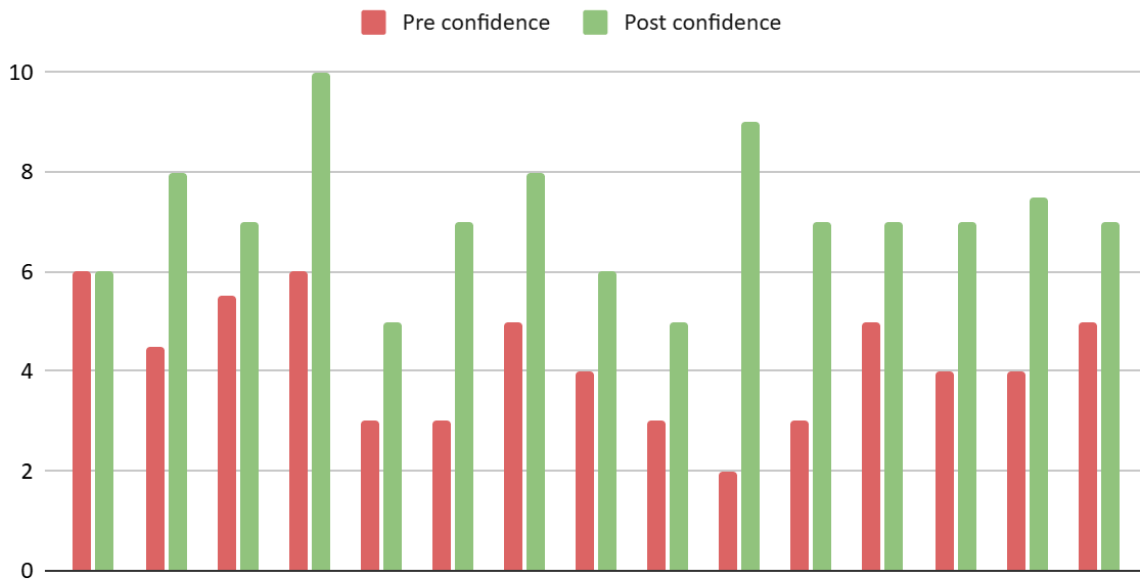
- **KS1 casework.**

There are three different areas measured in relation to pre and post data for the KS1 pathway: i) SSiS ii) Goals of involvement devised collaboratively with the referrer, rated on a Likert scale iii) Teacher rating on a Likert scale of their confidence in meeting the child's needs.

Of the 33 KS1 referrals received, 30 were accepted as meeting criteria. Out of these cases, 5 did not complete a full cycle of involvement due to cases being escalated to the relevant services e.g., Educational Psychology. A further 10 cases are still actively open due to differing stages of involvement. Thus, 15 cases closed within the time frame of Autumn Term 2023 to Summer Term 2024 are reflected within the data:

Pre and post confidence ratings

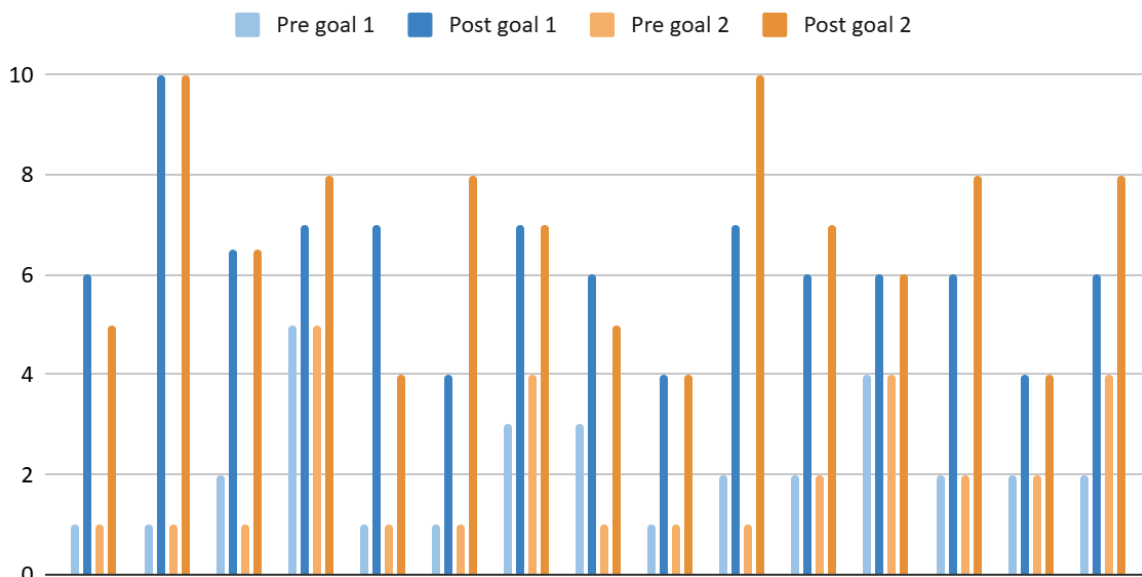
Autumn 2023 - Summer 2024



Data from the completed cases revealed that 14 out of 15 (93%) of teachers reported improvements in their confidence in meeting the child's needs, with one case remaining the same for their confidence rating.

Pre and post goal ratings

Autumn 2023 - Summer 2024

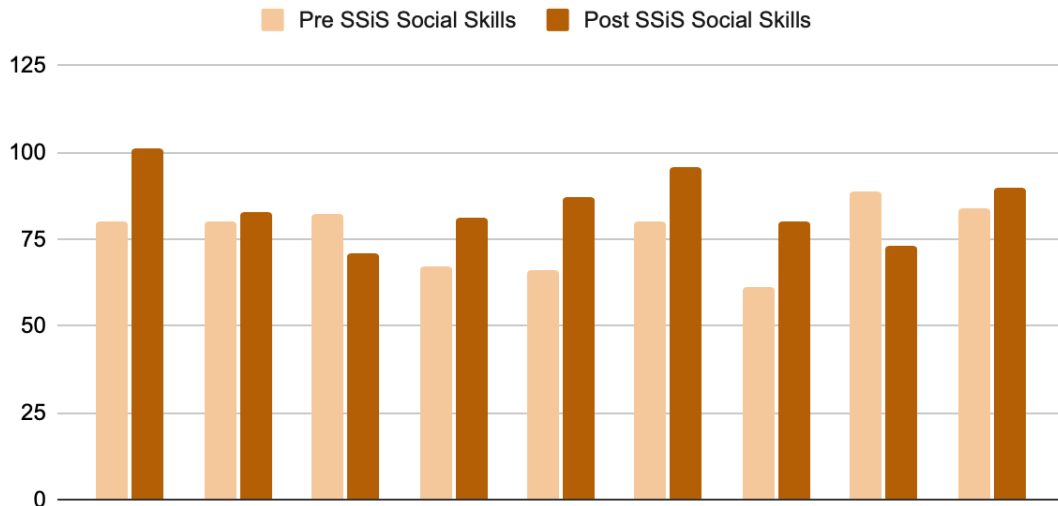


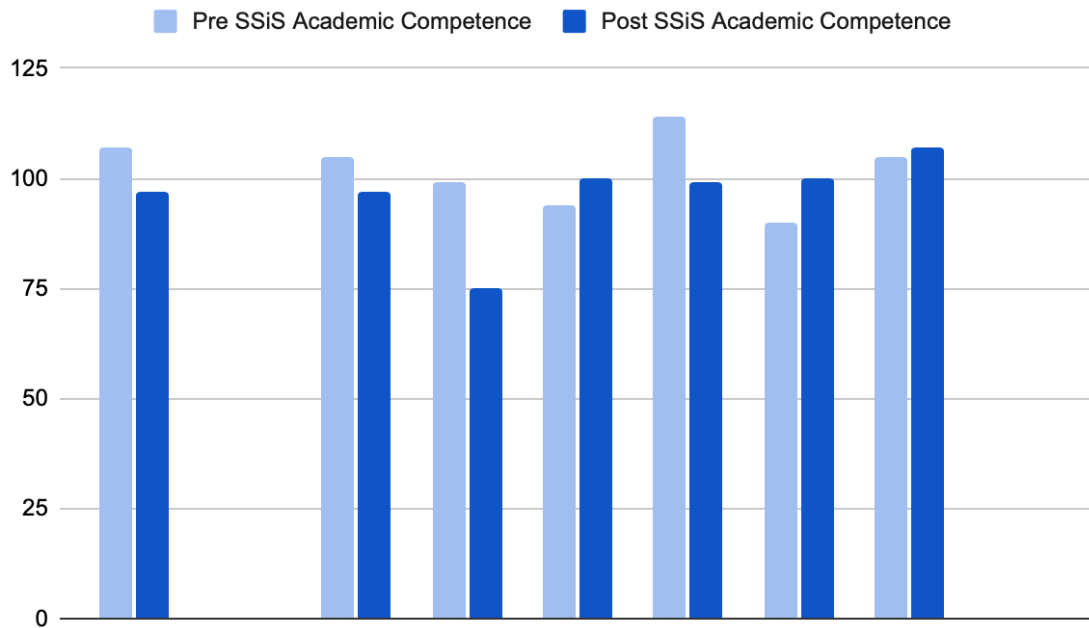
In relation to goal ratings, 100% reported improvements for both goal 1 and goal 2.

In cases where a teacher has known the child for less than 2 months, the initial SSiS is not completed. In cases where a case is escalated to educational psychology, a closing SSiS is not completed. Thus, the 9 cases with complete SSiS data are reflected here:

Pre and post SSiS ratings

Autumn 2023 - Summer 2024





*The academic competence measure is assessed in cases where the child is in year 1 or above.

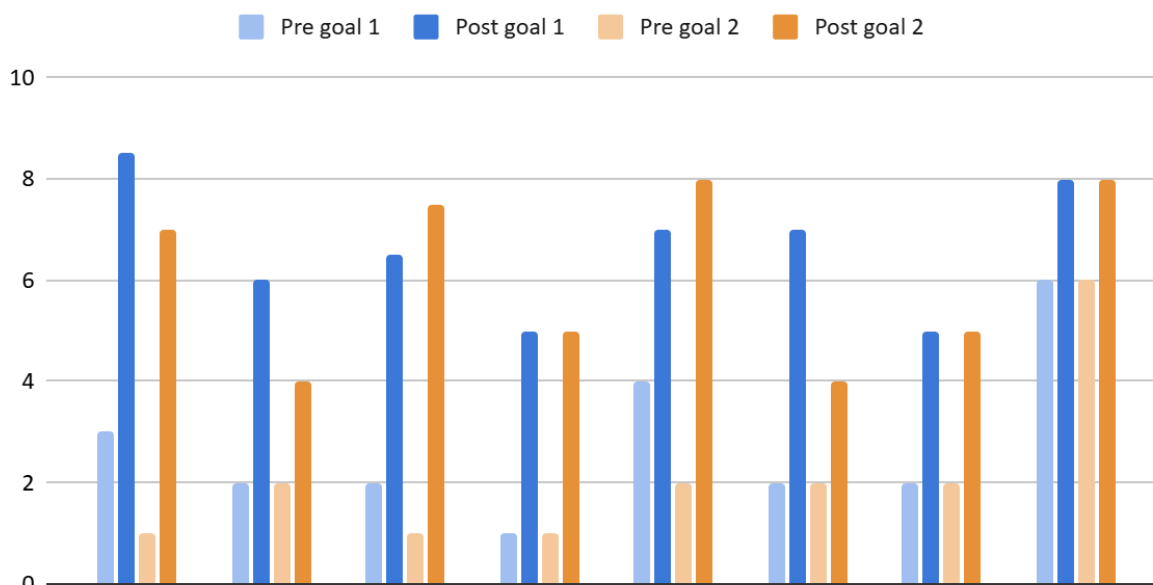
Data from completed cases showed 78% of children showed improvements in their social skills SSiS rating, 78% of children showed a reduction in their problem behaviours and 43% children tested on academic competence showed an improvement following the intervention.

- **KS2 casework.**

Goals of involvement devised collaboratively with the referrer, rated on a Likert scale are used to evaluate progress in the KS2 pathway. The KS2 pathway is purposefully designed to be a lighter touch intervention and therefore evaluation methods are less comprehensive. Of the 15 KS2 referrals received, 14 were accepted as they met CISS requirements and 1 did not complete the full cycle due to non-attendance. A further 5 of these referrals remain open. Thus, 8 cases closed within the time frame of Autumn Term 2023 to Summer Term 2024 and are reflected within the data:

Pre and post goal ratings

Autumn 2023 - Summer 2024



Data from the completed cases revealed that 8 out of 8 (100%) of cases evidenced improvement in both goal 1 and goal 2 ratings.

- **Complex needs case work.**

A total of 10 referrals were made for complex needs case work with one being rejected due to having current involvement from another inclusion team. As this pathway supports school staff implementation of other professional's advice, targets and outcomes are already in place. CISS works collaboratively with school staff to create achievable smaller steps, based on previous professional advice. These smaller steps are recorded in a written action plan and reviewed at a follow up meeting. Of the 9 cases closed within the time frame of Autumn Term 23 and Summer Term 24, 4 showed positive improvements towards their outcomes in their follow up meeting. The remaining 5 cases were provided with further guidance and signposting to support the school in their next steps.

Summary

The above data is promising for the CISS service and demonstrates improvements in teacher's goal ratings, school staff's confidence in their abilities to meet the child's needs and children's results on the SSiS subscales. We also believe this year has been successful in terms of the assistant psychologists continuing to develop strong working relationships across the schools that they work with. CISS would like to encourage the use of our website [District 9 Inclusion Hub \(padlet.com\)](https://www.padlet.com) which provides information on referral criteria, pathways and current training offers.

Service developments.

- Following the success of the Elklan 3-5s training, it was agreed that another course would be arranged for the coming academic year, in Autumn Term prioritising schools who had not yet had a member of staff trained.
- Following successful completion of a Level 3 Elklan accredited course there is an option to undertake further training to deliver Let's Talk training to parent groups. CISS Assistant Educational Psychologists will be undertaking this training in the coming academic year.
- A third annual conference will be planned, but held in Spring, rather than Summer term with a theme related to ADHD.

Appendices.

Appendix 1 – CISS project rationale:

There is a shared vision in Lancashire to ensure children and young people achieve their potential, ambitions, and aspirations. For this to happen, we need to work together locally to ensure that schools can better meet the needs of all pupils, and as a result reduce the number of exclusions. Various developments are being implemented to deliver the vision, including the establishment of 'Inclusion Hubs' of primary schools in each local area.

The establishment of Inclusion Hubs of primary schools in each district are designed to:

- reduce exclusions
- improve the attendance of pupils at risk of exclusion
- ensure that pupils' needs are better met by a 'local' offer
- provide high quality training for staff in schools
- share good practice and sign-post schools to expertise
- develop an agreed set of principles within each district, that promotes educational inclusion and reflects local challenges and expertise
- bring together schools and local authority teams (Social Care, Inclusion, School Improvement and the Child and Family Wellbeing Service) to work together to address issues in a locality

The rationale for the CISS project was informed by the scientific literature on school exclusion and underpinned by psychological frameworks for assessment and intervention and the principle of *multi-finality*. A review of the literature identifies that whilst there are 'within-child' factors consistently linked to school exclusions, there are also consistent environmental factors.

Within-child

- **Delayed language skills:** There is an overlap between children who are at risk of school exclusion and other research categories, such as those referred to CAMHS for ADHD / Conduct Disorder and those who become involved in the Youth Justice System. Studies consistently show that between 66 – 90% of children in these populations have significant language delay, impacting both oral and pragmatic language abilities (see Owen, 2014, for a comprehensive review).
- **Mental Ill-health:** Children in the pupil referral unit population have been found to experience much higher rates of depression, to a clinical level, than that found in the general population (Birchwood, 2013).
- **Socio-cognitive deficits:** Effective social interaction depends on the ability to accurately interpret others' behaviour and intent. Children who frequently struggle to maintain social relationships due to aggressive or disruptive behaviour have been found to misinterpret the intentions of others, misread social situations and/or not adequately consider the effect of their response in terms of impact on others or long-term consequences (Uekermann *et al.*,

2010; Viding and Frith, 2006; Kazdin, 2010).

- **Unidentified learning needs:** Although less reported in the literature, 10 years of professional practice identifies that a significant proportion of children who are at risk of school exclusion, or who are excluded have previously unidentified and significant developmental cognitive needs.
- **Pervasive developmental disorders:** Children with autism spectrum disorders (diagnosed and undiagnosed) are over-represented in rates of school exclusions (OCC, 2012).

Environmental

- **Adverse family environment:** Children who have been excluded more frequently have histories that include: family breakdown, absent fathers, a parent who misuses substances, domestic violence and/or assault by an adult (Eastman, 2011) suggesting a link between Adverse Childhood Experiences (ACEs) and rates of school exclusion.
- **School ethos and culture:** Exclusions data demonstrates that some schools exclude at markedly different rates to others who share the same demographic characteristics (Macrae *et al.*, 2003; Hatton, 2013; Gibbs and Powell, 2012). This suggests that there is an interplay between within- child and family factors *and* school organisational factors. Literature identifies that pressure to meet academic targets has created a policy context which impacts negatively on quality support; that collective beliefs within the school community about the school's ability to deal effectively with unwanted behaviour is a predictor of a school's exclusion rates and that schools with higher exclusion rates had less shared understanding of behaviour policies, responsibility for all children's behaviour and a more punitive rather than reward-based approach to behaviour management.

Multi-finality

The principle of multi-finality refers to the concept of specific risk-factors interacting and resulting in varied outcomes, as opposed to a linear understanding that suggests certain risk factors being more, or less, predictive of a particular outcome. Dodge and Petit (2003) present a comprehensive review of research, identifying links between biological predispositions, early life experiences, sociocultural context, pre-school and school experiences and unwanted behaviour. A distinction is made between risk factors associated with the initial development of unwanted behaviour, and risk factors associated with the maintenance of such behaviour. This principle is central to the design of the CISS project, in that the process and practices were developed to ensure that specific needs 'within' the child were identified, whilst also providing support that targets organisational factors and that is individualised to the specific context of the referring school.

To do this the project incorporates three main areas of involvement:

- Evidence-based assessment that informs recommendations of support
- Follow up supportive visits to assist staff development and embed recommendations
- A training offer on relevant topics

Appendix 2 – Assessment and psychological frameworks.

Assistant Psychologists were appointed to enable the use of standardised assessments, within a context of a coherent psychological framework. Below is a brief description of those used. Psychological frameworks were chosen to promote an evidence-based formulation of need and collaborative working with referring schools to empower, develop capacity and ensure a tailored approach to each referring school. Assessments were chosen to screen common areas of need in children at-risk of exclusion, as noted above. The practice of the Assistant Psychologists is supervised by an Educational Psychologist.

Psychological Frameworks

- **Consultation** is a process in which staff raise concerns that are then explored with a facilitator (the assistant psychologist) in a collaborative and recursive process. It is the joint exploration of the issue and collaboration in determining next steps that promotes an individualised response, suited to that specific teacher, classroom and school.
- The **Interactive Factors Framework** provides a structure within which to consider the information gathered through consultation, assessment and observation. The Framework ensures a holistic view of the presenting problem is taken and that information gathered is used methodically to inform intervention.

Assessment

The following table summarises the range of assessments used by the Assistant Psychologists.

Assessment	Purpose	Point used	Measures...
Social Skills Improvement System (SSiS) Rating Scale	Pre and post measure to evaluate service and to inform formulation	At acceptance of referral and after two cycles of intervention	7 domains of social functioning, 5 domains of problem behaviours and autistic-type behaviours.
The PASS Rating Scale	To screen cognitive functioning	With referral	Planning, Attention, Simultaneous and Successive cognitive processing.
Raven’s Coloured Progressive Matrices (CPM)	To assess cognitive thinking skills from a non-verbal perspective	Initial visit to school	Simultaneous nonverbal cognitive functioning, providing standardised scores.
British Picture Vocabulary Scale: Third Edition (BPVS- 3)	To assess oral language skills	Initial visit to school	Receptive vocabulary for standard English acquisition and verbal intelligence.

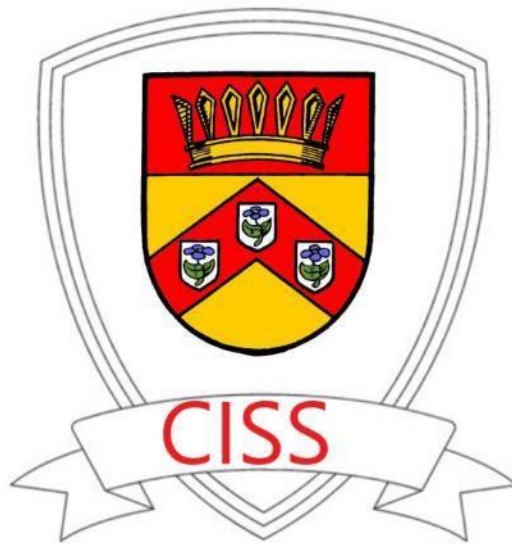
Sensory Checklist (Biel and Peske)	To determine if sensory sensitivities are implicated in unwanted behaviour	If required, completed by parent and/or teacher	Qualitative measure of sensory processing systems: auditory, visual, tactile, olfactory, gustatory, vestibular and proprioceptive.
Universally Speaking Communication Checklist	To assess functional communication skills	If required, completed by class teacher	Listening, speaking and taking part in conversations
Emotional Literacy Checklist (ELQ) (GM assessments)	To assess levels of emotional literacy	On acceptance of the KS2 referral	Checklist which scores for 5 domains of emotional literacy (overall, self-awareness, self-regulation, motivation, empathy and social skills)
Confidence Ratings	To record staff perspective	On initial visit and close of case	Likert scale, rating from 0-10, rating the teacher's confidence in meeting the child's needs.

Appendix 3 – Current pathways information:

- EYFS/KS1-** EYFS involvement aims to provide support to schools in order to help reduce unwanted behaviour that puts a child to be at risk of exclusion. This is achieved by undertaking observation and screening assessments to identify any potential underlying need and provide specific advice and strategies to support school staff to meet that child's identified needs. Through this process referrals are received from schools within the network, considered against the referral criteria and if accepted are assigned to one of the Assistant Psychologists. Once accepted, the assigned Assistant Psychologist arranges a telephone call with the appropriate member of school staff to complete an initial SSiS assessment; this generally takes place within 2 weeks of initial referral, dependent on capacity. A school visit is then arranged, to undertake observation and assessment; a consultation with key staff is held in which goals of involvement are collaboratively determined. The staff member also provides ratings of the child's ability in relation to the goals of involvement and their own level of confidence in meeting that child's needs. Once this information is collated using a robust formulation framework, a report is written and fed back to the school staff. Supportive visits are then offered to help support the staff implementation of the suggested strategies. Each referral is reviewed twice on a 6–8-week cycle and a decision is made to either provide additional support, signpost to relevant services or closure of the referral. When a referral is closed, the initial SSiS assessment, goals and confidence ratings are revisited to measure the impact of involvement.

- **KS2 consultation** – The consultation aims to collaboratively develop effective action plans to reduce the risk of exclusion. Once referral has been made, staff are required to complete an Emotional Literacy Questionnaire, to assess the child's current levels of emotional literacy, broken down into measures of self-awareness, self-regulation, motivation, empathy and social skills. This is a recently added aspect of the referral process as both research and professional experience consistently suggest a link between emotional literacy and educational progress in KS2. A consultation is then arranged, which aims to collaborate all members of staff directly involved with the child (e.g., class teachers, support staff, SENCo's and external services if applicable). A solution focused action plan is then produced, with an observation visit offered at around 4 weeks after the action plan is received. Its effectiveness is then discussed with staff, with barriers to implementation considered and further advice provided in the review. The final review is held after another 4-week interval and goals and confidence ratings are assessed, the outcome of this determines case closure or signposting to relevant professionals.
- **Complex needs** – The complex needs pathway is a new aspect of the CISS project and was introduced as a response to practical barriers of the KS1 and KS2 referral criteria. The complex needs pathway accepts referrals for those who have already received an ECHP or for children who have had previous involvement from other professionals (e.g., educational psychology, speech and language therapy). The main aim of the project is to understand the barriers to implementing previously suggested strategies and to work collaboratively with staff to ensure strategies for inclusion are practical within their classroom/school setting. Upon referral request, CISS require all information and relevant documents to be provided. Dependent on the nature of previous involvement, specific areas relating the child's social and emotional development are highlighted to gain a deeper understanding of previously suggested strategies. If recommendations have been provided which directly relate to these areas, CISS aims to support staff in overcoming barriers to successful implementation. If recommendations directly relating to these areas are not provided (e.g., if suggestions only relate to physical and cognitive support), CISS aims to work collaboratively with staff to develop an action plan to support these areas of need. The referral process begins with an observation of the child to understand how current strategies are being implemented, with a consultation with staff to gain a deeper understanding surrounding the child's needs. Then, an action plan is provided by CISS with practical strategies suggested for overcoming potential barriers. After 4 weeks a further observation and evaluation visit is provided to observe and discuss the implementation of reviewed strategies. Depending on success levels, more support and advice can be provided as part of the final review, or relevant signposting is highlighted if necessary.

District 9 Inclusion Hub
Annual Report Overview
24/25



**Chorley Inclusion
Support Service
(CISS)**

In collaboration with



Overview.

Chorley Inclusion Support Service (CISS) is now in its sixth year and continues to offer three pathways for individual casework, in addition to in-school training and an annual conference. Over the academic year 2024-25 two new offers of support have been developed and delivered: *Elklan Let's Talk for 5-11s* parent training and *Solution Circles*, a collaborative problem solving approach with small groups of school staff.

The model of service delivery was informed by research literature on factors that are linked to school exclusion and underpinned by psychological frameworks for assessment and intervention under the principle of **multi-finality*. CISS is managed by Andrew Proctor (Headteacher at Highfield Community Primary School/ District IH Lead) and Dr Zoe Owen (Educational Psychologist, edPsychology Solutions) supports and supervises the psychological practice.

The Service is staffed by two Assistant Educational Psychologists (AEPs) and aims to increase inclusion across primary schools in the District 9 area of Lancashire. More information on the rationale and design of the CISS project can be found in **Appendix 1** and information on the psychological assessments and frameworks utilised within the project can be found in **Appendix 2**.

Further information regarding the CISS offer, staffing, members of the District Strategic Group (DSG), DSG meeting minutes, referral documentation and some resources are easily accessed via the CISS Padlet which can be found at:

<https://padlet.com/head200/district-9-inclusion-hub-k96fnxux1527ivt7>

We actively welcome feedback on any aspect of our service, or suggestions for future support. Feedback can be submitted to the service email address:

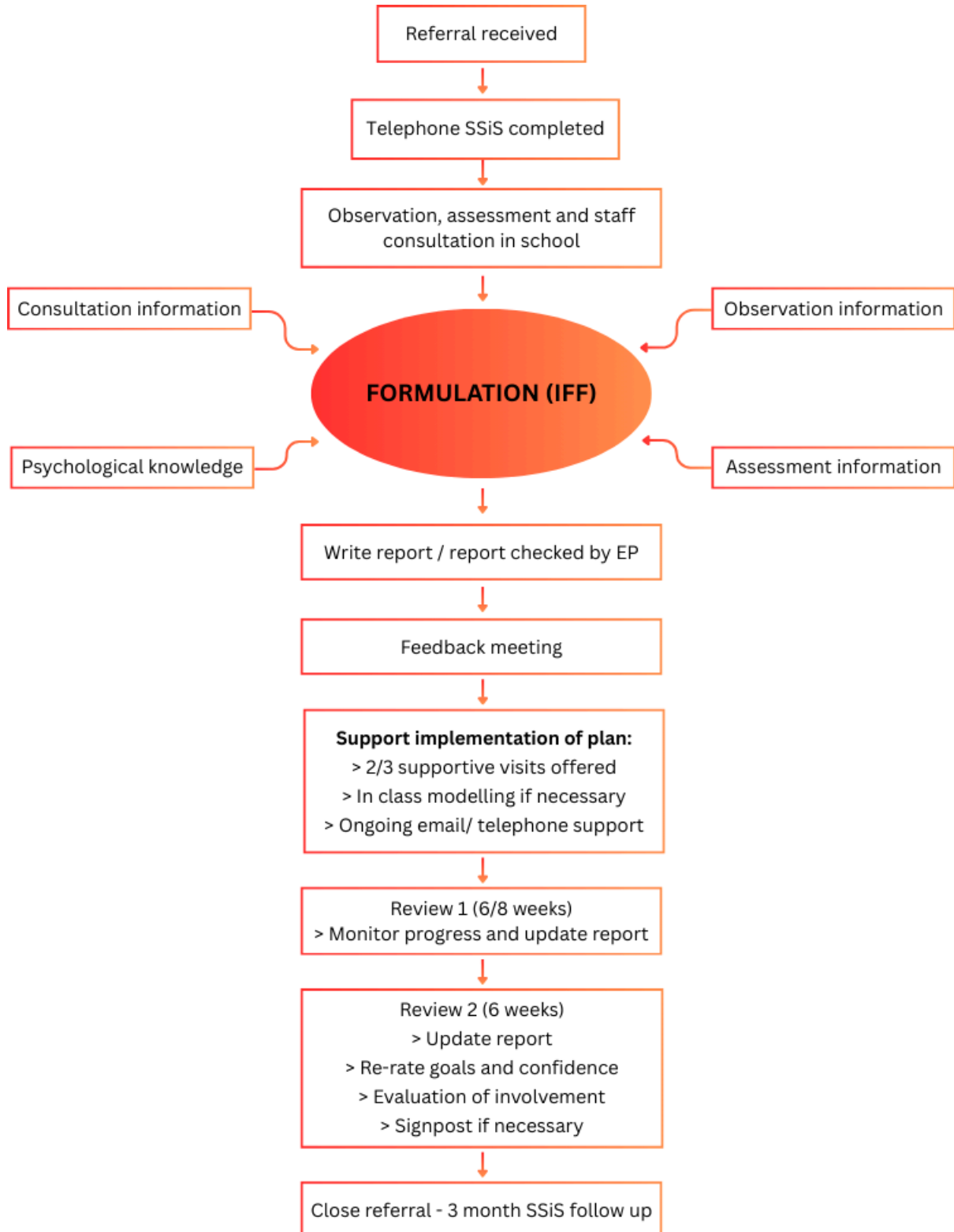
cissreferrals@highfieldcps.co.uk

Funding for the Service has in recent years been through de-delegation of school budgets, however the Local Authority intends to change the funding stream for the academic year 2026/27 and have requested proposals from Districts to be submitted to Schools Forum by Friday 26th September. A panel will follow, at which proposers can provide further detail and respond to questions. Each proposal and decision will then go to High Needs Working Block Group on Thursday 2nd October 2025 for ratification and discussion. This will then be formalised in Schools Forum on the 14th October 2025.

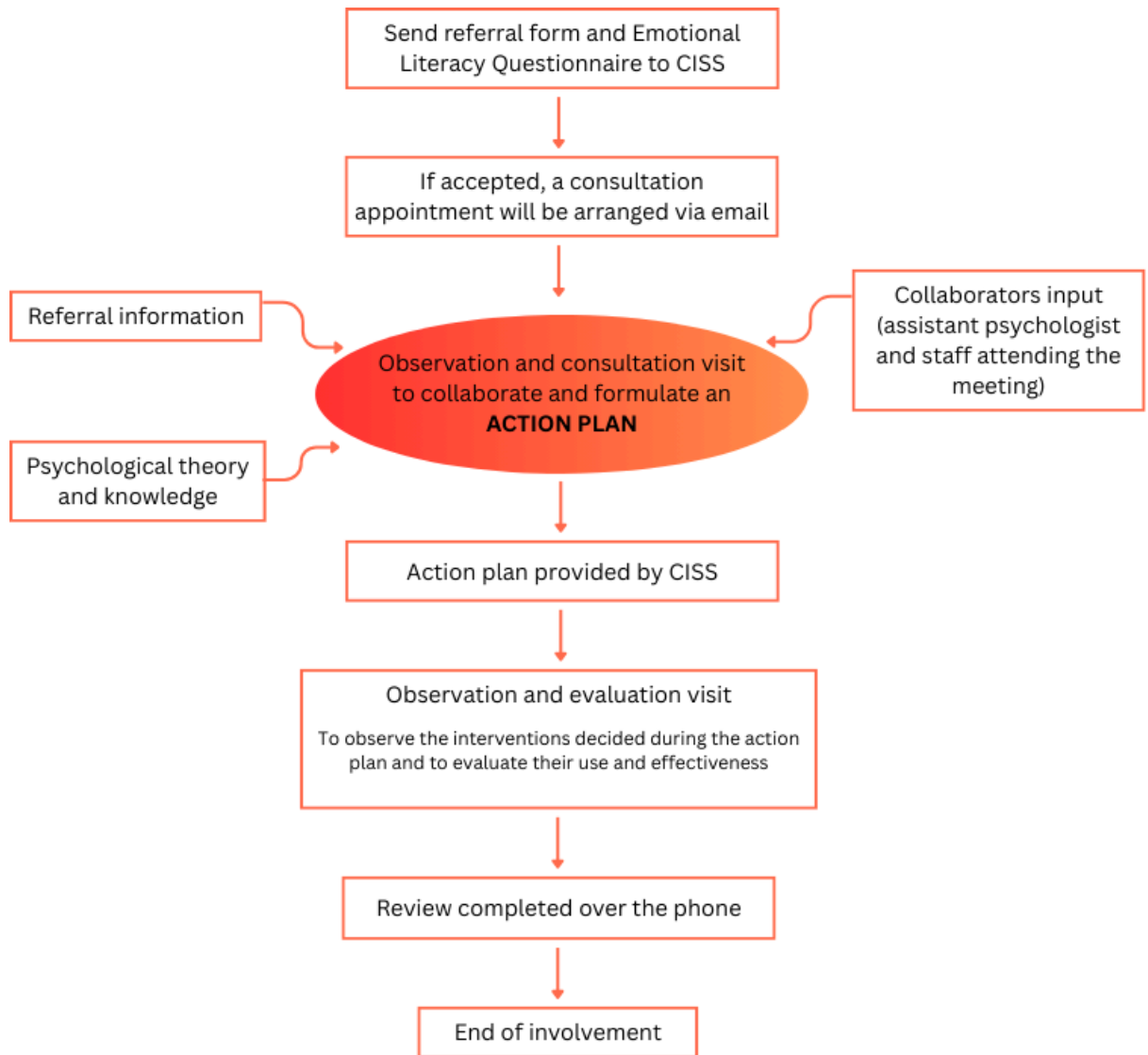
**The principle of multi-finality refers to the concept of specific risk-factors interacting and resulting in varied outcomes, as opposed to a linear understanding that suggests certain risk factors being more, or less, predictive of a particular outcome.*

The CISS core offer consist of three referral pathways for individual casework, as follows:

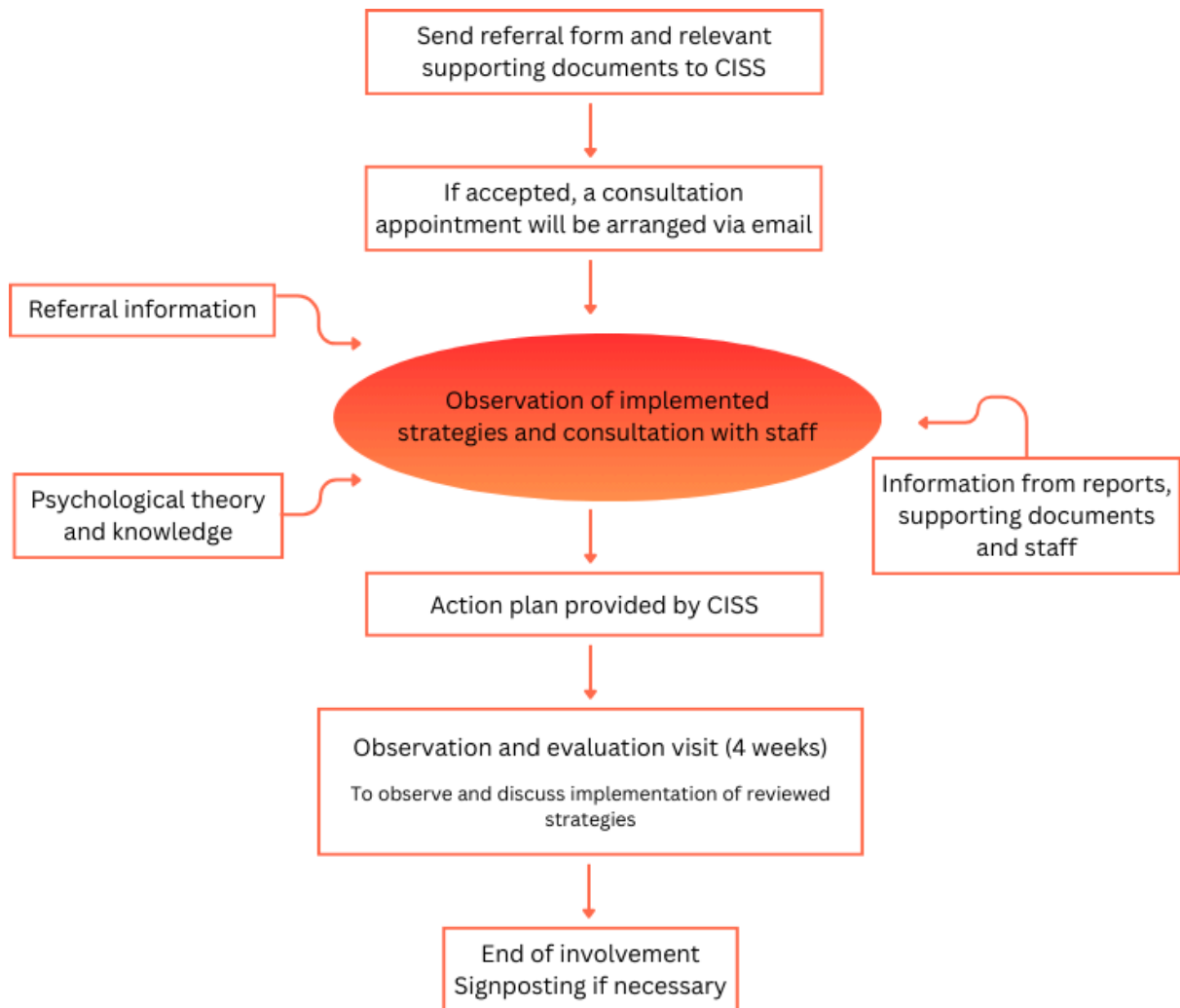
- **EYFS/KS1.**



- **KS2**



- **Complex Needs**



Training.

Following the success of previous conferences, titled '*Inclusion through Connection: Using relationships to respond to social-emotional and trauma-based needs*' and '*Square Pegs - Supporting children with autism in mainstream schools*', CISS held another conference this year titled '*Tigger in the classroom: Understanding and including children with ADHD*'. The conference was planned to include national and local speakers from different sectors. Feedback was overwhelmingly positive; 77 delegates attended from 31 different schools. We hope to run the conference again in 2026 and we actively encourage staff members to offer ideas of content/ subjects which they feel would be beneficial for their schools.

