



**Hatton School
& Special Needs Centre**



'LEARNING, GROWING, ACHIEVING TOGETHER'

Hatton Outreach Service Partnership Agreement

September 2016

Hatton Outreach Service is part of Hatton School and Special Needs Centre

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PURPOSE OF THE PARTNERSHIP AGREEMENT

This Partnership Agreement aims to clarify procedures and responsibilities to support the partnership between schools and the Service.

The Service will take into account the DCSF document 'Quality Standards for Special Educational Needs (SEN) Support and Outreach Services' (DCSF-00582-2008) in its development planning.

Hatton Outreach Service provides specialist support in the primary sector for pupils with Special Educational Needs (SEN). It promotes and facilitates the inclusion of children with a range of learning needs in mainstream primary schools.

AIMS OF THE SERVICE

- To provide a responsive service which will enable mainstream schools to effectively include pupils with Special Educational Needs.
- To work in partnership with school staff, pupils, parents/carers and other outside agencies involved, ensuring a coordinated approach
- To support pupils in making progress towards desired outcomes and reaching their potential

RANGE OF NEEDS SUPPORTED

Speech and Language Impairment

Including receptive and expressive language difficulties

Social and communication Difficulties

Including a wide range of pupils on the Autism spectrum

General Learning Difficulties

Those pupils where learning is delayed in all areas who may also have a range of specific syndromes

Specific Learning Difficulties

Those who have specific difficulties in the areas of literacy and/or numeracy.

SERVICE DELIVERY

Referral procedure

Pupils with Education Health Care Plans or existing Statements:

Education Health Care Plans and Statements (until April 2018) are issued by the Local Authority. These outline the areas of need, learning outcomes, appropriate strategies and provision to achieve the desired outcomes. They specify varying levels of Outreach Support.

Pupils at the stage of SEN Support: Pupils at SEN Support with more complex needs can be referred directly to the Service by schools. These referral forms can be downloaded from the school website

www.hattonspecialschool.co.uk

Parental consent will be required for a referral to be made. It is expected that pupils referred in this way will have more complex needs, but do not have a Statement or Education Health Care Plan.

Once a referral is received, the Head of service will make an initial visit to the school and next steps will be discussed and agreed.

LEVELS OF SUPPORT

Outreach teachers can provide a range of input and this can vary according to the needs of the school and the pupils.

Support may include:

- Training for school staff
- Focused visits arranged for staff and pupils to specialist provisions
- Collaborative work and projects with mainstream staff/Inclusion links
- General advice on resources and strategies
- Training on specialist interventions
- Short term or ongoing support at group or individual level which could involve individual, small group or in class support
- Joint planning advice on appropriate strategies, resources and differentiated provision to meet individual pupil needs
- Modeling of techniques and strategies
- Whole class input
- Focused training based on individual pupil needs
- Consultation and monitoring
- