

Re-engagement Unit Evaluation: A transition to a traded model 2018/19

September 2019

About the Re-Engagement Unit

Since 2013, the Re-engagement Unit has been committed to delivering an innovative and outstanding service to Hackney primary schools that supports children who are at risk of exclusion due to their social and emotional mental health needs. We empower schools to meet the challenges of educating and nurturing some of their most disengaged children through building a partnership with the school, family and child to create momentum for change.

We have a clear vision, underpinned by strong values and goals that are reflected in everything that we do

Our Vision

To improve the life chances of every child and young person by supporting access to education for the most vulnerable primary aged children

Our Values

1. Working in partnership and agreement with schools
2. Offering responsive, knowledgeable and challenging support
3. Being proactive and creative
4. Supporting open and honest dialogue with families

Our Goals

- Enable schools to create a genuine, lasting change within their own system
- Equip schools with best practice guidance on behaviour, learning and wellbeing
- Engage families and connect with supportive services

Our service

From September 2018, the REU became a fully traded service. The REU offers a subscription package which schools are required to sign up to for 2 academic years. The subscription package gives schools complete access to the range of services offered by the REU. If schools choose not to subscribe, they are not able to access any of the service. 22 Hackney Primary schools signed up to the subscription model.

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Our offer to schools

Direct case work	CAMHs and Family work	Training offer
<ul style="list-style-type: none">• Universal access to rapid solution focussed 8 week support plans for target children inclusive of:• <i>Classroom observations and feedback</i>• <i>Creation and embedding of personalised resources and strategies</i>• <i>1:1 pupil conferencing and support sessions for the child</i>• <i>Targeted group work</i>• <i>Reflective supervision for staff around a target child</i>• <i>School based liaison with family including celebration meetings with parent and child</i>• <i>Identifying and linking with appropriate support services and community organisations</i>	<ul style="list-style-type: none">• Home visits• Support strategies for parents• Access to CAMHs clinical support for child and parent• Family solution focussed goal setting sessions• Support for parents and school to bridge difficult relationships	<ul style="list-style-type: none">• Access to Team Teach/REU positive handling training• Access to bespoke staff training sessions which include:• <i>Attachment training</i>• <i>Trauma informed teaching</i>• <i>Stay on Green</i>• <i>Evidencing pastoral work</i>• <i>Circle of Friends</i>• <i>Developing PSPs</i>• <i>Peer Mediation</i>• <i>Tackling transitions</i>• 1 space on the REU Ambassadors Programme• Coaching for members of staff
	<h3>Whole Class work</h3> <ul style="list-style-type: none">• Whole class support for teaching emotional literacy• Support developing Circle time sessions• Group supervision sessions• Individual teacher coaching	

Effective measurement

It is vital that we measure the impact that we have. It ensures that we effectively assess not only our value but also the difference on the children, parents and school staff that we work in partnership with.

Impact is the contribution we can make to:

- The lives of the service users
- Their school community
- The wider local authority

We use a range of tools to measure our outcomes:

- Pre and post questionnaires for schools and families
- Scales on school contracting scores
- Solution focused scaling as part of the support plan
- Training questionnaires

Key Performance indicators

Six key performance indicators were assigned to the REU in August 2013. All the monitoring data set out in this report is based on direct feedback from the tools outlined above from our schools, parents and stakeholders.

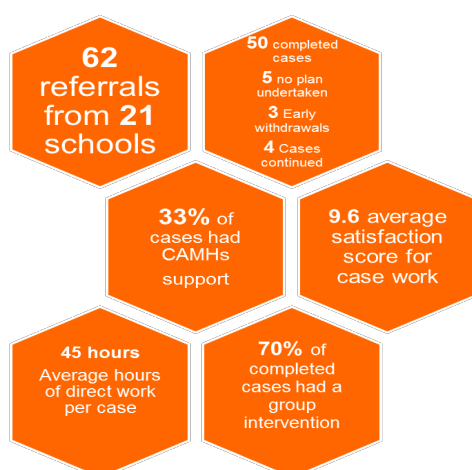
1. Schools that work in partnership with the REU feel supported to develop, deliver and monitor plans; with a focus on supporting the effective implementation of a Pastoral Support Plan, increasing the engagement of the family and the prevention of exclusion.
2. Reduction in fixed term exclusions for targeted pupils.
3. Improved attendance or maintained good attendance for targeted pupils.
4. Improved learning outcomes within PSP targets for targeted pupils.
5. Improved behaviour and wellbeing outcomes within PSP targets for targeted pupils.
6. Improved partnerships between schools and families for targeted pupils.

The work of the REU is overseen by a Steering Group. Members include three Primary Headteachers, and representatives from the School Improvement Team, EPS, Exclusions Team, Special Educational Needs, Children's Social Care, New Regents College and Young Hackney. The REU presents progress data towards the KPIs to the Steering Group on a half termly basis.

This report will assess the impact of the REU based on these KPIs. With the Steering Group approval, it has been decided that attendance data will only be tracked when raised as a concern at the outset of a referral. Individual data tracking on attendance for the academic year 2018/19 is available.

This report details the work and impact of the REU in the academic year 2018/19.

Summary of REU Cases 2018-19



- **33%** of cases referred to the REU were at risk of permanent exclusion
- Approximately 20 fewer cases completed this academic year but now running a smaller team and so output per worker is much **higher**
- Average hours given per case means that approximate cost per case is **£4000-£4500** if it was costed as a day rate
- Through group work interventions, an additional **117** children were able to be targeted for REU support
- School satisfaction questionnaires returned for **96%** of our cases

'THE CHILD MADE SUCH PROGRESS IN A SHORT SPACE OF TIME. A REAL SUCCESS FOR THE FAMILY'

DAUBENEY PRIMARY SCHOOL

Summary of the vulnerability factors of REU referrals 2018 2019

Vulnerability Factors	2018-19 REU Cohort	2018-2019 Hackney total
Pupil premium	72%	39.8%
CSC	25%	c.3%
EHCP	8%	2.8%
Young Black Boys	64%	c. 30%

*Total % of Black Caribbean, Black Nigerian and Any Other Black Background as indicated on referral form

- **18%** of referrals were eligible to pupil premium and had some CSC involvement, highlighting the complex nature of the children that we work with
- The increase of referrals of children eligible to **pupil premium** this year highlights the changing nature in which schools are using the REU; the REU is part of their **SEMH offer** not just for children who are currently at risk of exclusion
- REU paperwork was used to support **16** EHCP applications
- The trend of an **over representation** of young black boys on our case load continues. This data is used to inform the Young Black Boys initiative.
- **15%** of referrals were in year applications. This highlights the difficulty of certain pupils who move around schools and the need for schools to be able to access the service at the point of need

Summary of Impact data for closed cases

Contracting scores: the impact of REU intervention on systems

'I ALWAYS FELT SUPPORTED AND ABLE TO ASK ANY QUESTION AT ANY TIME. THE REU ALWAYS ASKED FOR MY FEEDBACK ON HOW THINGS WERE GOING AND WAS ACCOMMODATING TO MAKING ANY CHANGES ALONG THE WAY.'

ST JOHN THE BAPTIST SCHOOL

The contracting meeting takes place at the start of the case and establishes the direction and ambition of the REU's work through bespoke case aims that are separate from pupil targets. This enables the REU to evaluate the quality of the intervention delivered and ensure that all work commissioned is bespoke.

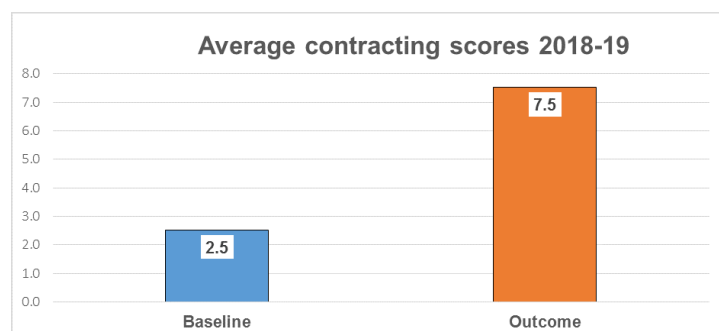
Analysis of the contracting scores highlights the main areas in which the REU works in partnership with schools to develop and embed systems around the child to:

1. Support the child's emotional regulation
2. Support relationships between the school, parent and child
3. Support the child to build friendships

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4. Support the child to increase their self-esteem and resilience

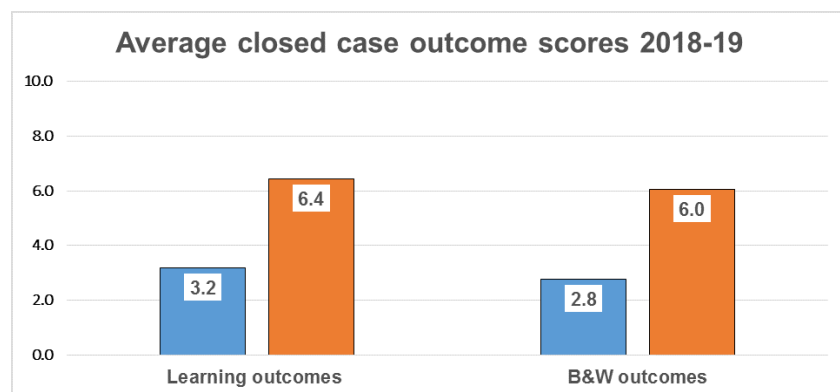
Progress towards case aims is reviewed at the point of closure, alongside pupil targets.



- **108 aims** were contracted across the 50 closed cases
- All cases showed **an improvement** from the baseline score
- The average improvement was **5** points on a scale of 1-10
- This is **an improvement** of 1 point on the previous year, showing the REU continues to strive to effectively meet the needs of the schools

Learning, behaviour and wellbeing outcomes: The progress of the pupil

During an eight week intervention programme of support, up to three personalised child-centred targets are agreed by the network around the child. These targets aim to establish achievable and measurable areas for progress, and are held within a PSP or school based document. Each target is rooted in either learning or wellbeing/behaviour. Each target is set a baseline score on a scale of 1-10. This represents the landscape at the start of the intervention in relation to the identified need. The progress towards targets is reviewed at four weeks and any adjustments to the action plan are made. At eight weeks, the plan and the original targets are reviewed and scaled once again to measure progress.



Across the academic year:

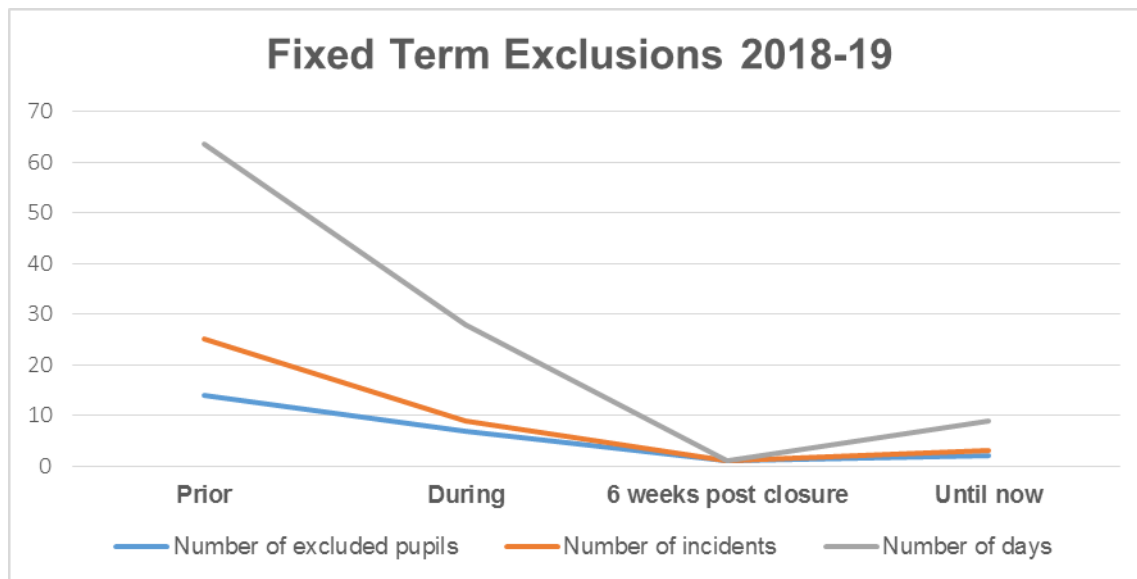
- **96%** of learning targets showed improvement and the average improvement score was **3.2**
- **97%** of behaviour/wellbeing showed improvement and the average improvement score was **3.2**

Exclusions

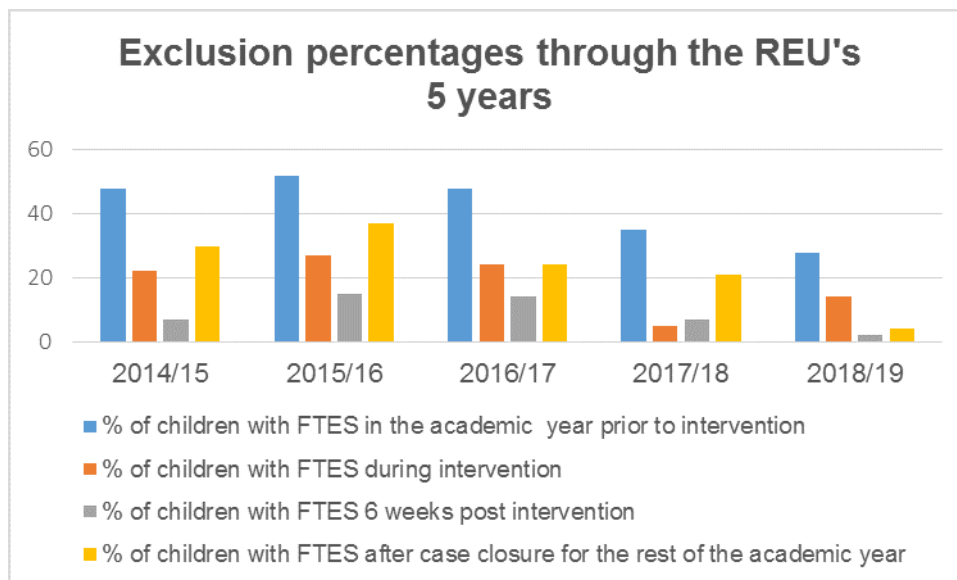
Fixed term exclusions: Incidents

During 2018/19 **28%** of pupils open to the REU received a fixed term exclusion (FTE) in the academic year prior to being referred. During REU intervention this figure **halved** to 14%. In the six weeks following case closure this percentage continued to decrease to **2%**. Continued monitoring for each pupil after case closure until the end of the academic year showed that **94%** of pupils were not issued another FTE after the case closed.

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The percentage of the REU cohort of pupils receiving FTEs is the **lowest** since 2013. This may reflect several changes. Firstly, schools are more willing to find alternative solutions to issuing a FTE. For example, students may be internally excluded or educated off site and therefore they are not included in the data. It also highlights a shift in the profile of some of the referrals that the REU receives since becoming a traded service; schools are now using the service to support children with specific SEMH but may not be at risk of exclusion.



Partnership work with schools and families

‘JOE ALWAYS DOES ABSOLUTELY EVERYTHING WITHIN HIS POWER TO SUPPORT AND PUT WHATEVER HE CAN IN PLACE TO BEST SUIT THE CHILD. HE PROVIDED NUMEROUS SUPPORTS – SO IT’S VERY DIFFICULT TO CHOOSE ONE! ABSOLUTELY BRILLIANT.’

SEBRIGHT PRIMARY SCHOOL

Overview

An increasingly important and valued aspect of REU work is around building the strength of partnerships between home and school and within families themselves. The REU aims to do this through home visits, setting up regular and routine points of contact in school and sharing key successes that can be transferred into the home.

Evaluation of data collected from satisfaction questionnaires at the end of the case show the impact of this hard work.

Relationships between schools and families

- **97%** of schools reported that the strength of their partnership with the family of the referred pupil had either improved or remained the same
- **100%** of parents reported that the strength of their partnership with the school had remained the same or improved

Feedback from parents:

- Parents rated their agreement with the statement ‘I am pleased with my pupil’s progress’ at **4.4** on a scale of 1-5
- Parents rated their agreement with the statement ‘I found the REU worker understood my pupil’s needs’ at **4.9** on a scale of 1-5

‘SINCE THE REU INTERVENTION, MY SON NOW FEELS HAPPIER IN SCHOOL’

MORNINGSIDE PRIMARY SCHOOL

REU CAMHS Clinician

The REU works with some of the most vulnerable children in the borough of Hackney and often only becomes involved in a case at crisis point for the pupil, school and family. As a result, there is a high demand on our caseload for access to CAMHS’ skills. For the year 2018/19 the REU continue to employ the services of our CAMHS link clinician for 2.5 days a week. This valuable partnership has helped to enhance the depth and range of support that we are able to offer.

Since September 2018:

- There has been CAMHS involvement with **16** REU referrals
- The REU link CAMHS clinician continued the care plan with **4 cases** from the previous academic year. This highlights the commitment of the REU offer to the children and families on the caseload

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- **12** of these 16 children were officially opened to CAMHS and seen in clinic. Care plans for these children included 1:1 work, family work and parenting interventions
- After the initial assessment and supporting therapy, **a quarter** of the children were directed to Hackney ARK for specialist ASD assessment
- The CAMHS clinician supported the REU team through **parent consultations, observations and professional meetings**

The clinician is also on-hand to support the team in case discussions, provide advice through team supervision as well as being active in the planning and delivery of the REU Ambassador's sessions.

REU Training offer

'SO MANY USEFUL STRATEGIES. SO GREAT TO TALK ABOUT ATTACHMENT. IT PROVED REALLY ENLIGHTENING'

HACKNEY NEW PRIMARY SCHOOL

A key feature of the REU offer is to build knowledge and skills of the teams that we work with to feel skilled and supported to implement the systems and strategies. The REU also aims to support school staff to better understand the needs of the pupils that they are working with. One way that the team does this is through the training offer.