Dr Zoe Owen ran a further 3 day Elklan training course: "Speech and Language support for 3 to 5's", following positive feedback from the courses that ran in 2023-2024. A total of 9 staff members across 7 schools gained a qualified accreditation at either level 2 or 3.

A new course for parents was piloted, delivered by CISS Assistant Educational Psychologists (AEPs): "Let's talk for 5-11s". 5 parents from 4 different schools attended. Parent response to the course was very positive and is shown in the 'feedback from service users' section of this report.

CISS AEPs have also trialled the delivery of a 'Solution Circles' group, which brings staff members from different schools across the district together for collegiate problem solving of issues or cases related to inclusion and children's positive progress. CISS have held one session which was attended by 8 members of staff from 8 different schools which was received positively. These sessions will continue to run from September 2025 on a half-termly basis.

The following twilight training is also provided to schools on demand and has been accessed this year by 51 different staff members:

- Measuring and Monitoring Unwanted Behaviour: RAG Ratings and ABC Charts
- A Practical Approach to Developing Children's Executive Functioning
- Social Skills and Social Stories
- Attachment-based needs

For any other training requests, please contact one of the CISS AEPs or access the CISS Padlet, to see if/how this can be supported.

The project in practice.

Referral information in this report reflects data produced from Autumn Term 2024 to Summer Term 2025. For this academic year, CISS has received 52 referrals from

27 different schools. Of these referrals only 7 were rejected due to not meeting CISS requirements. From the start of Autumn term 2024, an additional 10 referrals were carried over from the previous academic year due to the stage of involvement they were at. With support through both intervention and training, a total number of 39 schools (80%) have accessed CISS this academic year.

Table 1. Number of referrals accepted onto the CISS pathways

	KS1	KS2	Complex needs
Autumn 2024	8	3	8
Spring 2025	10	4	5
Summer 2025	7	3	4
Total	25	10	17

Data from the accepted referrals for the academic year 24/25, shows a total of 25 cases were referred through the KS1 Pathway, a further 10 cases were referred through the KS2 pathway and 17 cases were referred via the complex needs pathway.

Pre and post measures.

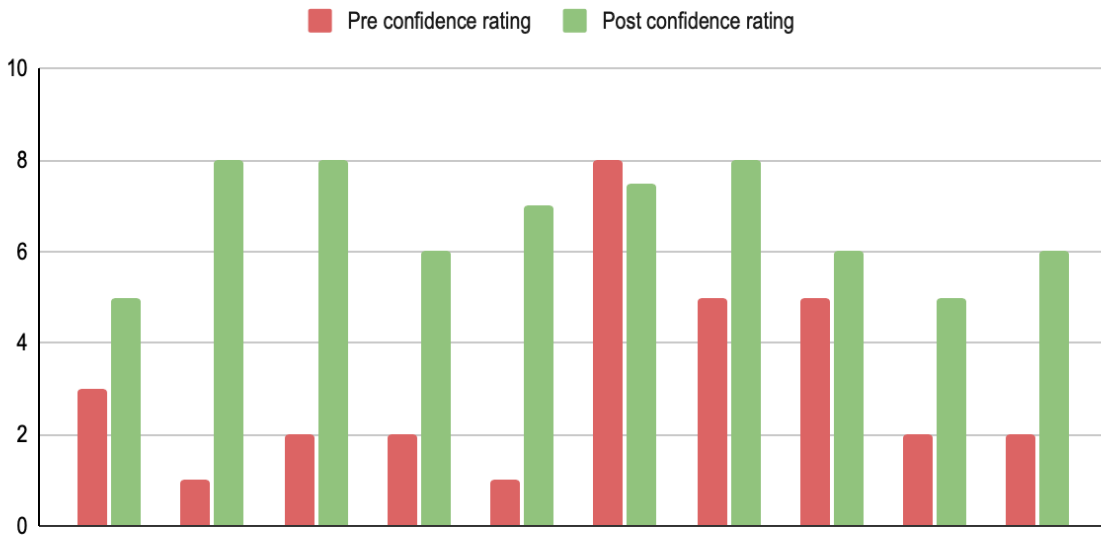
- **KS1 casework.**

There are three different areas measured in relation to pre and post data for the KS1 pathway: i) SSiS ii) Goals of involvement devised collaboratively with the referrer, rated on a Likert scale iii) Teacher rating on a Likert scale of their confidence in meeting the child’s needs.

Of the 25 KS1 referrals received, 23 were taken on as they met CISS requirements. 10 additional cases remained open from the 23/24 school year. Of the 33 total cases, 6 did not complete a full cycle of involvement due to cases being escalated to the relevant services. An additional 2 cases were closed due to non contact from the referring school to complete closing assessments. One case was closed due to moving schools. A further 14 cases are still actively open due to differing stages of involvement. Thus, 10 cases closed within the time frame of Autumn Term 2024 to Summer Term 2025 and are reflected within the data:

Pre and post confidence ratings

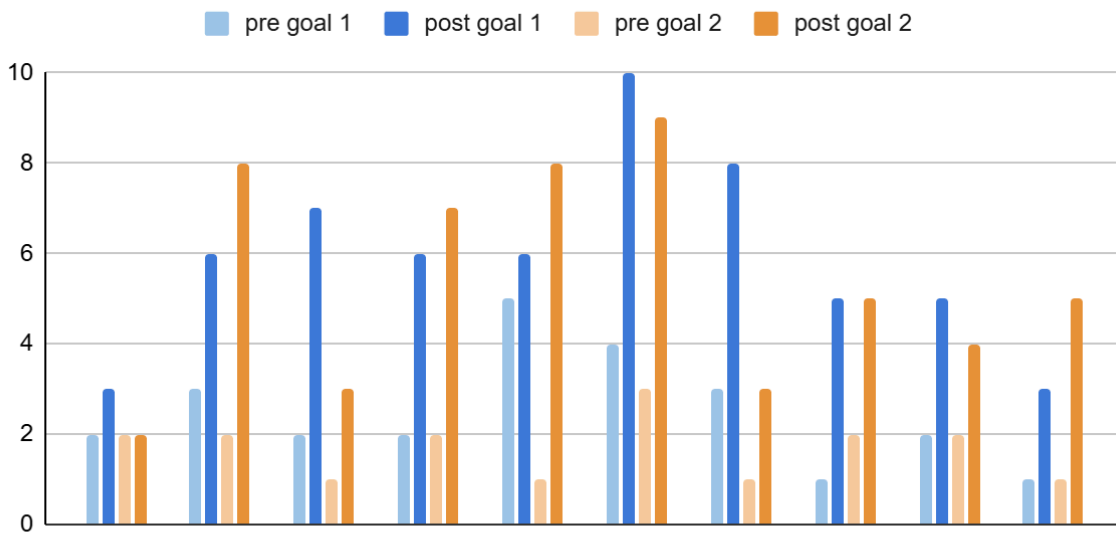
Autumn 2024 - Summer 2025



Data from the completed cases revealed that 9 out of 10 (90%) of teachers reported improvements in their confidence in meeting the child’s needs.

Pre and post goal ratings

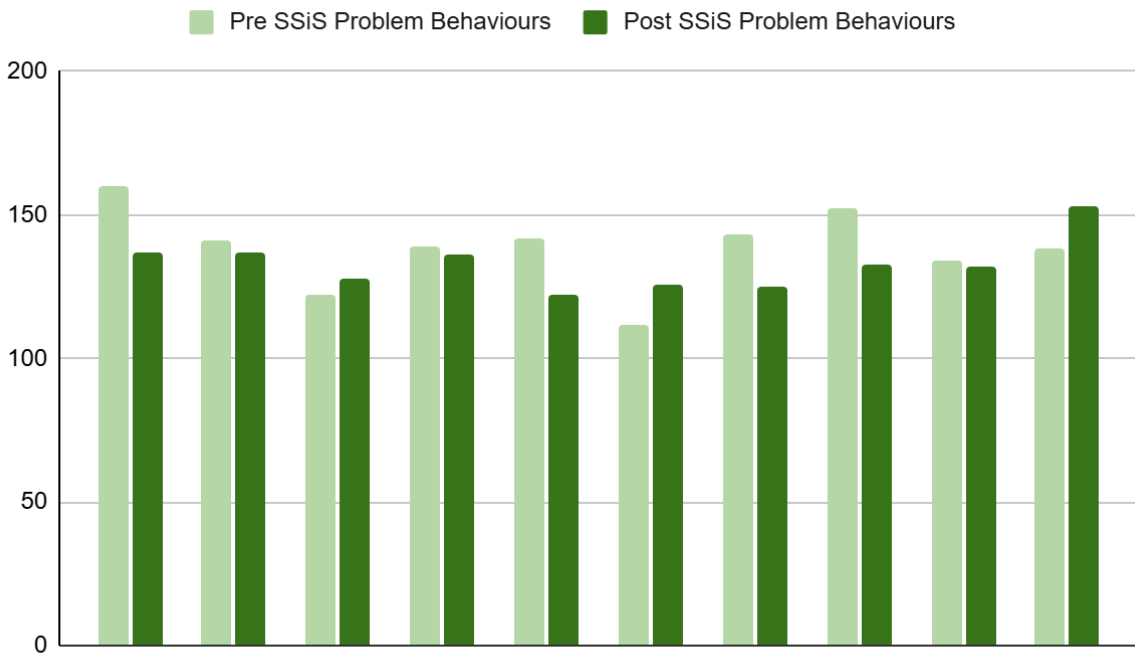
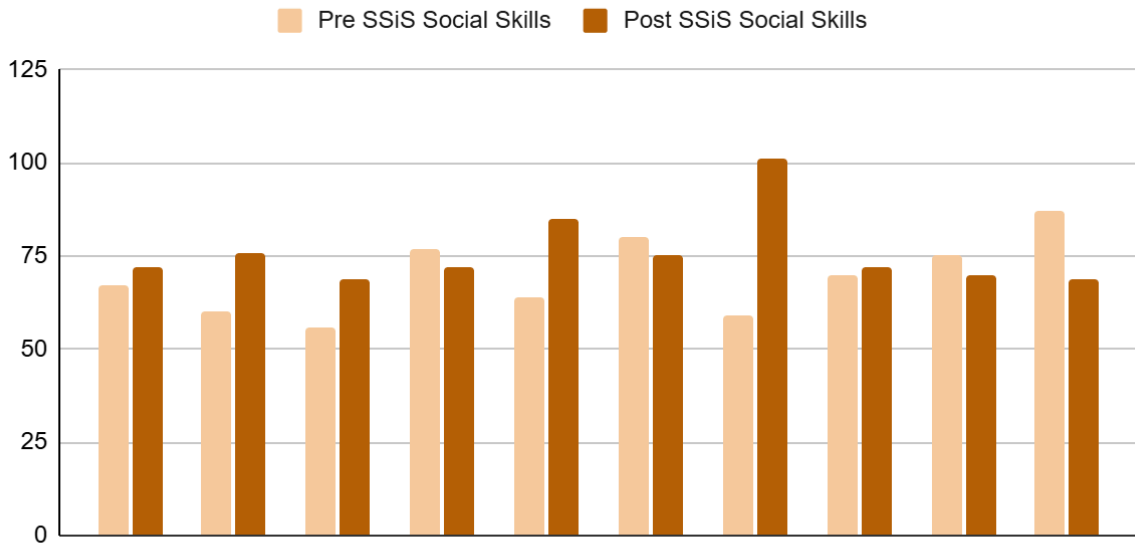
Autumn 2024 - Summer 2025

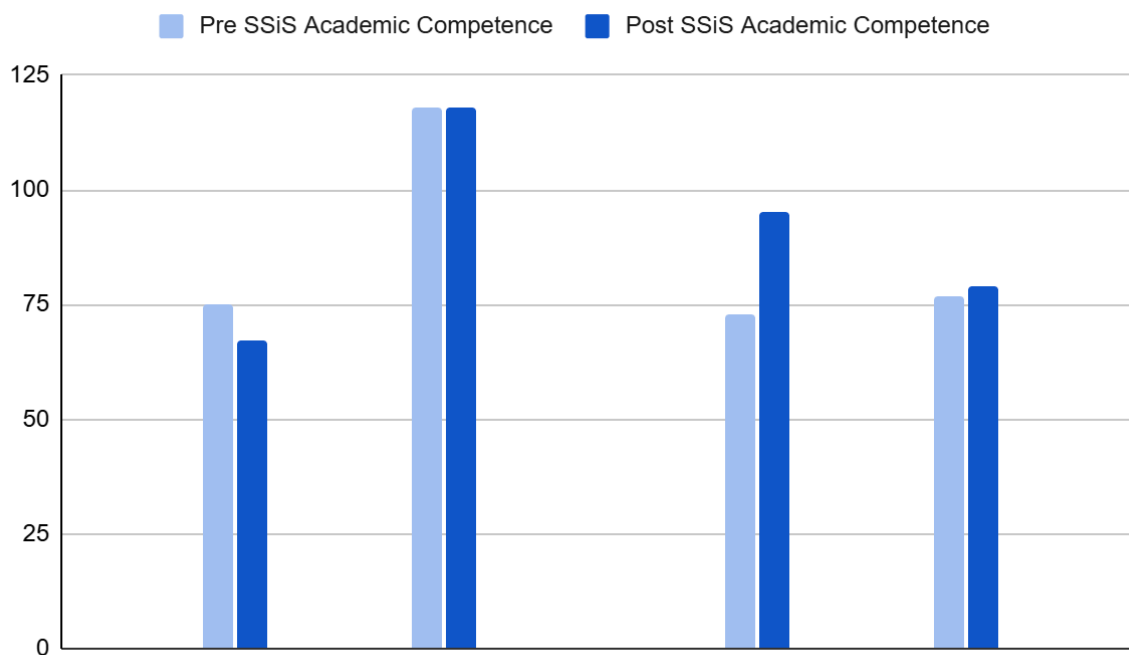


In relation to goal ratings, 90% reported improvements for both goal 1 and goal 2, with one case remaining the same for their goal 2 rating.

Pre and post SSiS ratings

Autumn 2024 - Summer 2025





*The academic competence measure is assessed in cases where the child is in year 1 or above.

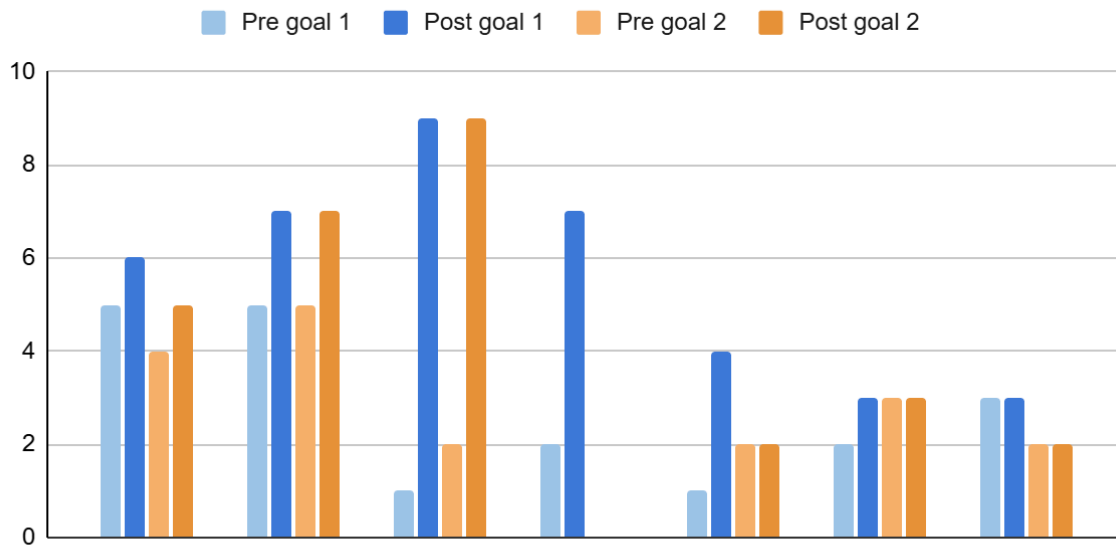
Data from completed cases showed 60% of children showed improvements in their social skills SSiS rating, 70% of children showed a reduction in their problem behaviours and 50% children tested on academic competence showed an improvement following the intervention.

- **KS2 casework.**

Goals of involvement devised collaboratively with the referrer, rated on a Likert scale are used to evaluate progress in the KS2 pathway. The KS2 pathway is purposefully designed to be a lighter touch intervention and therefore evaluation methods are less comprehensive. Of the 10 KS2 referrals received, 8 were taken on as they met CISS requirements. 5 additional cases remained open from the 23/24 school year. Out of the 13 total cases, 2 did not complete a full cycle of involvement, one due to the child moving to a school outside district 9 and the other is on hold due to other needs presenting which required a referral being made to other professional services (FCAMHS). An additional 2 cases were closed due to non contact from the referring school to complete closing assessments. A further 2 cases are still actively open due to differing stages of involvement. Thus, 7 cases closed within the time frame of Autumn Term 24 and Summer Term 25 are reflected within the data.

Pre and post goal ratings

Autumn 2024 - Summer 2025



Data from the completed cases revealed that 6 out of 7 (86%) cases evidenced improvement in goal 1 ratings and 3 out of 6 (50%) of cases evidenced improvement in goal 2 ratings.

- **Complex needs casework**

All 18 of the complex needs referrals received were taken on as they met CISS requirements. 3 additional cases remained open from the 23/24 school year. Out of the 21 total cases, 4 did not complete a full cycle of involvement due to extensive strategies already being in place to meet outcomes. One additional case was closed due to non contact from the referring school to complete follow up visits. A further 4 cases are still actively open due to differing stages of involvement.

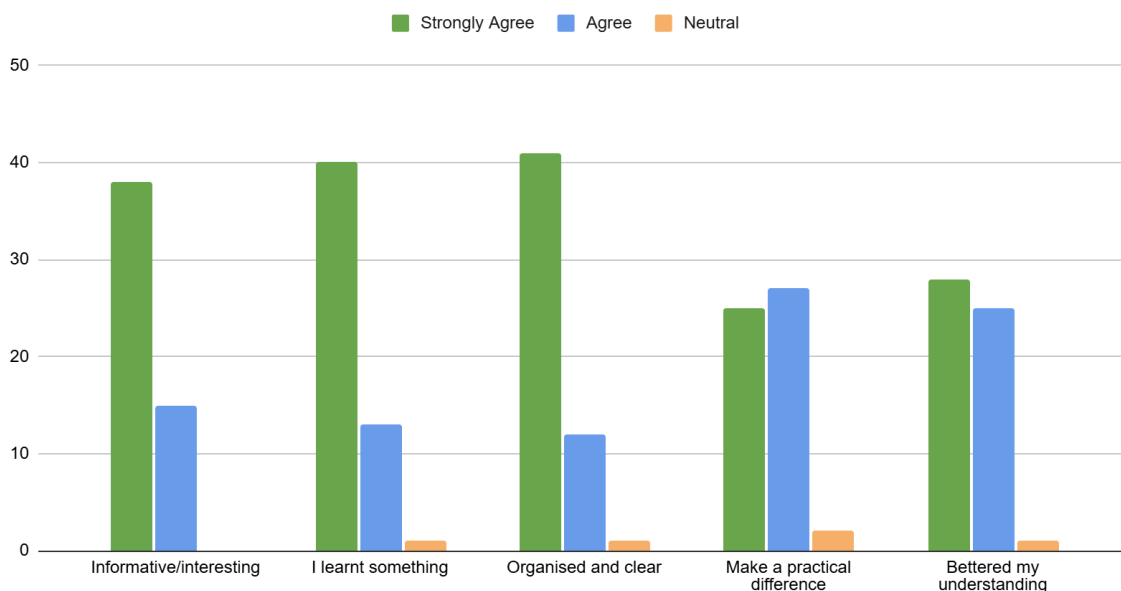
As this pathway supports school staff implementation of other professional's advice, targets and outcomes are already in place. CISS works collaboratively with school staff to create achievable smaller steps, based on previous professional advice. These smaller steps are recorded in a written action plan and reviewed at a follow up meeting. Of the 12 cases closed within the time frame of Autumn Term 24 and Summer Term 25, 10 showed positive improvements towards their outcomes in their follow up meeting. A further 2 cases were provided with further guidance and signposting to support the school in their next steps.

Summary

The above data is promising for the CISS service and demonstrates improvements in teacher's goal ratings, school staff's confidence in their abilities to meet the child's needs and children's results on the SSiS subscales. We also believe this year has been successful in terms of the assistant psychologists continuing to develop strong working relationships across the schools that they work with. CISS would like to encourage the use of our website [District 9 Inclusion Hub \(padlet.com\)](https://www.padlet.com) which provides information on referral criteria, pathways and current training offers.

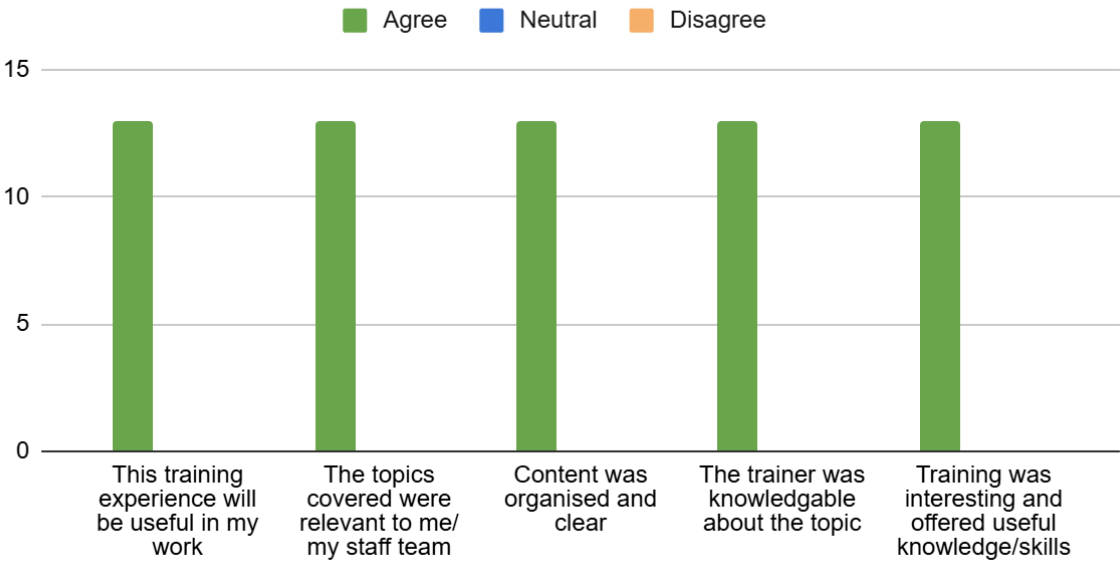
Feedback from service users.

CISS conference 2025 feedback



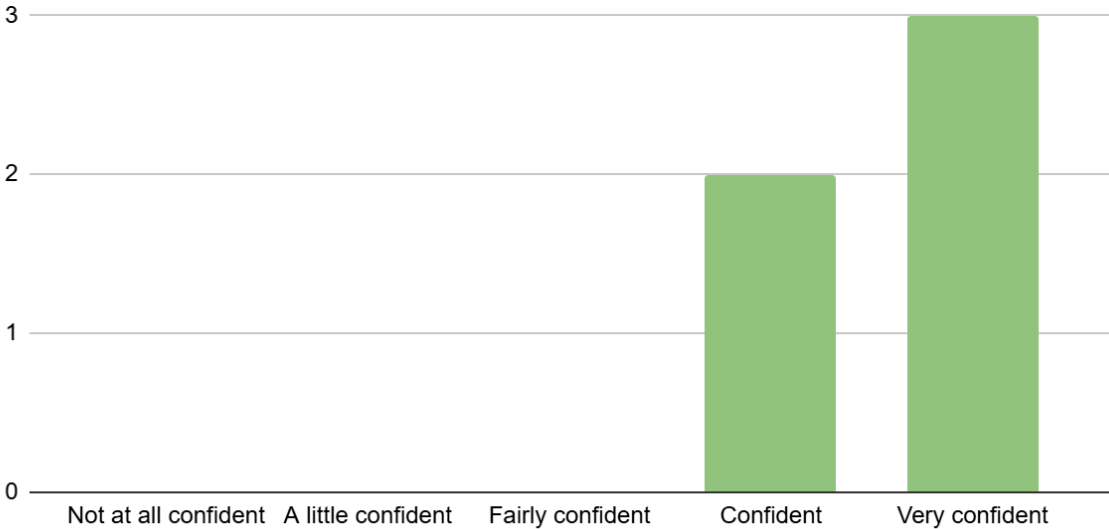
Data from the conference shows that 100% of attendees found the day informative and interesting, 98% said they learnt something, 98% said the content was organised and clear, 96% said the content would make a practical difference to how the children in their school were supported, 98% said the content helped them better understand the children in their school.

CISS staff training feedback



Data from staff training showed 100% of attendees found the content was relevant, organised and useful in their work. All attendees found the trainer to be knowledgeable on the topic and felt it offered useful knowledge and skills.

Confidence ratings of parents who attended the Elklan 5-11s training



Data from the pilot Elklan training showed that 60% of attendees felt very confident in supporting their child following completing the course. Further 40% rated themselves as confident in their ability to support their child after the course.

Service developments.

- A review of the KS2 pathway, as the level of input has now evolved beyond the original design.
- A review of the evaluation method and the criteria for acceptance onto the Complex Needs pathway.
- Following the success of the pilot Elklan “Let’s Talk for 5-11s” training, another course will be arranged for the coming academic year, in Autumn Term.
- Following positive feedback from the Solution Circle group held in Summer Term, the sessions will be implemented consistently each half term for the coming year.
- A training offer to Early Career Teachers will be implemented, which will consist of three two-hour sessions, delivered by Dr Zoe Owen on the following dates and topics (all 1:30pm to 3:30pm):
 - **Thursday October 23rd:** Brains, Behaviour and Positive, Restorative Behaviour Management
 - **Monday 23rd March:** Language Development, Unwanted Behaviour and alternative to discussion to support pro-social behaviour
 - **Thursday 14th May:** Trauma, ACEs and Whole-school approaches to supporting social and emotional development

Appendices.

Appendix 1 – CISS project rationale:

There is a shared vision in Lancashire to ensure children and young people achieve their potential, ambitions, and aspirations. For this to happen, we need to work together locally to ensure that schools can better meet the needs of all pupils, and as a result reduce the number of exclusions. Various developments are being implemented to deliver the vision, including the establishment of 'Inclusion Hubs' of primary schools in each local area.

The establishment of Inclusion Hubs of primary schools in each district are designed to:

- reduce exclusions
- improve the attendance of pupils at risk of exclusion
- ensure that pupils' needs are better met by a 'local' offer
- provide high quality training for staff in schools
- share good practice and sign-post schools to expertise
- develop an agreed set of principles within each district, that promotes educational inclusion and reflects local challenges and expertise
- bring together schools and local authority teams (Social Care, Inclusion, School Improvement and the Child and Family Wellbeing Service) to work together to address issues in a locality

The rationale for the CISS project was informed by the scientific literature on school exclusion and underpinned by psychological frameworks for assessment and intervention and the principle of *multi-finality*. A review of the literature identifies that whilst there are 'within-child' factors consistently linked to school exclusions, there are also consistent environmental factors.

Within-child

- **Delayed language skills:** There is an overlap between children who are at risk of school exclusion and other research categories, such as those referred to CAMHS for ADHD / Conduct Disorder and those who become involved in the Youth Justice System. Studies consistently show that between 66 – 90% of children in these populations have significant language delay, impacting both oral and pragmatic language abilities (see Owen, 2014, for a comprehensive review).
- **Mental Ill-health:** Children in the pupil referral unit population have been found to experience much higher rates of depression, to a clinical level, than that found in the general population (Birchwood, 2013).
- **Socio-cognitive deficits:** Effective social interaction depends on the ability to accurately interpret others' behaviour and intent. Children who frequently

struggle to maintain social relationships due to aggressive or disruptive behaviour have been found to misinterpret the intentions of others, misread social situations and/or not adequately consider the effect of their response in terms of impact on others or long-term consequences (Uekermann *et al.*, 2010; Viding and Frith, 2006; Kazdin, 2010).

- **Unidentified learning needs:** Although less reported in the literature, 10 years of professional practice identifies that a significant proportion of children who are at risk of school exclusion, or who are excluded have previously unidentified and significant developmental cognitive needs.
- **Pervasive developmental disorders:** Children with autism spectrum disorders (diagnosed and undiagnosed) are over-represented in rates of school exclusions (OCC, 2012).

Environmental

- **Adverse family environment:** Children who have been excluded more frequently have histories that include: family breakdown, absent fathers, a parent who misuses substances, domestic violence and/or assault by an adult (Eastman, 2011) suggesting a link between Adverse Childhood Experiences (ACEs) and rates of school exclusion.
- **School ethos and culture:** Exclusions data demonstrates that some schools exclude at markedly different rates to others who share the same demographic characteristics (Macrae *et al.*, 2003; Hatton, 2013; Gibbs and Powell, 2012). This suggests that there is an interplay between within- child and family factors *and* school organisational factors. Literature identifies that pressure to meet academic targets has created a policy context which impacts negatively on quality support; that collective beliefs within the school community about the school's ability to deal effectively with unwanted behaviour is a predictor of a school's exclusion rates and that schools with higher exclusion rates had less shared understanding of behaviour policies, responsibility for all children's behaviour and a more punitive rather than reward-based approach to behaviour management.

Multi-finality

The principle of multi-finality refers to the concept of specific risk-factors interacting and resulting in varied outcomes, as opposed to a linear understanding that suggests certain risk factors being more, or less, predictive of a particular outcome. Dodge and Petit (2003) present a comprehensive review of research, identifying links between biological predispositions, early life experiences, sociocultural context, pre-school and school experiences and unwanted behaviour. A distinction is made between risk factors associated with the initial development of unwanted behaviour, and risk factors associated with the maintenance of such behaviour. This principle is central to the design of the CISS project, in that the process and practices were developed to ensure that specific needs 'within' the child were identified, whilst also providing support that targets organisational factors and that is individualised to the specific context of the referring school.

To do this the project incorporates three main areas of involvement:

- Evidence-based assessment that informs recommendations of support
- Follow up supportive visits to assist staff development and embed recommendations
- A training offer on relevant topics

Appendix 2 – Assessment and psychological frameworks.

Assistant Psychologists were appointed to enable the use of standardised assessments, within a context of a coherent psychological framework. Below is a brief description of those used. Psychological frameworks were chosen to promote an evidence-based formulation of need and collaborative working with referring schools to empower, develop capacity and ensure a tailored approach to each referring school. Assessments were chosen to screen common areas of need in children at-risk of exclusion, as noted above. The practice of the Assistant Psychologists is supervised by an Educational Psychologist.

Psychological Frameworks

- **Consultation** is a process in which staff raise concerns that are then explored with a facilitator (the assistant psychologist) in a collaborative and recursive process. It is the joint exploration of the issue and collaboration in determining next steps that promotes an individualised response, suited to that specific teacher, classroom and school.
- The **Interactive Factors Framework** provides a structure within which to consider the information gathered through consultation, assessment and observation. The Framework ensures a holistic view of the presenting problem is taken and that information gathered is used methodically to inform intervention.

Assessment

The following table summarises the range of assessments used by the Assistant Psychologists.

Assessment	Purpose	Point used	Measures...
Social Skills Improvement System (SSiS) Rating Scale	Pre and post measure to evaluate service and to inform formulation	At acceptance of referral and after two cycles of intervention	7 domains of social functioning, 5 domains of problem behaviours and autistic-type behaviours.

The PASS Rating Scale	To screen cognitive functioning	With referral	Planning, Attention, Simultaneous and Successive cognitive processing.
Raven's Coloured Progressive Matrices (CPM)	To assess cognitive thinking skills from a non-verbal perspective	Initial visit to school	Simultaneous nonverbal cognitive functioning, providing standardised scores.
British Picture Vocabulary Scale: Third Edition (BPVS- 3)	To assess oral language skills	Initial visit to school	Receptive vocabulary for standard English acquisition and verbal intelligence.
Sensory Checklist (Biel and Peske)	To determine if sensory sensitivities are implicated in unwanted behaviour	If required, completed by parent and/or teacher	Qualitative measure of sensory processing systems: auditory, visual, tactile, olfactory, gustatory, vestibular and proprioceptive.
Universally Speaking Communication Checklist	To assess functional communication skills	If required, completed by class teacher	Listening, speaking and taking part in conversations
Emotional Literacy Checklist (ELQ) (GM assessments)	To assess levels of emotional literacy	On acceptance of the KS2 referral	Checklist which scores for 5 domains of emotional literacy (overall, self-awareness, self-regulation, motivation, empathy and social skills)
Confidence Ratings	To record staff perspective	On initial visit and close of case	Likert scale, rating from 0-10, rating the teacher's confidence in meeting the child's needs.

Appendix 3 – Current pathways case studies:

Child A - KS1 pathway

Child A was referred into CISS through the KS1 pathway in November 2024. The referral was made based on daily incidents of physical and verbal aggression,

refusal to follow staff instructions and serious concerns for the child's safety as they were beginning to flee the classroom. Child A was not on track across his KS1 academic goals. Strategies in place for Child A were often short lived in their success and took significant time away from the rest of the children due to staffing restraints. The school were self funding 1:1 support for Child A but this was only available in the mornings and there was uncertainty in the longevity of this due to funding restrictions. The school had started the EHCP application process for Child A.

Assessments, observations, and 1:1 consultation were completed in school individually with Child A and the class teacher. Child A was scored as having 'average' receptive language ability but was unable to complete the non verbal cognitive ability test as they became tired and restless. Child A's parents completed a sensory checklist which indicated some sensory processing differences. These results along with staff feedback suggested that Child A had needs surrounding his ability to regulate his emotions and positively engage in classroom routines. Child A had very limited relationships with peers his age and was spending the majority of the school day working in a separate area outside the classroom. The school staff were concerned that the unwanted behaviours were further hindering the child's progress both socially and academically.

There were some concerns that Child A's unwanted behaviours were triggered by not feeling in control of his routine, such as an undesired activity or listening to certain staff members. The school staff were working on creating a consistent routine and boundaries from staff members to reduce the anxiety when changes are happening.

Strategies were suggested to allow Child A to feel involved in his routine and aware of any transitions and changes ahead of time. As Child A had sensory differences, activities were suggested to allow his routine to include time for sensory input.

School accessed supportive visits and the strategies were implemented well by school. School staff focused on keeping strategies consistent and found their confidence increased in being able to support Child A's needs. A meeting was held with parents to ensure that all adults supporting Child A were aware of what had worked to reduce the unwanted behaviours. Parents reported that they had also seen some improvements in his unwanted behaviours at home.

At the final review, Child A's transition to the next year group was discussed. Staff were confident in their ability to pass on all successful strategies to the next teacher. Child A's goals were re-rated following the intervention, showing significant improvements in the unwanted behaviours.

Child B - KS2 pathway

Child B was referred into CISS through the KS2 pathway in June 2024. Staff had concerns regarding Child B's emotional wellbeing and their ability to regulate themselves in school which was leading to multiple incidents of unwanted behaviour which were at times escalating into violence against staff. Child B's unwanted behaviours were often tied to anxieties surrounding coming into school. The school had tried to engage Child B in ELSA and nurture sessions but were having little success.

A consultation meeting with staff was completed in school. In depth discussions involving some relevant information sharing about Child B's background were had to ensure there was a detailed picture of the needs of Child B and the best way to move forward with strategies and solutions for progress. Allowing for a collaborative approach to consultation and advice was beneficial as it enabled the strengths of Child B to be highlighted and strategies targeted towards capitalising on these were put in place.

It was thought that Child B may struggle to communicate his needs to staff, particularly when in a heightened state. Strategies aimed towards alternative ways to communicate and safe ways to self regulate were the main focus for Child B's intervention.

CISS engaged in an additional supportive visit with Child B and the school ELSA support, within which an activity was done to assess Child B's self awareness of his emotions during his journey into school. Alongside this a TAF meeting was held to discuss the strategies in place and ensure that all adults supporting Child B were aligned in implementing the strategies.

In the final review, Child B had made progress with engaging in ELSA sessions and consistent strategies were in place to support him during times of dysregulation. Staff reported that Child B was still struggling with unwanted behaviours coming into school so further advice was provided on other organisations that might be beneficial to provide further support.

Child C - Complex needs pathway

Child C was referred into CISS through the complex needs pathway in December 2024. Child C had an Educational Health and Care Plan (EHCP) with outcomes and strategies agreed by previous professionals. Child C had a diagnosis of Autism Spectrum Disorder and was nonverbal. Staff had concerns regarding Child C's ability to access the mainstream classroom appropriately and safely regulate their

emotions. Staff noted there had been multiple incidents of unwanted behaviour which were at times escalating into violence against staff.

Child C was observed in their classroom routine and a consultation meeting with staff was held. In collaboration with the appropriate staff and information from Child C's EHCP, small steps were formed to focus on increasing positive engagement with the 1:1 staff member, as well as reducing dysregulation episodes during transition times.

Following the initial visit, Child C was assigned a 1:1 staff member and a reduced personalised timetable. As Child C used limited verbal communications, strategies were focused on utilising visuals to establish a routine and help build trust with the 1:1 staff member.

CISS engaged in an additional supportive visit with Child C to give advice on the strategies and model appropriate use. CISS also attended Child C's annual review alongside school SENDCO, parents and the educational psychologist., to discuss the effectiveness of strategies in place and provide further advice for going forward.

In the final review, Child C had made significant progress in both areas identified in the initial meeting. Due to Child C's high level of needs it was discussed that all strategies should be continued and passed onto his new classroom setting where possible.

Inclusion Hub Bid Proposal

Financial year: 2026-2027
Submitted: 25th September 2025
Proposal cost: £204,593
District: 11
District Lead: Joanne Hardwick
School: Hyndburn Park Primary School
Contact: head@hyndburnpark.lancs.sch.uk or 01254 233171

Our Aim

'Improving inclusion and reducing exclusion across the district'



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Proposal for Inclusion Hubs: District 11

Current surplus in 24/25: £195,106 (committed)

Reasons for surplus:

The reason for the surplus is due to earmarked funds which will be sent to schools to support their requests made on their referral documentation. Other funds will cover D11 support offer costs such as outreach support packages in order for to these continue up until April 2026.

Proposal for Surplus Spend to be spent by April 26:

Intervention	Costs	Impact/Savings to HNB
<u>Universal Offer</u> Aspire CPD support (Appendix 1)	£10,000	<ul style="list-style-type: none">• Targeted professional development for staff• Improving teaching and learning outcomes.• Supporting children with resilience,• Equip staff with teaching strategies for de-escalation and reduction in violence.• Networking and provide staff the opportunity to build relationships with colleagues across the district.• Reduces the need for further inclusion referral support.
<u>Universal Offer</u> Aspire training	£450	<ul style="list-style-type: none">• Additional training for staff.• Enhancing skills and capacity• Understanding of the offer for District 11.• Signpost to relevant professionals.• Improve daily classroom practices through training across the district.
<u>Universal Offer</u> Conference day (room hire and resilience speaker)	£2,800	<ul style="list-style-type: none">• Resilience speech from experienced Headteacher whose school has 2 specialist units within their mainstream setting.• Facilitates collaboration and knowledge sharing among schools.• Signpost to relevant funding, experienced colleagues across Lancashire to support.• To share good practice and to sign post to resources.
<u>Universal Offer</u> Jenna Parkington- Creating a whole school culture to support behaviour (Appendix 2)	£535	<ul style="list-style-type: none">• To create inclusive behaviour culture within schools• Explore strategies that promote consistency across all staff.• To devise behaviour curriculum taking into consideration the individual pupils within the school.

