

**People Directorate: Children and Families**  
James Winterbottom, Director of Children's Services



... special schools working in partnership with the Special Educational Needs and Disability Service (SENDS) and the Educational Psychology Service (EPS) to promote change and strengthen the inclusion of children and young people with SEND in mainstream settings

# Outreach Protocol



## About the Service

The Schools' Outreach Service is a co-ordinated team of specialist staff from Hope, Landgate, Oakfield, Rowan Tree and Willow Grove Schools.

The Service provides training/development/support for staff in mainstream schools and settings, in the domains of social inclusion, attainment and independent daily living skills, allowing them to build upon their existing skills, knowledge and expertise so that they are better equipped to cater for those children and young people with SEND in their care.

### The Service is available to:

... **mainstream schools and settings** with children and young people whose needs can be described as complex, ie, more severe than those of the general population of 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);
- a Statement of SEN or Education, Health and Care Assessment resulting in an 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:

... **complex needs in the area of cognition and learning** whose level of need would meet the criteria for placement within a complex needs special school;

... **profound and multiple learning difficulties** who are likely to have severe developmental delay, impaired ability to communicate and interact with the environment, and regressive conditions in some instances;

... **communication and interaction difficulties, or diagnosed autism** who are experiencing difficulties accessing mainstream provision;

... **severe and long term sensory and/or physical difficulties** who have restricted mobility which requires an adapted educational environment and specialist equipment and where staff who support them require moving and handling training;

... **severe and long term social, emotional and mental health difficulties** who have been issued with a Statement of SEN or EHCP and/or where a substantial period of intervention from the Targeted Education Support Service (TESS) – Behaviour, has taken place.

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, eg, TESS, EPS, etc.

### **The Service offers:**

- an annual programme of training opportunities, to include training on specific teaching strategies and mandatory training, eg, manual handling and risk assessment;
- bespoke training sessions to address particular needs;
- drop-in sessions, on a half-termly basis, for discussion and problem solving;
- 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 special schools for staff to observe lessons and work alongside identified staff on specific issues;
- advice on physical accessibility issues;
- advice on differentiation to enable pupils to access the curriculum to their full potential;
- PE support;
- support with communication needs;
- support in drawing up of individual care plans;
- identification of appropriate resources;
- advice around specialist materials and equipment.

### **Request Process**

A school or setting can make a referral by completing the 'Request for Outreach Support' which can be found at [Schools' Outreach Service](#).

In making a request, the school or setting will need to identify a named person and allow time for the named person to liaise with the Outreach Worker.

If the request is agreed, the Outreach Worker and the named person will draw up a Provision Agreement outlining the type, level, frequency and duration of input – which will usually be up to 8 sessions.

The school or setting must ensure that identified staff participate in the training recommended and provided by the Service, and that skills are transferred across staff, especially at times of transition. In some cases, the Outreach Worker may identify a particular training course that staff need to attend before outreach support can commence.

## 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.

**Quality assurance** is underpinned by the following standards:

- progress towards outcomes will be systematically recorded and monitored;
- interventions based on up-to-date specialist knowledge and expertise of suitably qualified professional staff will be promoted;
- clear outcomes will be agreed by the Service and the user, and steps taken to develop a culture of independence;
- the Service will regularly collect feedback about its interventions and use this to improve quality.

## SCHOOLS' OUTREACH SERVICE

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This document is available at <http://www.wigan.gov.uk/Resident/Education/Educational-support/schools-outreach-service.aspx> and can be produced in other formats on request.

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# SCHOOLS' OUTREACH SERVICE PROVISION FLOW CHART

September 2013

