



Areas of Expertise

Innovative models of behaviour support for clusters of schools and individual schools providing whole school and individual case work based services.

This will include aspects of effective evidence based practice identified by groups like the Sutton Trust about provision for pupils eligible for the pupil premium payment and OfSTED reports on effective provision for children with social, communication, emotional and behavioural difficulties. This will include:

- Support to set up in school or within cluster provision for special classes or nurture groups.
- Coaching and mentoring for the development of emotionally intelligent leadership that impacts upon staff well-being outcomes.
- Coaching, lesson study and action enquiry forms of CPD for the development of effective practice for mainstream staff working with children who have a range of social, communication, emotional and behavioural difficulties.
- Staff training (teachers, TAs, Mid day supervisors) to build skills for behaviour management especially positive state management for pupils and for self.
- A menu of interventions for pupils including therapeutic individual sessions with a follow up case specific discussion with staff to help future planning.
- Group sessions for vulnerable learners which supports target setting and reviewing based around learning behaviour needs that support self-regulation, (ie pupils' self-motivation towards learning).
- Teaching pupils strategies to plan, monitor and evaluate their own learning and through group discussion make explicit their thinking about their learning. (The Sutton Trust found this approach to have consistently high or very high impact on learning outcomes).
- A variety of guidance, training and advice to develop Home-school links and community, engagement and involvement for school staff including office based learning consultants and governors.
- Partnership working - multi-agency and interdisciplinary case work based around solution based practice.
- Parent and child coaching for the building of positive and productive relationships and developing strategies to develop insight, self-regulation and responsibility for behaviour that is troubling and troublesome to others.

Services to be offered are based around the four principal judgements of the Ofsted Inspection Framework:

Maximising Achievement of vulnerable groups of pupils

- Assessment and identification of communication, social and emotional well-being needs and design of packages to meet needs in line with existing processes and procedures such as the common assessment framework. This will provide a baseline for evaluation purposes.
- Narrowing gaps in attainment through the provision of high quality learning support services to children and young people with a range of social communication, emotional and behavioural difficulties, their families and schools.
- Evaluation of this specialist provision to support the tracking of progress for purposes of school self evaluation and providing evidence of impact of pupil premium.

Supporting schools to develop the quality of teaching

- A range of staff development services including lesson study, modelling of effective practice and coaching designed to build capacity and capability of staff working to support the needs of this group of children and young people.
- Provision including suitably designed curriculum to develop communication, social and emotional skills, such as Nurture Group on a school or cluster basis.

Behaviour and safety of pupils at the school

- Services which build resilience, helping children and young people cope with crises and resolve conflict through the use of self help strategies and skills that suit their needs, circumstances and abilities.
- Provision of case study evidence to demonstrate the effectiveness of support for vulnerable groups of pupils containing qualitative and quantitative data for purposes of school self evaluation.

Quality of leadership and management of the school

- Support for developing knowledge and understanding about child development for both families and staff who work with the children to facilitate involvement in their child's learning and pathways to independence.
- Well being for staff working with children whose behavior is both troubling and troublesome.