		<ul style="list-style-type: none"> • Improve exclusion rates through improving the school behaviour culture.
<p><u>Universal Offer</u> Action Jackson CPD for all hub schools (Appendix 3)</p>	£5,000	<ul style="list-style-type: none"> • Motivational CPD to boost staff resilience and pupil engagement • Access to high quality CPD to share back at school district wide.
<p><u>Early Intervention Support</u> Lynn McCann (autism training) (Appendix 4)</p>	£2,088	<ul style="list-style-type: none"> • Autism training for all schools in the hub, improving inclusion and support • To empower staff through CPD to implement strategies in their settings to support the needs of their pupils. • Practical and evidence based strategies that can be implemented in the classroom.
<p><u>Early Intervention Support</u> DBE SENCO briefings</p>	£720	<ul style="list-style-type: none"> • Updates and training for SENCOs. • To ensure compliance and best practice is followed. • To improve inclusion practices across all the district schools. • To promote the celebration of diversity and inclusivity in schools.
<p><u>Early Intervention Support</u> ADYSS specialist teacher support (Appendix 5)</p>	£3,000	<ul style="list-style-type: none"> • Specialist support for young children. • Provide strategies for staff • To help towards either supporting an EHCP application or through annual reviews. • Improved understanding of pupils needs resulting in improved support provided by schools.
<p><u>Pupil Intervention Support</u> Pupil referrals including GHIST as no access to PRU (Appendix 6) & (Appendix 7)</p>	£53,407 £117,106	<ul style="list-style-type: none"> • Supports timely assessment and intervention for pupils at risk of exclusion. • Schools tailor the support to the unique individual and bespoke the support to the current situation as well as any future changes (transition). • Support also includes accessing outreach GHIST/ASPIRE support as the East do not have PRU support in our area. • Referral acceptance enables headteachers and behaviour leads to support reducing suspensions and exclusions within their settings.

Proposal for 2026/27

Reasons for proposal:

Year on year we have listened to the feedback from the schools within our district, along with using the information from the referral forms to determine the next steps of action that provide the best package of support.

From the collection of information, we have recognised that not only is there a need to support individual children, but there is a need to provide training opportunities not only to upskill colleagues but to enhance their own resilience, given the challenges they face on a daily basis.

With the ever evolving changes in our own school communities, which include increasing numbers of transience, basic and SEND needs having not been met when the children start school and the general shift in society, parenting styles and the impact of social media are having a detrimental effect on children and staff.

We believe that without the support from the district 11 hub, the issues and problems that schools face would not decrease, and schools would not be as equipped with knowledge, research-based strategies and motivation to succeed to build their own effective school systems to support their pupils.

In the academic year of 24/25, in our pupil intervention support referrals, we supported 93 different children, who were at risk of either suspensions or exclusions. If everyone one of those children got excluded, it would cost the Local Authority £1,860,000. This shows how cost effective and efficient our district offer is at early identification, support and training for all.

Most recent feedback:

78% of replies stated yes to, by engaging with our offer, have you been able to prevent a suspension or an exclusion?

Really appreciative of the work the inclusion hub heads do. The funding we accessed last year had a huge impact on how were able to support individual children. Thankyou

D11 hub was a huge help last year in supporting with funding and also behaviour support. Also the courses as a new SENDCO to the area where extremely useful

The opportunities have been fantastic thank you for all the hard work that had gone into planning it all

Additional funding will allow us to:

- Expand and enhance early intervention programmes
- Provide ongoing professional development and wellbeing support for staff
- Strengthen outreach and specialist support services
- Continue to reduce exclusion rates and improve pupil outcomes

Aims of District 11 Hub:

- Sustain and further reduce permanent and fixed-term exclusions across the district.
- Increase the number of pupils successfully supported to remain in mainstream education.
- Enhance staff capacity and wellbeing through targeted CPD and support initiatives.
- Reduce referrals to specialist provision by providing effective early support within mainstream schools.

Key performance indicators to measure success:

The following indicators provide evidence of District 11's success:

1. Reduction in the number of fixed-term suspensions for pupils in District 11.
 - From Spring 25, District 11 had 183 pupils with a fixed-term suspension.

Fixed Term Exclusions

District	NoR as at Spring 2025 census ¹	Suspensions ²	
		Number	Rate
Burnley	8237	153	1.86
Chorley	9728	154	1.58
Fylde	4875	60	1.23
Hyndburn	7264	183	2.52
Lancaster	10336	164	1.59
Pendle	8725	103	1.18
Preston	13680	341	2.49
Ribble Valley	4834	53	1.10
Rossendale	6042	173	2.86
South Ribble	8280	177	2.14
West Lancashire	8953	135	1.51
Wyre	7391	171	2.31
Grand Total	98345	1867	1.90

Distribution of 'Reason'

Reason	Count of Reason
Physical assault against a pupil	126
Physical assault against an adult	54
Persistent disruptive behaviour	36
Verbal abuse against an adult	23
Verbal abuse against a pupil	20
Damage	4
Use or threat of an offensive weapon or prohibited item	3
Racist Abuse	3
Bullying	1
Grand Total	270

Permanent Exclusions

2. Reduction in the number of permanent exclusions for pupils in District 11.
 - From 01/09/24-01/04/2025 District 11 had 7 permanent exclusions.

District	Primary	
	01/09/23-01/04/2024	01/09/24-01/04/2025
Hyndburn & Ribble Valley	6	7
Burnley	2	5
Pendle	3	7
Rossendale	0	7
East	11	26
Lancaster	8	12
Wyre	3	3
Fylde	1	0
North	12	15
Preston	11	9
South Ribble	6	3
West Lancashire	5	4
Chorley	1	1
South	23	17
Totals	46	58

3. Staff feedback on the quality and impact of wellbeing initiatives which has empowered leaders to confidently support their staff through regular pre recorded well being sessions. The practical steps involved in the CPD are aimed at enabling staff members to increase their resilience and confidence to use strategies to support children with various needs. These strategies have been shared at other CPD provided by the district.
4. Maintain the high percentage of schools across District 11 engaging with support from the Inclusion Hub between April 26 and March 27.
 - Currently (45 schools out of 57) = 79%
 - An additional 6 schools will be joining the district when academies become involved
5. Formal surveys 24/25 and ongoing informal feedback from partner schools has been extremely positive with many schools stating that they believe their exclusion rate would be much higher had they not received District 11 support. We ensure that the offer has evolved based on school feedback to meet the ever-changing need within our district.
6. School feedback to district 11 demonstrates that through the referral process, staff have received training whilst observing external agencies work with pupils within their setting, thus increasing each school's capacity to meet need without requiring further support.

Proposal for Inclusion Hub spend to be spent by April 26/27:

Intervention	Costs	Impact/Savings to HNB
<p><u>Universal Offer</u> Aspire CPD support</p>	£10,000	<ul style="list-style-type: none"> • Targeted professional development for staff • Improving teaching and learning outcomes. • Supporting children with resilience, • Equip staff with teaching strategies for de-escalation and reduction in violence. • Networking and provide staff the opportunity to build relationships with colleagues across the district. • Reduces the need for further inclusion referral support.
<p><u>Universal Offer</u> Aspire training</p>	£450	<ul style="list-style-type: none"> • Additional training for staff. • Enhancing skills and capacity • Understanding of the offer for District 11. • Signpost to relevant professionals. • Improve daily classroom practices through training across the district.
<p><u>Universal Offer</u> Conference day (room hire and resilience speaker)</p>	£2,800	<ul style="list-style-type: none"> • Resilience speech from experienced Headteacher whose school has 2 specialist units within their mainstream setting. • Facilitates collaboration and knowledge sharing among schools. • Signpost to relevant funding, experienced colleagues across Lancashire to support. • To share good practice and to sign post to resources.
<p><u>Universal Offer</u> Jenna Parkington- Creating a whole school culture to support behaviour</p>	£535	<ul style="list-style-type: none"> • To create inclusive behaviour culture within schools • Explore strategies that promote consistency across all staff. • To devise behaviour curriculum taking into consideration the individual pupils within the school. • Improve exclusion rates through improving the school behaviour culture.
<p><u>Universal Offer</u> Action Jackson CPD for all hub schools</p>	£5,000	<ul style="list-style-type: none"> • Motivational CPD to boost staff resilience and pupil engagement • Access to high quality CPD to share back at school district wide.
<p><u>Early Intervention Support</u></p>	£2,088	<ul style="list-style-type: none"> • Autism training for all schools in the hub, improving inclusion and support

Lynn McCann (autism training)		<ul style="list-style-type: none"> To empower staff through CPD to implement strategies in their settings to support the needs of their pupils. Practical and evidence based strategies that can be implemented in the classroom.
<u>Early Intervention Support</u> DBE SENCO briefings	£720	<ul style="list-style-type: none"> Updates and training for SENCOs. To ensure compliance and best practice is followed. To improve inclusion practices across all the district schools. To promote the celebration of diversity and inclusivity in schools.
<u>Early Intervention Support</u> ADYSS specialist teacher support	£3,000	<ul style="list-style-type: none"> Specialist support for young children. Provide strategies for staff To help towards either supporting an EHCP application or through annual reviews. Improved understanding of pupils needs resulting in improved support provided by schools.
<u>Pupil Intervention Support</u> Pupil referrals including GHIST as no access to PRU	£180,000 £30,000 per half term allocated to support 'children in crisis'.	<ul style="list-style-type: none"> Supports timely assessment and intervention for pupils at risk of exclusion. Schools tailor the support to the unique individual and bespoke the support to the current situation as well as any future changes (transition). Support also includes accessing outreach GHIST/ASPIRE support as the East do not have PRU support in our area. Referral acceptance enables headteachers and behaviour leads to support reducing suspensions and exclusions within their settings.

District 11 Appendices



Improving inclusion and reducing exclusion across
the district

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Services



Our Outreach Support team, comprised of knowledgeable specialists, provide bespoke, expert, and impactful Outreach Support to schools, Academies, MATs, EYFS settings, and Local Authorities.



Aspire provides tailor-made training sessions to suit school's specific needs in supporting children with SEND and SEMH in a classroom environment and more advanced behaviour management, child development, neurodevelopmental and trauma informed training.



Our Aspire EP Service prides itself on the quality and speed of work. Our EP's have held senior positions among Local Authorities across the North West and provide the highest quality of service.



Aspire Training & Development

Aspire provides tailor-made training sessions to suit school's specific needs, whether that be learning about the basics of supporting children with SEND and SEMH in a classroom environment or more advanced behaviour management training. We have both face to face and Whole School Online Training Packages to meet your schools needs, which are all CPD Accredited. Our training programmes include:

- Safer Schools – de-escalation and positive handling training
- Complex Trauma & Informed Practice
- Emotion Coaching
- PACE Approach
- Lunchtime Supervisors
- Supporting Mental Health in the Classroom
- Attachment & ACE's
- Supporting neurodivergent needs, such as ADHD and Autism

<https://www.aspirebm.co.uk/training>

<https://www.aspirebm.co.uk/online-training>



Jenna Parkington- Lancashire Behaviour Consultant

Creating a Whole-School Culture to Support Behaviour

- Jenna Parkington, Primary Behaviour Consultant, LPDS



This session explores how schools can develop a consistent, relational approach to behaviour that supports every child to feel safe, included and ready to learn. We will look at practical strategies for creating a positive school culture, where expectations are clear, staff are confident, and relationships are at the heart of behaviour practice.

Attendees will:

- consider what an inclusive behaviour culture looks like in practice;
- explore strategies that promote consistency across staff and settings;
- reflect on the role of relationships in preventing and responding to behaviour; and
- take away practical tools to strengthen whole-school approaches.

This session is suitable for leaders and staff who want to embed a shared vision of behaviour across their school community.

Booking form: <https://forms.office.com/e/kYewdAdSSr>



Action Jackson- UK Ambassador for Happiness. Inspiring Transformation & Delivering Results

Described by Simon Cowell as “an unstoppable force for happiness.”

Action Jackson is one of the UK’s most sought-after corporate speakers. Known for his dynamic energy, humour, and ability to leave a lasting impact, he has over 25 years of experience and has delivered more than 1,500 talks to CEOs, entrepreneurs, and leaders worldwide.

Organisations looking to inspire change and achieve extraordinary results turn to Action Jackson as a trusted name.

Jackson has worked with some of the world’s leading organisations, including Google, Amazon, McDonald’s, LinkedIn, Boeing, AstraZeneca, NHS, Veolia, Johnson & Johnson, GE Aerospace, and ITV. His sessions ignite motivation, build resilience, and provide actionable insights for thriving in today’s fast-paced environment. Action Jackson isn’t just a speaker—he’s an experience.



Action Jackson- Empowering happiness

Staff Empowerment Digital Programme


Action Jackson will be providing a monthly digital resources which will be emailed to the Headteacher each term to be used as wished e.g. staff meeting, training, via email.


The purpose is to inspire, motivate and engage school staff to reflect on wellbeing and vision.



Lynn McCann

**Reachout ASC courses for D11 Hub
2025-26**

6th November 2025 10am - 1pm	Introduction to Attention Autism <ul style="list-style-type: none"> Which children can benefit from Attention Autism. The four stages and how to deliver them. 	<p>Click here to book on one or more of the courses</p> 
22nd January 2026 1pm - 3pm	Using TEACCH principles in mainstream classrooms <ul style="list-style-type: none"> The five principles of TEACCH and adapting them for SEND children in mainstream classes 	
10th June 2026 1.30 - 3.30pm	Autism and Girls <ul style="list-style-type: none"> Why girls may present differently and may be missed. What to look for. Masking, meltdowns and support girls may need. 	

 Visit our website for resources, information and contact form if you wish to discuss one of our specialist teachers visiting your school. www.reachoutasc.com

Lynn McCann x 3 courses

1. TEACCH course:

- key structure and elements of TEACCH and how they can be implemented flexibly in the mainstream classroom.
- Understanding how to develop flexible and generalized learning within that structure.
- How to introduce interest driven and meaningful learning activities.
- Chance to look at different practical workbook activities that you can make for your pupils.

2. Attention Autism: (yes it can be done in 3 hours and is very practical).

Attention Autism is a teaching approach designed to help children, especially those with autism, develop attention and communication skills in a fun and engaging way. Created by speech and language therapist Gina Davies, the method focuses on captivating the child's attention through visually stimulating activities, often in a group setting. The program has four stages:

1. **Focusing attention**: The adult leads an activity that grabs everyone's attention.
2. **Sustaining attention**: The child watches as the adult continues with a slightly more complex activity.
3. **Shifting attention**: The child is encouraged to participate in a turn-taking activity.
4. **Individual engagement**: The child is given the chance to complete a task independently.

By making learning enjoyable and sensory-rich, it helps children improve their ability to focus, communicate, and interact with others.

3. Autism and Girls

For too many years autism has been missed, misdiagnosed and misunderstood in girls. Typically they 'mask', so it is more difficult to recognise how they are struggling until they can't any longer. Once the mask starts to slip, they are more at risk of mental ill health, anxiety and burnout. However, with early identification and support, autistic girls can thrive. This course will help you identify the clues, help a girl understand herself and play to her strengths. We will cover how to write reports for diagnostic evidence and what sort of support to give them in class.

SEN Consultancy, SENCo Support, Specialist Teachers across Cognition & Learning, SEMH, ASC, SLCN, ADHD, ASD, Down Syndrome, Epilepsy. Play Therapist, TISUK Trauma Informed Specialists

We're not just consultants and specialist teachers, we're experienced SENDCOs working in schools. That means we understand the realities of today's educational landscape and the challenges faced by staff, students, and families.

- We bring practical, hands-on expertise to every setting we support
- Our advice is grounded in current practice, not just theory
- We're passionate about making a genuine difference in the lives of children and young people
- Trusted by schools across the Lancashire, North Yorkshire, Cumbria and Greater Manchester for our impactful, collaborative approach
- OFSTED-qualified diagnostic assessors
- JAG-compliant assessments for exam access arrangements



ADYS Specialist Ltd

SEN Consultancy, SENCo Support and Specialist SEND Teachers

www.adyss.org

Golden Hill inclusion support team



Ghist became an entirely Traded service from 1st April 2019

- Early Intervention – THE SOONER THE BETTER
- support and advice for schools, children, staff and parents.
- Bespoke support for whole class and groups and individual children
- Individual Teacher support and supervision
- Bespoke training
- Senco support

How to use your hours

- *Staff support observation in setting, recommendations shared, and support given to implement strategies alongside Modelling and interventions from ghist.*
- *Support outside the classroom unstructured times of the day, Observing interactions and behaviours of the child/group*
- *Support for lunchtime staff social interactions, zone suggestions, activity ideas.*
- *Training GHIST staff to deliver training to all staff in school.*



Transitions

- **Transition support** *nursery to reception, y6 to y7, or between classes/schools*
- **Senco support** advice from a qualified senco around schools' specific needs (ehcp applications, sen paperwork, focused sen targets).



GHIST Training

All training is bespoke, interactive and practical as much as possible

Examples of recent training given by ghist:

- Challenging Behaviour and the Autistic Child
- Supporting sensory needs within the school environment
- Supporting Challenging Behaviour in the Classroom
- De-escalation strategies
- The impact of emotional baggage

Training is delivered during staff meeting, twilight, or half/full day inset.

We also have focused full day training throughout the year.

Knowledge
is
power!



WAGOLL- Funding request form

D11InclusionHub@springhill.lancs.sch.uk



District 11 Inclusion Hub
Enhanced Support Request
2025-2026

Please return the completed form to: d11inclusionhub@springhill.lancs.sch.uk

Name of School:		Headteacher Name:	
Pupil Name:		Date of Birth:	Year Group:
Date Arrived at School:		Levels of Attendance:	
Has an EHCP application been submitted?		Number of referrals to District 11 for this child	
Date of submission			

WAGOLL- Funding request form

School context	Chronology of action / support
<i>Brief description of the school, number on roll, class make up, what support training have you done/had previously, including from D11 Hub?</i>	

Request for Support

Requested support	Intended impact

If this is not the first request for this child, please explain why you are re-submitting a request.

‘Investing Early to Save Later’ *A Holistic Approach*

District 12 Inclusion Hub **Working in Partnership**

**The Education Endowment Foundation ‘Putting Evidence to Work:
A Guide to Implementation’ (2019)**

‘The most effective professional and organisational development is sustained, evidence-informed, and includes coaching and feedback cycles rather than relying on one-off training. It further stresses that successful organisational change within schools requires a staged process; exploring and diagnosing need, preparing carefully, delivering with on-going support (including coaching) will sustain the change over time., This staged model makes clear that coaching is not an optional add-on but a core driver of embedding new practices and ensuring that improvements translated into everyday teaching. In addition, this evidence shows that early intervention, embedded in whole-school culture and supported through coaching, is the most effective way to reduce the need for suspension and exclusion.’

Inclusion Hub Feedback and Impact - Evidence from current provision shows that Acorn's interventions reduce suspensions, exclusions and the need for EHCPs whilst at the same time embedding best inclusive practice as detailed below:

"We were originally planning to apply for 4 EHCPs for children who received Inclusion Hub support. Due to the support provided, and ongoing use of resources by teachers, we will now only be applying for one this term. The children who have received support have had no further suspensions."