- In 2018-19 the REU delivered **30** different training sessions across **18** schools covering **10** distinct topics
- Approximately **175 hours** was spent on preparing and delivering training
- **10** schools received training around **Attachment in the classroom**
- **3 'Team Teach'** session delivered across the year

'EXCELLENT WORK COMPLETED THAT HAS HAD A HIGH IMPACT ON THE CHILD AND FAMILY.'

GAINSBOROUGH PRIMARY SCHOOL

The REU Ambassador Programme

The Ambassadors Programme runs for six months and includes six twilight training sessions. These sessions focus on Attachment Theory, Trauma Informed Teaching and Neurodevelopmental difficulties.. The aim of the programme is empower individuals to become 'ambassadors' for inclusion, enabling them to support staff to fully include the most vulnerable pupils within their setting. Following the programme, schools were also offered an opportunity for follow up work to embed learning into their school environment. This year several Ambassadors have introduced supervision in their schools which will provide a support network for staff who are supporting vulnerable children on a daily basis.

Key developments for 2019/20

To effectively evaluate the service and ensure that the REU continues to meet the needs of service users, interviews were conducted with head teachers from 75% of subscribing schools. The REU is using this feedback to further develop the service in the next academic year.

Sustainability of the work

The sustainability of REU work has always been something that needs to be focused on. In 2017 the REU introduced a sustainability document at the closing meeting to clarify the actions that should be continued in school. Re-referrals were high this year. However this was to be expected with the change towards a fully traded model; the schools who chose to buy the service were likely to have made that decision due to their concern around certain children. Analysis of case aims of re-referrals shows the contexts of the case is different each time. This suggests that each piece of work effectively targets the specific areas of concern for school and child.

You said:

The support is great whilst it is there and feels like we have an additional adult supporting the child. However it would be great if this could continue in a less intensive way.

Our response:

To make sure the work is as sustainable as possible, the REU will attend 2 meetings post closure and a member of the team will observe the child prior to these meetings. The REU will make sure that parents are effectively signposted to further support where appropriate.

Gaining parental consent for REU work when the children are not at risk of exclusion

The REU strives to build positive relationships with parents. The team are happy to meet parents anywhere that they feel comfortable to explain the service and share their experiences. Since moving to a traded model, schools are using the service to support children who are not at risk of exclusion but have SEMH needs that they feel the REU could help with.

You said:

The parent consent form focuses a lot of preventing exclusions and this is putting off parents from signing it as their child is not at risk of exclusion.

Our response:

The REU understands that schools want us to support children for a variety of reasons, in addition to preventing exclusions. The wording on the parent consent form has been changed to make it more inclusive of the range of reasons for a school referral.

Having a clear understanding of the interventions that can be offered

The REU prides itself on providing a bespoke service that meets the needs of the child and school. Whilst the team personalises all case work, there are several evidence based interventions on offer that schools felt would be useful to have greater clarity around.

You said:

It would be great to have a menu of interventions and training opportunities so that we can more effectively target specific students and provide staff with the correct CPD opportunities

Our response:

The REU will provide a grid of interventions at the start of each academic year outlining the aims and objectives of interventions and training opportunities. This list is not an exhaustive list of the interventions offered and so please speak to the team if there is some additional support you feel would be useful.

Supporting secondary transitions

Transition into secondary schools for pupils with SEMH needs can be a challenging time. 33% of 2018-19 REU referrals were for pupils in year 6. The REU are excited to be piloting a programme to support transitions into secondary schools, funded by Hackney Learning Trust. The pilot will take place in Cardinal Pole and Stoke Newington School and hopes to roll out to other settings as part of the traded offer in September 2020. Data will be collated separately for this pilot and reported in August 2020.

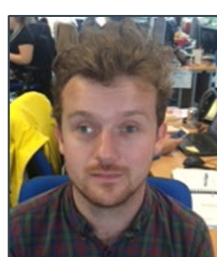
REU team structure 2019-2020



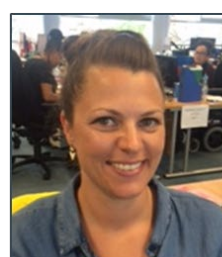
Nicky Pailing
REU manager



Jack Newling
REU senior worker



Joseph McQueeney
REU worker



Holly Lambden
REU worker



Tom Stokes
REU worker



Marta Bacigalupi
REU link CAMHS
clinician