"The Inclusion Hub team have been an invaluable resource to our setting and have been a great support to our staff. Di Sheron's reports have been exceptional. They are clear for teachers to read and interpret and lots of resources are provided to support implementation. The children greatly benefited from follow-up sessions from Bernie, the HLTA and looked forward to every week. It also allowed teachers to ask for weekly advice and tweak any current practice. We sincerely hope that the Inclusion Hub will be able to continue their exceptional work in our school."

"The reintegration of the pupil into full-time education has been a resounding success. The tailored support provided to both the pupil and staff proved invaluable, fostering a nurturing and inclusive environment. As a result, the pupil has shown significant improvements in their well-being, confidence, and engagement with learning. It has been such a positive impact that it has eliminated the need for an Education, Health and Care Plan (EHCP) assessment, thus highlighting the effectiveness of the collaborative approach and early intervention strategies"

"The speed of the support coming into school was fantastic. The team were in contact in a matter of days and then a date confirmed. The observations were undertaken in a timely manner and then the action plan sent through to the team very quickly with useful information and all the documents which were needed. The follow up support has been really helpful and supportive. Di and Bernie have been incredibly hands on with staff, demonstrating techniques and offering support. They have modelled ways of working to staff and then supported our staff in ensuring these rules are followed. They delivered a really good training session for staff on Tourette's which has improved our support staff knowledge in school. The support has been really helpful and allowed our pupils to regulate their behaviour more consistently"

"The support we have received from the Inclusion Hub has been invaluable in upskilling our staff in supporting pupils. We now have a wide range of resources available to support more children and meet their needs. Their support is timely and thorough and takes into account the individual needs and diversity of the children."

D12 in FY25/26

The Inclusion Hub was granted £180,000 in January 2025 to be spent by April 2026. We are not anticipating any underspend of this funding.

The table below shows what we are delivering in D12 this FY.

Intervention	Cost	Impact
<p>Individual pupil support. Specialist teacher assessment and recommendations, followed by weekly HLTA-led implementation. Progress reviews carried out half-termly or as required</p>	<p>Staffing £151,000</p> <p>4 x Specialist Teachers 1 x HLTA</p> <p>Reception Transition Package</p>	<p>48 pupils (24 supported within 2 terms) at risk of permanent exclusion remain in school and engaged in learning.</p> <p>Sustained inclusion prevents escalation to costly AP placements</p> <p>Potential saving to HNB if 100% of these pupils require AP @ £300 per term £144,000 Potential saving to HNB if 60% of these pupils require AP £87,000 Potential saving to HNB if 20% of these pupils require AP £27,000 Potential saving to HNB if 10% of these pupils require AP £13,500</p>
<p>Whole class support from specialist SEMH teacher.</p>	<p>£12,600</p> <p>ELKLAN training for 20 staff £6,750</p> <p>Conference £7,000</p>	<p>When whole class is referred there are usually 3 or more pupils at risk of exclusion, which impacts learning of the rest of class.</p> <p>Impact:</p> <ul style="list-style-type: none"> • reduced suspensions/exclusions • Increased engagement and progress across the class. • Improved attendance through greater pupil wellbeing <p>Potential saving to HNB: Reduced need for AP placements and long-term interventions</p>
<p>EYFS Nursery to Reception transition Package: Annual cycle of support On-line drop-in to identify need. 2X Specialist teacher visits & report. 4 staff training sessions.</p>	<p>Resources £2,650</p>	<p>30 Nursery pupils in 9 schools supported in transition.</p> <p>Impact:</p> <ul style="list-style-type: none"> • No Reception suspensions or exclusions to date. • Potential saving to HNB if 100% of these pupils require 1 term AP @£3K: £90,000 • Potential saving to HNB if 60% of these pupils require AP: £54000 • Potential saving to HNB if 10% of these pupils require AP £9000

<p>Half termly behaviour surgeries. On-line support for schools to discuss individual pupils or whole school behaviour strategies.</p>		<p>Reduction in schools requiring EHCP's. Supervision for school staff, particularly TAs</p>
<p>Whole school/Cluster Staff Training: Face to face professional development in supporting SEMH needs.</p>		<ul style="list-style-type: none"> • Early identification of needs in-house. • Reduction in schools requiring EHCPs. • Reduced exclusions through consistent, informed practice. • To date: Training delivered to 89 D12 staff – 96% found it extremely useful, 100% feel more confident in supporting pupils in crisis.
<p>EYFS Nursery to Reception transition Package: Annual cycle of support On-line drop-in to identify need. 2X Specialist teacher visits & report. 4 staff training sessions.</p>		<p>30 Nursery pupils in 9 schools supported in transition. Impact:</p> <ul style="list-style-type: none"> • No Reception suspensions or exclusions to date. • Potential saving to HNB if 100% of these pupils require 1 term AP @£3K: £90,000 • Potential saving to HNB if 60% of these pupils require AP: £54000 • Potential saving to HNB if 10% of these pupils require AP £9000
<p>ECT staff training: 6X2 hour sessions over the year to build knowledge and confidence in supporting pupils with SEMH and behaviour needs.</p>		<ul style="list-style-type: none"> • Improved classroom management skills for new teachers • Reduction in exclusions linked to inexperienced staff struggling with behaviour/ • Sustainable development of the future workforce & reduction in current staff recruitment challenges
<p>TA training 6X2hr sessions over the year.</p>		<ul style="list-style-type: none"> • TAs equipped to provide consistent and effective pupil support. • Reduced need for escalated interventions. • Increased classroom stability and improved learning outcomes.
<p>EYFS Behaviour Conference Focused training conference for EYFS staff on behaviour and SEMH support.</p>		<p>Upskill EYFS staff to support reduction in suspensions and exclusions in Reception & KS1 through early intervention</p>

Holistic/Systemic Approach

This bid offers a unique opportunity to build upon the successful work undertaken to date, to cascade best inclusive practice and to ensure that every child in the Burnley District is included and supported to thrive from early years into adulthood and achieve the best possible outcomes.

Training, modelling and coaching are at the heart of this delivery model. This way of working is evidenced as crucial for sustained and impactful organisational change by The Education Endowment Foundation (EEF). The EEF, which also serves as the government's 'What Works Centre for Education', provides independent, evidence-based guidance on teaching and school improvement. The EEF Effective Professional Development Report (2021) identifies key mechanisms for changing practice – goal setting, feedback, rehearsal and action planning – all of which are embedded in a coaching model. The report highlights that the most effective professional and organisational development is sustained, evidence-informed, and includes coaching and feedback cycles rather than relying on one-off training. The EEF's Implementation Guide (2019) further stresses that successful organisational change within schools requires a staged process; exploring and diagnosing need, preparing carefully, delivering with on-going support (including coaching) and sustaining the change over time., This staged model makes clear that coaching is not an optional add-on but a core driver of embedding new practices and ensuring that improvements translated into everyday teaching.

This bid has four interdependent themes designed to support the overall aim of promoting inclusive practice within schools and reducing suspensions and permanent exclusions: early engagement; working systemically; strategies and resources and connection and relationships.

Connection and Relationships - Connection and relationships are vital in making a difference in young people's and adult's lives. Modelling **strong and positive connection and relationships** is inherent within all activities delivered through this Inclusion Hub. By working with, by building strong relationships, by learning from each other we will make a difference to the life outcomes of young people from the early years into adulthood.

Early Engagement - A key part of this bid is to **engage** with all 38 schools within the first half term ie Summer 2026 at a much earlier stage, to support the staff to develop the skills needed to identify needs as early as possible and to have the skills, knowledge and confidence to deliver strategies and interventions to meet the varying needs of different children and groups of children.

Working Systemically Using a Coaching Model - The entire ethos of the Inclusion Hub is about working **systemically** within schools and with individuals to embed inclusive practice, to model and deliver interventions, to coach staff and to provide high quality training and support to individuals and whole staff teams.

Strategies and Resources - This holistic approach is transformative in changing culture, in ensuring that inclusive practice is sustainable and truly embedded within the culture of the school and that staff have a toolbox of **strategies** they can use and feel confident in using.

FY26/27 Inclusion Hub

The aim of this Inclusion Hub is to ensure that every child in Burnley is included and supported with high quality holistic support and intervention from early years through their school life to enable them to thrive and achieve the best outcomes they possibly can. This will be achieved by:

Inclusion Hub Offer

- Named link Specialist Teacher undertakes initial one-to-one meeting with Headteacher and SENCo to identify school specific needs and school objectives. This would include identifying vulnerable children most at risk of suspension and permanent exclusion and early intervention needs.
- Specific targeting of academy schools with the Inclusion Hub offer. This targeting will include case studies of staff and pupils in academies who have been supported and avoided suspension/permanent exclusion outside of the IH funding offer.
- This initial meeting would result in a tailored holistic Action Plan for the school. This is unique to each school including a caseload of children to be supported, a training and coaching model and any resources required. This would be used as the blueprint for supporting school staff to implement strategies on a day-to-day basis.
- Support from Specialist Teacher – 6 sessions/3 days to be used as school requires. Acorn employs a large staff team with a range of different skills, knowledge and experience. Specialist teachers would work hand in hand with school staff and may undertake observations, assessments (including questionnaires such as the Children’s Communication Checklist, Sensory Profile, Boxall Profile etc).
- Support from HLTA - 20 sessions/10 days to be used as required. Each school would have a dedicated HLTA who would work with staff and provide hands-on training in the school, model the interventions and coach and support staff to do this themselves. This has proved invaluable in ensuring long-term sustainable change within school practice.
- Immediate support if a child is in crisis. This will be undertaken **even if the school has had all their sessions and/or this is not part of their Action Plan**. We understand how quickly situations can escalate and how quick intervention can be used to avoid suspension/permanent exclusion.
- Termly meetings with the Headteacher and/or SENCo to discuss progress and tweak the Action Plan if necessary. A key part of this meeting will be to evaluate and revisit the baseline data collected at the initial meeting.
- Half-termly SENCo Cluster meeting to share best practice and discuss caseloads.
- Access to an online training hub and termly newsletter – All schools will be offered access to the Acorn online training hub which provides a wide range of resources which can be used by school staff.
- Conference – an annual conference will be held to share best practice and evaluate progress across the District.

Delivery Model

Intervention	Cost	Impact
<p>Preparation of materials to support the Inclusion Hub work. Contact made with the 38 schools to discuss support from the IH and book initial meetings.</p>	<p>TOTAL COST £103,320 plus</p> <p>£6,900 Admin cost</p>	<p>38 x schools aware of the Inclusion Hub offer. 38 x schools aware of the Inclusion Hub offer in time for the Reception 26 intake and early intervention support. 38 x schools have access to the training hub and IH resources.</p>
<p>Termly one to one meeting with Headteacher and SENCo to identify school specific needs, develop Action Plan and review.</p>	<p>Staffing £89,200</p> <p>This includes Specialist Teachers and 1 x FTE HLTA</p> <p>Termly meeting x 3 Specialist teacher/EP support x 6 sessions</p>	<p>Strong relationships built with each school with their needs and the needs of the most vulnerable children at the heart of this. Baseline data collected on number of vulnerable children at risk of permanent exclusion. Baseline data collected on number of vulnerable children at risk of suspension. Identification of children in EYFS and KS1 who are not at crisis point but who require early intervention to avoid this.</p> <p>19 x tailored holistic Action Plans designed to target those vulnerable pupils and reduce suspensions/exclusions through the development of inclusive practice throughout school.</p>
<p>Delivery of the agreed Action Plan.</p>	<p>HLTA support x 20 sessions</p> <p>Half-termly District SENCo meetings</p>	<p>Action focused on those children in crisis and most at risk of suspension and/or permanent exclusion. Inclusive practice encouraged and supported to build the skills, knowledge and confidence of school staff to identify needs and to develop and implement strategies to meet needs.</p>
<p>Reports and termly meetings with LCC</p>	<p>Resources - £9,120 Including the training hub.</p> <p>Administrative Support - £6,931. This is estimated to take day/week ie 0.2FTE We have used LCC Payscales Grade 5.</p>	<p>Quantitative district baseline date to LCC re number of children at risk of suspension or permanent exclusion. Qualitative data re inclusive practice interventions delivered and impact; LCC able to share best practice across the LA.</p>

Annual District Conference to share best practice and celebrate successes.	£5,000	Training for up to 100 staff on identifying need and inclusive practice. A summative evaluation report written capturing quantitative and qualitative which could be used for future planning.
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OVERALL IMPACT

- 38 schools offered the services of the IH and invited to engage in a meeting to identify initial needs.
- Quantitative and qualitative District level data provided at the start of the project and reviewed termly with individual schools and LCC.
- 38 schools offered bespoke Action Plans designed to reduce suspensions and permanent exclusions.
- 57 meetings held with Headteachers/SENCoS to action plan, monitor and review.
- 114 Specialist Teacher sessions delivered.
- 380 HLTA sessions delivered to train, model, and coach staff.
- 6 SENCo cluster meetings held.
- Half-termly Inclusion Hub Newsletter sent to every school in the District outlining the support available and sharing best practice.
- Easy referral systems including online forms.
- D12 Online Portal which schools can access for training, resources and support.
- Half-termly webinars on hot topics and to share best practice.
- Named point of contact for every school.
- Annual conference to share best practice and celebrate success.
- Permanent exclusions reduced **by a minimum of 5** across the District thus saving LCC @ £280,000 if placed in an independent setting.

The Action Plan

Action Plans are tailored to each school. Experience shows that very often schools only ask for support when crisis point is reached. Identifying needs early *is crucial* to preventing suspensions and exclusions enabling timely support before difficulties escalate. What may present as low level behavioural issues can be mistaken for unmet needs which, if not addressed, can very quickly progress to crisis point. We understand how heart-wrenching suspensions and permanent exclusions are for headteachers and all staff involved and the ripple effect across school. The entire aim of this proposal is to work with schools to avoid this wherever possible. Action Plans will encompass both reaction and proactive planning:

Reacting to Immediate Need (Reactive Action Planning)

- Identifying the children at risk of suspension and/or permanent exclusions.
- Targeted action plans developed for individual children.
- Working directly with the child to understand their needs.
- Modelling interventions directly with the child to the staff/team.
- Training, mentoring and coaching staff.
- Working with parents to encourage inclusive practice and language at home and become part of the solution.

Early Intervention (Proactive Action Planning)

- Identifying the children who need early intervention support.
- Assessment of need leading to a greater understanding of barriers to learning.
- Targeted action plan for individual children including close monitoring of behaviour patterns.
- Embedding inclusive practice through robust systems and processes to ensure concerns are flagged consistently across all staff teams, training to support staff to identify needs and modelling by direct work in classrooms, small groups and individual children.
- Programme of mentoring and coaching for staff to build individual skills, knowledge and confidence.
- Access to online training hub with follow up visits to model/coach and embed training knowledge.

Action Plans may include but are not limited to:

- Working with the school to design and implement Behaviour Policies emphasising restorative practice. This would include support to write relational policies and/or regulation plans for individual children.
- Specialist teachers undertaking observations, assessments (including questionnaires such as the Children's Communication Checklist, Sensory Profile, Boxall profile).
- HLTAs follow up to support teachers to embed support plans.
- Support for teaching staff to plan and deliver lessons which are accessible to all. This could include alternative curriculums such as 'Equals' for children with complex needs.
- Whole school training to encourage and embed inclusive practice.
- Working directly with children in school and modelling support to school staff so that they can see the training/action plan advice being delivered and can practice this with immediate support/clarification.
- Coaching and mentoring of individual staff and teams to build skills, knowledge and experience.
- Delivery of the Thrive programme within schools – to whole school staff, classes or groups of children.
- Establishing peer mentoring or buddying systems – encouraging older pupils to support younger children (ie year 6 and EYFS).
- Specialist teacher input to meet specific needs – observations, assessments and reports.
- Parent/carer workshops to support parents to support their child.
- Tailored resources to meet the needs of individual children and staff.
- Access to play therapy and therapeutic support.
- Access to a training hub compiled by Educational Psychologists and Specialist Teachers to support the Action Plan.

Staffing

Through consultation with the schools in the District our preferred supplier is Acorn. As individuals and as schools we have worked in partnership with Acorn for many years. They have the knowledge, experience, skills and understanding of each school phase and work holistically with us to understand and meet the needs of children in a holistic way.

Acorn are completely child focussed and work hand in hand with headteachers/SENCOs and staff to deliver and embed inclusive practice within Schools using training, modelling and coaching to do this. Acorn has proven expertise achieved over many years of holistic and systemic practice. Headteachers and SENCOs know they can trust Acorn. Their way of working models the four themes of this bid and as an organisation they bring the strategies and resources needed to embed sustainable and impactful change within schools.

Acorn is built on the belief that every child and young person can thrive when given the right support, intervention and learning opportunities. Our educational psychology support focuses on understanding each pupil's individual strengths and needs, allowing us to provide tailored advice, training and interventions that lead to meaningful, lasting outcomes.

Acorn staff have extensive experience of working in schools from the practitioners who support staff and children in school to the office staff in the base. They understand the challenges of schools, the context in which schools operate and the day-to-day operational pressures this brings to headteachers, SENCOs and staff. They act as a sounding board/critical friend to headteachers and SENCOs and this has proved invaluable to school leaders.

The Acorn Team comprises 13 x Psychologists, 9 x Specialist Teachers, 2 x dedicated HLTAs and an office team.

The Burnley Inclusion Voice

This is a group of Headteachers and a Lancashire School Advisor who work together to oversee the implementation, delivery and evaluation of the Inclusion Hub. This group ensures robust implementation and sustained impact. They provide strategic direction, monitor progress and share effective practice across schools, and ensure alignment with local priorities around inclusion, SEND, and exclusion reduction. This structure ensures manageable, meaningful collaboration without placing additional burden on schools.

Evaluation - undertaken at school and District level. Both quantitative and qualitative data will be collected.

School Level - This will be undertaken through termly meetings between the Headteacher/SENCO and Specialist Teacher reviewing progress against the Action Plan.

District Level - Evaluation will be undertaken by Burnley Inclusion Voice working with Acorn and will include:

District level suspension and exclusion data.

School engagement – number of schools and pupils.

Inclusion Hub Bid Proposal

Financial Year 2026-2027

Proposed cost £142,379

District :13

District Lead: Dawn Liversidge

School: Earby Springfield Primary

Contact: Head@earby.lancs.sch.uk 01282 843598

Working together to keep every child included, engaged and thriving.

Submitted 26th September 2025

Current surplus in 24/25:

Reasons for surplus:£156,500

Directly employed staff changes resulting in significant savings on budgeted plans.

Some balance carried forward from Covid that was being used as a contingency in case funding for Inclusion Hub ended and we had to continue to pay salaries/redundancies.

Proposal for Surplus Spend to be spent by April 2026

Intervention	Costs	Impact
Transition work Set up visits to nursery settings who feel they have children who will need additional support moving into school Direct support for these children in classrooms during first terms in mainstream schools	60 days TA time £145 x 60 Total £8700	Enables child to confidently access classroom activities promoting inclusion Ensure continuity of strategies and expectations Participation in learning opportunities and positive engagement with peers
Training Each school offered a tailored package to meet individual requirements	24 schools £900 each Total £21,600	All staff in district 13 have access to training specific to their school. Staff have increased confidence in adapting practice to reflect individual children and class needs Positive response to behavioural and emotional needs Confidence in implementing targeted interventions Improved consistency across staff team Improved inclusion within the establishment
Trial pilot internal specialist group provision – four groups in three different schools	Per trial group Funding for new resources £2000 Funding for staff to backfill schools own staff (55 days x 145 cost) =£7975 Funding for training and Hub input to support set up £1000 Total£43,900	Children receive a safe structured space with tailored support Reduced disruption in class creates a calmer learning environment for all Children facing suspension/exclusion/ alternative provision remain within mainstream setting 16 children if all excluded cost of (20,000 each) £320,000
IT equipment/mobiles	Total £3000	To ensure good connectivity and quick response with written responses

Proposal for Inclusion Hub spend to be spent by April 26/27:

Reasons for proposal:

To offer support to schools in a timely and bespoke way by offering support, training and advice so schools and school staff can implement interventions and modify practice for children at risk of exclusion from mainstream school. This specialist support and advice provided quickly and collaboratively fulfils a need for schools, supporting staff, the pupil and their peers and is not provided by other service locally. (No PRU provision in District 13 – LCC saving of provision cost)

Aims:

- Promote inclusion, share good practice and work collaboratively enabling pupils to thrive within their settings.
- Early identification and preventative support to reduce the risk of suspension, exclusion and high cost intervention.
- Proactive approach to prevent children reaching the point of needing specific high-cost interventions and alternative provisions
- Provide structured and specific interventions to address identified needs.
- Multi-professional intensive support to enable children to remain within a mainstream setting.
- Ensure that pupils' needs are better met by a timely, local offer.
- Provide high quality training and guidance for staff in schools.

Intervention	Costs	Impact / Savings to HNB
<p>Training packages</p> <ul style="list-style-type: none"> • De-escalation • Positive Handling • Dysregulation – preventing a crisis • Understanding and supporting children with ADHD/ASC • How to Talk to Boys • Sensory circuits • Zones of Regulation • Emotion Coaching • Dyslexia Awareness 	<p>Providers</p> <ul style="list-style-type: none"> • De-escalation (Essere)- £2400 • Positive Handling (safer handling)- £3680 • Understanding and supporting children with ADHD/ASC - £1104 • How to Talk to Boys (Michael Conray)- £1600 • Dysregulation – preventing a crisis - £552 • Dyslexia Awareness - £1104 • Sensory circuits (internal) - £0 • Zones of Regulation (internal) - £0 • Emotion Coaching (internal) - £0 <p>Venue & catering £2000</p> <p>Total £12,440</p>	<p>Specific training to promote inclusion in schools</p> <p>Staff trained in a local venue so a wider spectrum of staff can access the training</p> <p>Free to schools so budget constraints do not prevent access</p> <p>Evidence based, practical, real world strategies for the classroom.</p> <p>Improved staff confidence.</p> <p>Solution focused staff contribute to supportive classrooms, where all pupils, including those with additional needs, feel valued and able to thrive.</p> <p>Access to high quality resources which are embedded in daily classroom practices.</p> <p>Improved staff resilience so better continuity</p>

<p>Direct timely response by Hub staff</p> <ul style="list-style-type: none"> • Supportive initial conversation • Observation reports • Classroom visits to identify strengths and challenges • Practical strategies – tailored recommendations for teacher specific to each circumstance • Weekly Contact supporting implementation of strategies consistently <p>Teaching Assistant mentoring To support those working directly with target children. Practical guidance for working with children, consistent approaches, exploration of ongoing challenges</p> <p>Short term TA support for schools</p> <ul style="list-style-type: none"> • Modelled support with targeted child • Back fill of school staff to allow time for relationships to be built • work/programmes to be completed with targeted children <p>Individual therapeutic programmes</p> <ul style="list-style-type: none"> • Emotional regulation • Resilience building • Social skills • Lego • Drawing and talking • Emotional and behavioural support <p>Transition work Set up visits to nursery settings who feel they have children who will need additional support moving into school</p>	<p>Hub staff Four members of staff 1 Pupil support manager 1.5 TA 3 £39,179+(1.5x £28,053) £81,258 x 3.2% =£83,858 With Oncosts £108,009</p> <p>Supervisions 6 session x 4 staff x £60 = £1440 Insurance & HR £1000 Mobile phone – £180</p> <p>Total £110,629</p>	<p>Prevent the reaction of suspension and/or exclusion as support available same day.</p> <p>Quick response time and followed up with a planned package of support specifically built on the circumstances and factors and signposting to relevant professionals.</p> <p>Enabling consistency of approach Resilience of individual staff</p> <p>Provides high-quality teaching and learning for all pupils through embedded inclusive strategies.</p> <p>Enables staff to recognise and address barriers to learning and or behaviour at the earliest stage.</p> <p>Sharing good practice and promoting inclusion.</p> <p>Employs differentiation, positive behaviour reinforcement, and adaptive routines to support diverse needs.</p> <p>Offers ongoing training and resources to support teachers in meeting additional needs within mainstream classrooms promoting inclusion at all levels.</p> <p>Fosters strong connections between pupils, staff, and families, promoting open communication and collaborative problem-solving.</p> <p>Promotes and fosters academic achievement, personal growth, and wellbeing, ensuring diversity and individual needs are valued and met</p> <p>Share good practice and sign-post schools to expertise.</p>
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<p>Educational Psychologist</p> <ul style="list-style-type: none"> • Consultation sessions (3 schools per session) • Assessments (part and full) • Reports <p>Providing in-depth analysis of learning and behaviours Specific advice for schools to follow to impact child's outcomes</p>	<p>20 days at £650 day</p> <p>£13,000</p>	<p>Identifying issues early allows to put evidence based intervention in place, reducing the likelihood of persistent disruptive behaviours that can lead to exclusion or the need for EHCP Shifts responses from reactive to proactive support model Early EP input can prevent costly exclusions and placements in alternative provisions</p>
<p>Specialist Teacher</p> <p>Targeted advice for specific learning difficulties</p>	<p>£5,250</p>	<p>Providing timely intervention and personalized support. Early Identification and Intervention before they become significant barriers to accessing learning. Early intervention helps prevent small challenges from escalating and supports the child in building essential skills at a critical stage of development. Tailored Support Strategies</p>
<p>Speech and language Therapy –</p> <ul style="list-style-type: none"> • Assessments • Reports • Sessions <p>Communication and interaction support, suggested approaches for school, programmes of intervention</p>	<p>£13,500</p>	<p>High SLC needs within Pendle. Early speech and language therapy can have a significant and lasting impact on a child's communication skills, learning, and social-emotional development. Early professional Identification and Intervention Improved Communication Skills leading to better understanding Improved Social and Emotional Development</p>
<p style="text-align: right;">Total</p>	<p>£142,379</p>	

Reasons for proposal:

For District 13 Hub to continue to working together to keep every child included, engaged and thriving.

To provide multi-professional intensive support to reduce the risk of exclusion and promote inclusion.

District 13 has no access to a LCC PRU service so the work these setting provide in their localities (support, outreach and placements) are not available to our schools. PRU average placement is c£20,000, and special school average placement c£26,000. We worked with 47 children last school year who were at risk of exclusion a potential saving of £940,000

Key performance indicators to measure success :

- To increase the number of schools actively working with Hub support
- To reduce the number of fixed term and permanent exclusions (monitor over time children who have received support from the HUB)
- Positive experiences and effective outcomes for service users
- To reduce the number of EHCp Requests/ Special School Placements over time

This data will continue be gathered continually

Analysis done of spread usage of services

Local and county level data streams

Feedback forms from service users – schools' parents and pupil voice

Has there been any positive changes observed since using the Hub?	How has D13 Hub engaged and supported school?	Please can you give examples of support provided to pupils/families.	Please can you give examples of any positive outcomes since receiving support from the Hub.	Has your school received any training from D13 Inclusion Hub? Please let be low.	Can you suggest how the Hub can help in the future?
The child is more settled and starting to work alongside peers. Although neither of these are yet consistent there are obvious improvements.	D13 have been very responsive to queries and provided some excellent support through sending skilled individuals to work with the child and advise adults in school.	Behaviour support to child in helping him to start to understand and control emotions and behaviour responses.	The child has been able to start sitting with peers in class for short periods and starting to work with them. There has been a reduction in verbal/physical outbursts in the classroom.	Previous training for 2 staff members re physical handling of children.	The training that they offer is of excellent quality and covers a range of issues/needs - please continue with this. The outreach support provided to schools is excellent in providing staff with advice and strategies to implement in order to benefit the children - please continue with this too. D13 is an amazing resource for schools to be able to access.
We really value the support that we access from the Hub. It supports us in ensuring that we have covered all bases and gives us the opportunity to reflect on practice.	Whole class support - ensuring behaviour strategies are imbedded 1 to 1 support with challenging pupils Financial support - paying for 1 to 1 listening ear Sign posting Training Transition project - from nursery to school EP SALT assessment	The work has generally been with the pupils not the families	D13 has allowed us to prevent several suspensions - giving us 1 to 1 has allowed us to keep a child in school	I think we have accessed all training from the Hub!	Short stay provision - we have no provision in the East and this is very challenging Transition project again - this was very helpful to us Working with parents - parent workshops, managing behaviour etc
Yes, the hub have supported with several children this year and their help and strategies have been very useful.	We have had support from EP, SALT and staff to help support and train out TA's working with children with significant needs. Supported and advised fair access request.	Observing, working with children - providing plans and advice and discussing strategies for home with parents	Children more settled due to new ideas and strategies, staff more confident dealing with children who need support	Supporting school to rewrite their behaviour management and behaviour policy. Supporting TA's with strategies for children displaying challenging behaviour Social stories training De-escalation preventing a crisis for TA's	Continuing the support, TA support, EP reports.
Yes	Regular calls / meeting and support with Behaviour Lead. Support, observations and reports from outside agencies have been arranged and delivered.	EP and SALT observations and reports. Observations, reports and interventions from Inclusion Lead. Regular support, advice, strategies and resources from Inclusion Lead.	Improved mental health for children involved. Children's social and emotional needs being met. Children less likely to be excluded due to improvements in behaviour. Staff training has had a positive impact on understanding of the needs of children.	We frequently access training through the Hub. Examples include: Positive Handling Trauma ADHD ASC	Increased support from SALT - working with children. Access to a Play Therapist
Yes	visits practical advice observations TA and Staff training organisation of professional assessments	attending meetings with parents to support SENDco and staff very clear that additional support is in place	reduced suspension rate as adapted provision being put in place and support in class from TA	Team Teach ASD ADHD Trauma informed School staff have attended all training offered	continue to offer what you do already! Thank you
Yes definitely	Additional adult support for children in crisis, support with EP, SALT, Specialist teacher, general advice and always a listening ear	Meeting with parents 1:1 support in school Interventions such as Lego therapy, drawing and talking etc	We had seen positive improvements in behaviour with several children the hub have worked with including positive and full reintegration into class after FTE. Children who were at risk of exclusion now engaging positively in class	VR trauma training	Continue doing what they do: brilliant service

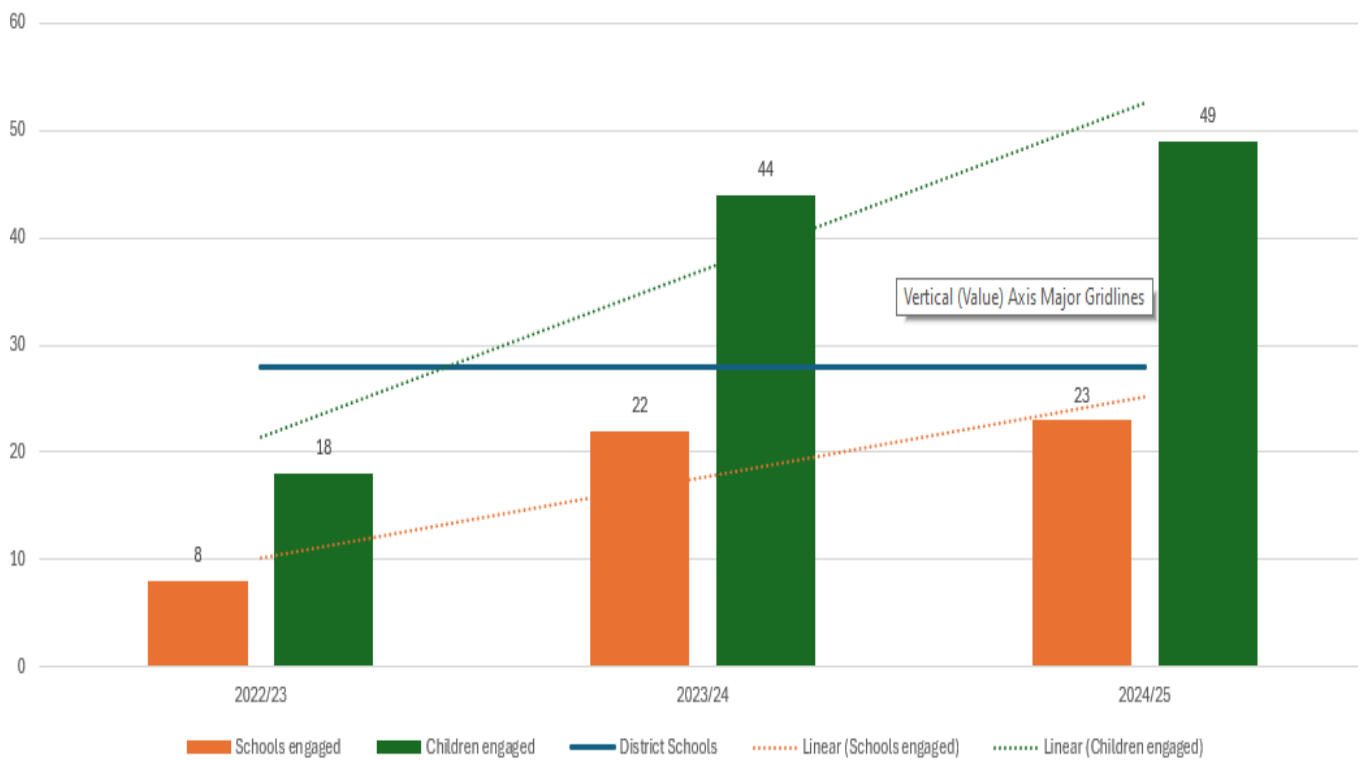
Data

Significantly lower rate of suspensions than the county average

High percentage of children with ASD and SLCN as reflecting in the EHCP for Pendle

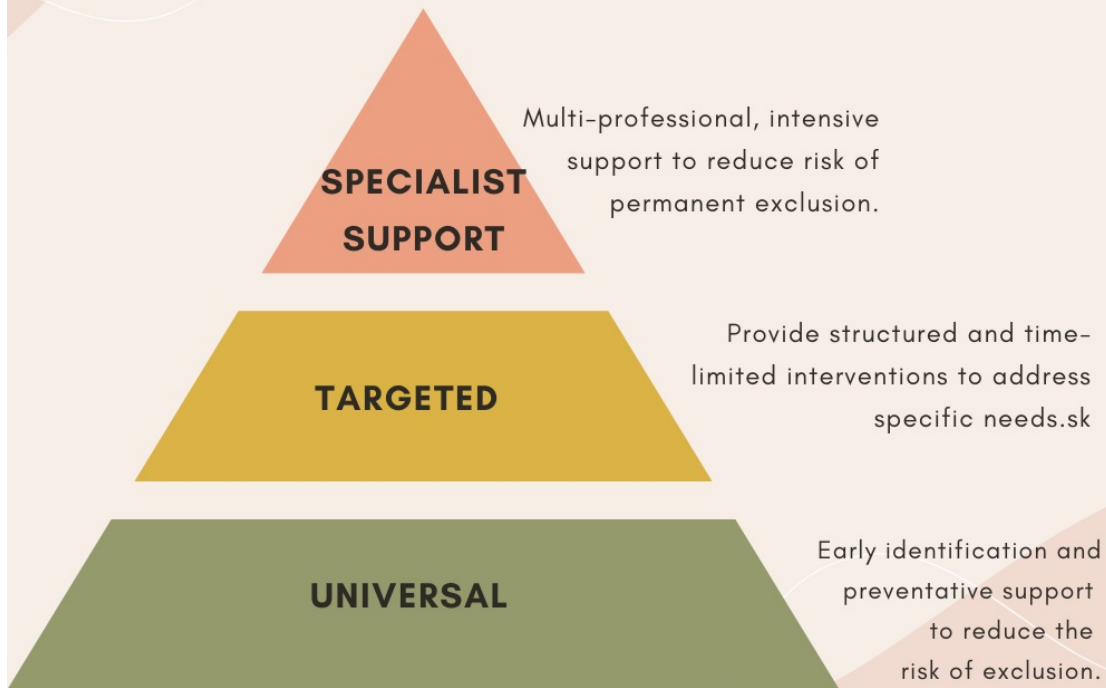
	2022/23	2023/24	2024/25
District Schools	28	28	28
Schools engaged	8	22	23
Children engaged	18	44	49

D13 Inclusion Hub



D13 Inclusion Hub Offer

Our Inclusion Hub provides graduated support for children at risk of exclusion. We work alongside schools, families, and professionals to reduce barriers to learning, improve emotional regulation, and support inclusive practice.



D13 Inclusion Hub: Working together to keep every child included, engaged, and thriving.

D13 Inclusion Hub Offer

Early identification
and preventative
support
to reduce the
risk of exclusion.

UNIVERSAL SUPPORT

- Observation reports – classroom visits to identify strengths and challenges.
- Practical strategies – tailored recommendations for teachers.
- Weekly contact – support for implementing strategies consistently.
- Teaching Assistant training – especially for those working 1:1 with at-risk children.
- Whole-school advice – guidance on behaviour regulation, inclusive environments, and classroom adjustments.

**D13 Inclusion Hub: Working together to keep every child included,
engaged, and thriving.**

D13 Inclusion Hub Offer

Provide structured and time-limited interventions to address specific needs.sk

**TARGETED
SUPPORT**

+ UNIVERSAL SUPPORT

- Assessments & screening – to identify learning and emotional barriers.
- Therapeutic interventions – small group or 1:1 sessions (e.g., emotional regulation, resilience building, social skills).
- Tailored strategy plans – co-created with staff, parents, and pupils.
- Regular reviews – monitor progress and adjust support.
- Mentoring for Teaching Assistants – practical guidance for working with children with ongoing challenges.

D13 Inclusion Hub: Working together to keep every child included, engaged, and thriving.

D13 Inclusion Hub Offer

Multi-professional, intensive support to reduce risk of permanent exclusion.



**SPECIALIST
SUPPORT**

+ UNIVERSAL SUPPORT AND TARGETED

- Educational Psychologist assessments & reports – in-depth analysis of learning and behaviour.
- Specialist Teacher input – targeted advice for specific learning difficulties.
- Speech & Language Therapy assessments & reports – communication and interaction support.
- Multi-agency collaboration – joint work with SENCOs, families, and external professionals.
- Individualised therapeutic programmes – emotional and behavioural support.

D13 Inclusion Hub: Working together to keep every child included, engaged, and thriving.

Mainstream primary schools.

District	NoR as at Spring 2025 census ¹	Suspensions ²	
		Number	Rate
Burnley	8237	153	1.86
Chorley	9728	154	1.58
Fylde	4875	60	1.23
Hyndburn	7264	183	2.52
Lancaster	10336	164	1.59
Pendle	8725	103	1.18
Preston	13680	341	2.49
Ribble Valley	4834	53	1.10
Rossendale	6042	173	2.86
South Ribble	8280	177	2.14
West Lancashire	8953	135	1.51
Wyre	7391	171	2.31
Grand Total	98345	1867	1.90

Significantly lower rate of suspensions than the county average

Permanent Exclusions

District	Primary	
	01/09/23-01/04/2024	01/09/24-01/04/2025
Hyndburn & Ribble Valley	6	7
Burnley	2	5
Pendle	3	7
Rossendale	0	7
East	11	26
Lancaster	8	12
Wyre	3	3
Fylde	1	0
North	12	15
Preston	11	9
South Ribble	6	3
West Lancs	5	4
Chorley	1	1
South	23	17
Totals	46	58

Academies have not been supported by the hub, as they have chosen not to buy into the support package. The increase in perm exclusions came from this sector.

Number of Children with EHCP

High percentage of children with ASD and SLCN as reflecting in the EHCP for Pendle

District	Number of pupils, by primary need														Total
	ASD	DS	HI	MLD	MSI	NSA	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	
Burnley	81		4	26	6	-	7	7	4	29	110	6	7	4	291
Chorley	96	1	10	26	2	-	18	10	3	59	88	5	8	5	331
Fylde	32		1	8	1	-	4	2	2	27	50	1	8	3	139
Hyndburn	56		4	16		-	9	5	2	23	54	6	8	4	187
Lancaster	75	1	7	28	1	-	5	11	5	61	125		6	5	330
Pendle	130		4	22	1	-	16	16		35	103	7	5	6	345
Preston	88	1	4	43		-	10	13	7	47	125	6	12	9	365
Ribble Valley	39		4	2		-	6	8	1	6	34	1	5	5	111
Rossendale	44		3	19	2	-	6	9		29	79	3	12	6	212
South Ribble	77		4	14		-	3	7	3	22	53	2	6	4	195
West Lancashire	53		1	7	2	-	10	12	5	50	79	4	11	4	238
Wyre	41		4	17	2	-	5	7	4	26	86		6	2	200
Total	812	3	50	228	17	-	99	107	36	414	986	41	94	57	2944

High percentage of children with ASD and SLCN as reflecting in the EHCP and SEN K for Pendle

Number of Children with SEN K

Burnley	85		11	212	2	57	74	8		198	397	4	84	13	1145
Chorley	85	1	43	177	4	79	57	28	1	316	349		113	16	1269
Fylde	18	1	11	76	2	40	8	25		110	203		134	6	634
Hyndburn	62	1	12	203	2	86	38	20	2	209	296	1	82	13	1027
Lancaster	103		19	214	8	105	86	26	1	378	465		212	15	1632
Pendle	109		11	154	1	82	143	17		152	465		68	12	1214
Preston	90	1	61	300	4	163	68	33	1	334	530	4	236	5	1830
Ribble Valley	35		8	116		51	33	7		84	108	2	89	6	539
Rossendale	49		6	166	2	49	26	14		195	229		154	8	898
South Ribble	55		33	173	1	120	44	26		219	229	2	105	9	1016
West Lancashire	88		16	127	1	60	83	23	2	279	363	9	166	8	1225
Wyre	24		26	70	4	74	60	24		182	393	1	125	7	990
Total	803	4	257	1988	31	966	720	251	7	2656	4027	23	1568	118	13419

‘Investing Early to Save Later’ *A Holistic Approach*

District 14 Inclusion Hub **Working in Partnership**

The Education Endowment Foundation ‘Putting Evidence to Work: A Guide to Implementation’ (2019)

‘The most effective professional and organisational development is sustained, evidence-informed, and includes coaching and feedback cycles rather than relying on one-off training. It further stresses that successful organisational change within schools requires a staged process; exploring and diagnosing need, preparing carefully, delivering with on-going support (including coaching) will sustain the change over time., This staged model makes clear that coaching is not an optional add-on but a core driver of embedding new practices and ensuring that improvements translated into everyday teaching. In addition, this evidence shows that early intervention, embedded in whole-school culture and supported through coaching, is the most effective way to reduce the need for suspension and exclusion.’

Inclusion Hub Feedback and Impact - Evidence from current provision shows that the Inclusion Hub's interventions reduce suspensions, exclusions and the need for EHCPs whilst at the same time embedding best inclusive practice as detailed below:

'This service has been priceless. The level of support has been outstanding and the advice from visits and written reports has helped to support both pupils and staff.'

'The Inclusion Hub provided support for several children during this period, and this meant that we were able to successfully integrate a pupil into the school who had previously received a PEx from a previous school. It also meant that we were able to establish successful strategies to support this pupil to fully integrate into our school'

'The Inclusion Hub HLTA helped our Year 1 teacher support two very challenging pupils'

'Advice, strategies, and training from the Inclusion Hub have been invaluable in providing support quickly and with a positive impact for children.'

'The Inclusion Hub always delivers a prompt professional service that impacts positively on the school's capacity to meet the needs of extremely challenging pupils. Advice and liaison with the SENCo has helped the school access the right support / placement for pupils when we cannot meet their needs.'

'We now understand this pupil behavioural needs better. We find on average that he is much more regulated, and he is beginning to become aware of some of these strong feelings and the ways he can help himself. His risk of permanent exclusion has reduced, and he has received no suspensions since Acorn's involvement.'

'The impact on wider school practice and provision means that staff who work with this child are trained in Sensory Circuits and Restorative Conversations. They feel much more confident, and their skills can be shared with other staff members and used with future pupils.'

'The HLTA sessions have been informative and have really helped to give us more confidence when working with pupils.'

D14 in FY25/26

The Inclusion Hub was granted £61,253 to be spent by April 2026. We are not anticipating any underspend of this funding.

The table below shows what we are delivering in D14 this FY.

Intervention	Cost	Impact
Individual pupil support Specialist teacher assessment and recommendations, followed by weekly HLTA-led implementation. Progress reviews carried out half-termly or as required	Staffing £61,253 1 x Specialist Teachers 1 x HLTA	60 pupils referred to the Inclusion Hub 70% of schools engaging with the IH stated that the support had significantly helped reduce suspensions and exclusions. 27 pupils at risk of permanent exclusion remain in mainstream education following intervention.
Whole class support from specialist teacher.		100% of schools engaging with the IH said staff had reported a significant increase in their skills and confidence to support vulnerable pupils. 21 pupils lessened the need for specialist placement. 20 pupils lessened the need for alternative provision. 21 pupils lessened the need for Children's Social Care involvement 6 pupils no longer requiring an EHCP 18 pupils lessened the need for a reduced timetable
Whole school staff Training: Face to face professional development in supporting SEMH needs.		

Permanent Exclusions

The data supplied by LCC as part of this funding process indicated 7 pupils were permanently excluded in the academic year 24/25. As an IH we were aware of 5 of these. Of these 5 pupils, 3 did not received support from the district Inclusion Hub. We are aware of the reasons for the other 2 pupils being permanently excluded and have had discussions with headteachers and SENCoS as to how these could have been avoided so the schools and we as a hub can learn from these experiences. Reassurance has been given to these headteachers of the role that the IH can play in supporting them during these extremely challenging situations.

We will prioritise schools that have not yet engaged with the IH but have permanently excluded pupils. As part of this, we will arrange an initial meeting with the headteacher and/or SENCo to ensure they are fully informed about the support available through the HI. To strengthen this offer, we will share examples of schools where IH involvement has successfully reduced permanent exclusions, enabling headteachers and SENCoS to connect with peers and explore effective practice

Holistic/Systemic Approach

This bid offers a unique opportunity to build upon the successful work undertaken to date, to cascade best inclusive practice and to ensure that every child in the Rossendale District is included and supported to thrive from early years into adulthood and achieve the best possible outcomes.

Training, modelling and coaching are at the heart of this delivery model. This way of working is evidenced as crucial for sustained and impactful organisational change by The Education Endowment Foundation (EEF). The EEF, which also serves as the government's 'What Works Centre for Education', provides independent, evidence-based guidance on teaching and school improvement. The EEF Effective Professional Development Report (2021) identifies key mechanisms for changing practice – goal setting, feedback, rehearsal and action planning – all of which are embedded in a coaching model. The report highlights that the most effective professional and organisational development is sustained, evidence-informed, and includes coaching and feedback cycles rather than relying on one-off training. The EEF's Implementation Guide (2019) further stresses that successful organisational change within schools requires a staged process; exploring and diagnosing need, preparing carefully, delivering with on-going support (including coaching) and sustaining the change over time. This staged model makes clear that coaching is not an optional add-on but a core driver of embedding new practices and ensuring that improvements translated into everyday teaching.

This bid has four interdependent themes designed to support the overall aim of promoting inclusive practice within schools and reducing suspensions and permanent exclusions: early engagement; working systemically; strategies and resources and connection and relationships.

Connection and Relationships - Connection and relationships are vital in making a difference in young people's and adult's lives. Modelling **strong and positive connection and relationships** is inherent within all activities delivered through this Inclusion Hub. By working with, by building strong relationships, by learning from each other we will make a difference to the life outcomes of young people from the early years into adulthood.

Early Engagement - A key part of this bid is to **engage** with all 34 schools within the first half term ie Summer 2026 at a much earlier stage, to support the staff to develop the skills needed to identify needs as early as possible and to have the skills, knowledge and confidence to deliver strategies and interventions to meet the varying needs of different children and groups of children.

Working Systemically Using a Coaching Model - The entire ethos of the Inclusion Hub is about working **systemically** within schools and with individuals to embed inclusive practice, to model and deliver interventions, to coach staff and to provide high quality training and support to individuals and whole staff teams.

Strategies and Resources - This holistic approach is transformative in changing culture, in ensuring that inclusive practice is sustainable and truly embedded within the culture of the school and that staff have a toolbox of **strategies** they can use and feel confident in using.

FY26/27 Inclusion Hub

The aim of this Inclusion Hub is to ensure that every child in Rossendale is included and supported with high quality holistic support and intervention from early years through their school life to enable them to thrive and achieve the best outcomes they possibly can. This will be achieved by:

Inclusion Hub Offer

- Named link Specialist Teacher undertakes initial one-to-one meeting with Headteacher and SENCo to identify school specific needs and school objectives. This would include identifying vulnerable children most at risk of suspension and permanent exclusion and early intervention needs.
- Specific targeting of academy schools with the Inclusion Hub offer. This targeting will include case studies of staff and pupils in academies who have been supported and avoided suspension/permanent exclusion outside of the IH funding offer.
- This initial meeting would result in a tailored holistic Action Plan for the school. This is unique to each school including a caseload of children to be supported, a training and coaching model and any resources required. This would be used as the blueprint for supporting school staff to implement strategies on a day-to-day basis.
- Support from Specialist Teacher – 6 sessions/3 days to be used as school requires. Acorn employs a large staff team with a range of different skills, knowledge and experience. Specialist teachers would work hand in hand with school staff and may undertake observations, assessments (including questionnaires such as the Children’s Communication Checklist, Sensory Profile, Boxall Profile etc).
- Support from HLTA - 20 sessions/10 days to be used as required. Each school would have a dedicated HLTA who would work with staff and provide hands-on training in the school, model the interventions and coach and support staff to do this themselves. This has proved invaluable in ensuring long-term sustainable change within school practice.
- Immediate support if a child is in crisis. This will be undertaken **even if the school has had all their sessions and/or this is not part of their Action Plan**. We understand how quickly situations can escalate and how quick intervention can be used to avoid suspension/permanent exclusion.
- Termly meetings with the Headteacher and/or SENCo to discuss progress and tweak the Action Plan if necessary. A key part of this meeting will be to evaluate and revisit the baseline data collected at the initial meeting.
- Half-termly SENCo Cluster meeting to share best practice and discuss caseloads;
- Access to an online training hub and termly newsletter – All schools will be offered access to the Acorn online training hub which provides a wide range of resources which can be utilised by school staff.
- Conference – an annual conference will be held to share best practice and evaluate progress across the District.

Delivery Model

Intervention	Cost	Impact
<p>Preparation of materials to support the Inclusion Hub work. Contact made with the 34 schools to discuss support from the IH and book initial meetings.</p>	<p>TOTAL COST £98,760 plus £6,900 Admin cost</p> <p>Staffing - £85,600</p>	<p>34 x schools aware of the Inclusion Hub offer. 34 x schools aware of the Inclusion Hub offer in time for the Reception 26 intake and early intervention support. 34 x schools have access to the training hub and IH resources.</p>
<p>Termly one to one meeting with Headteacher and SENCo to identify school specific needs, develop Action Plan and review.</p> <p>Half-termly Cluster meetings for SENCos</p>	<p>Initial action plan meeting</p> <p>Termly meeting x 3</p> <p>Specialist teacher/EP support x 6 sessions</p> <p>HLTA support x 22 sessions</p>	<p>Strong relationships built with each school with their needs and the needs of the most vulnerable children at the heart of this. Baseline data collected on number of vulnerable children at risk of permanent exclusion. Baseline data collected on number of vulnerable children at risk of suspension. Identification of children in EYFS and KS1 who are not at crisis point but who require early intervention to avoid this.</p> <p>17 x tailored holistic Action Plans designed to target those vulnerable pupils and reduce suspensions/exclusions through the development of inclusive practice throughout school.</p>
<p>Delivery of the agreed Action Plan Training, modelling and coaching to achieve agreed goals.</p>	<p>Half-termly SENCo Meetings</p> <p>Resources - £8,160 Including the training hub.</p>	<p>Action focused on those children in crisis and most at risk of suspension and/or permanent exclusion; Inclusive practice encouraged and supported to build the skills, knowledge and confidence of school staff to identify needs and to develop and implement strategies to meet needs.</p>
<p>Reports and termly meetings with LCC</p>	<p>Administrative Support - £6,931. Based on 1 day/week ie 0.2FTE. LCC support staff paycales used.</p>	<p>Quantitative district baseline data to LCC re number of children at risk of suspension or permanent exclusion. Qualitative data re inclusive practice interventions delivered and impact; LCC able to share best practice across the LA.</p>
<p>Annual District Conference to share best practice and celebrate successes.</p>	<p>Conference £5,000</p>	<p>Training for up to 100 staff on identifying need and inclusive practice. A summative evaluation report written capturing quantitative and qualitative which could be used for future planning.</p>

OVERALL IMPACT

- 34 schools (31 primary and 3 nurseries) offered the services of the IH and invited to engage in a meeting to identify initial needs.
- Quantitative and qualitative District level data provided at the start of the project and reviewed termly with individual schools and LCC.
- 34 schools offered bespoke Action Plans designed to reduce suspensions and permanent exclusions.
- 51 meetings held with Headteachers/SENCoS to action plan, monitor and review.
- 102 Specialist Teacher sessions delivered.
- 380 HLTA sessions delivered to train, model, and coach staff.
- 6 SENCo cluster meetings held
- Half-termly Inclusion Hub Newsletter sent to every school in the District outlining the support available and sharing best practice.
- Easy referral systems including online forms.
- D14 Online Portal which schools can access for training, resources and support.
- Half-termly webinars on hot topics and to share best practice.
- Named point of contact for every school.
- Annual conference to share best practice and celebrate success.
- Permanent exclusions reduced by a **minimum of 5** across the District thus saving LCC @ £280,000 if placed in an independent setting.

The Action Plan

Action Plans are tailored to each school. Experience shows that very often schools only ask for support when crisis point is reached. Identifying needs early *is crucial* to preventing suspensions and exclusions enabling timely support before difficulties escalate. What may present as low level behavioural difficulties can be mistaken for unmet needs which, if not addressed, can very quickly progress to crisis point. We understand how heart-wrenching suspensions and permanent exclusions are for headteachers and all staff involved and the ripple effect across school. The entire aim of this proposal is to work with schools to avoid this wherever possible. Action Plans will encompass both reaction and proactive planning:

Reacting to Immediate Need (Reactive Action Planning)

- Identifying the children at risk of suspension and/or permanent exclusions.
- Targeted action plans developed for individual children.
- Working directly with the child to understand their needs.
- Modelling interventions directly with the child to the staff/team.
- Training, mentoring and coaching staff.
- Working with parents to encourage inclusive practice and language at home and become part of the solution.

Early Intervention (Proactive Action Planning)

- Identifying the children who need early intervention support.
- Assessment of need leading to a greater understanding of barriers to learning.
- Targeted action plan for individual children including close monitoring of behaviour patterns.
- Embedding inclusive practice through robust systems and processes to ensure concerns are flagged consistently across all staff teams, training to support staff to identify needs and modelling by direct work in classrooms, small groups and individual children.
- Programme of mentoring and coaching for staff to build individual skills, knowledge and confidence.
- Access to online training hub with follow up visits to model/coach and embed training knowledge.

Action Plans may include but are not limited to:

- Working with the school to design and implement Behaviour Policies emphasising restorative practice. This would include support to write relational policies and/or regulation plans for individual children.
- Specialist teachers undertaking observations, assessments (including questionnaires such as the Children's Communication Checklist, Sensory Profile, Boxall profile).
- HLTAs follow up to support teachers to embed support plans.
- Support for teaching staff to plan and deliver lessons which are accessible to all. This could include alternative curriculums such as 'Equals' for children with complex needs.
- Whole school training to encourage and embed inclusive practice.
- Working directly with children in school and modelling support to school staff so that they can see the training/action plan advice being delivered and can practice this with immediate support/clarification.
- Coaching and mentoring of individual staff and teams to build skills, knowledge and experience.
- Delivery of the Thrive programme within schools – to whole school staff, classes or groups of children.
- Establishing peer mentoring or buddying systems – encouraging older pupils to support younger children (ie year 6 and EYFS).
- Specialist teacher input to meet specific needs – observations, assessments and reports.
- Parent/carer workshops to support parents to support their child.
- Tailored resources to meet the needs of individual children and staff.
- Access to play therapy and therapeutic support.
- Access to a training hub compiled by Educational Psychologists and Specialist Teachers to support the Action Plan.

Staffing

Through consultation with the schools in the District our preferred supplier is Acorn. As individuals and as schools we have worked in partnership with Acorn for many years. They have the knowledge, experience, skills and understanding of each school phase and work holistically with us to understand and meet the needs of children in a holistic way.

Acorn are completely child focussed and work hand in hand with headteachers/SENCOs and staff to deliver and embed inclusive practice within Schools using training, modelling and coaching to do this. Acorn has proven expertise achieved over many years of holistic and systemic practice. Headteachers and SENCOs know they can trust Acorn. Their way of working models the four themes of this bid and as an organisation they bring the strategies and resources needed to embed sustainable and impactful change within schools.

Acorn is built on the belief that every child and young person can thrive when given the right support, intervention and learning opportunities. Our educational psychology support focuses on understanding each pupil's individual strengths and needs, allowing us to provide tailored advice, training and interventions that lead to meaningful, lasting outcomes.

Acorn staff have extensive experience of working in schools from the practitioners who support staff and children in school to the office staff in the base. They understand the challenges of schools, the context in which schools operate and the day-to-day operational pressures this brings to headteachers, SENCOs and staff. They act as a sounding board/critical friend to headteachers and SENCOs and this has proved invaluable to school leaders.

The Acorn Team comprises 13 x Psychologists, 9 x Specialist Teachers, 2 x dedicated HLTAs and an office team.

Steering Group/Panel

To ensure robust implementation and sustained impact, we propose a termly Steering Group made up of key stakeholders. This group will provide strategic direction, monitor progress and share effective practice across schools, and ensure alignment with local priorities around inclusion, SEND, and exclusion reduction. This structure ensures manageable, meaningful collaboration without placing additional burden on schools.

Membership:

- IH Lead head teacher.
- A representative from Acorn.
- Feedback from participating headteachers/ SENCOs via a termly data collection form.
- Summary notes provided for the LEA.

Evaluation

We are in early discussions with the University of Manchester regarding commissioning Doctoral level research into the impact of Inclusion Hubs. Evaluation will be undertaken at school and District level. Both quantitative and qualitative data will be collected.

School Level

This will be undertaken through termly meetings between the Headteacher/SENCo and Specialist teacher reviewing progress against the Action Plan.

District Level

Evaluation will be undertaken by Acorn and will include:

- District level suspension and exclusion data.
- School engagement – number of schools and pupils.
- Number of staff trained.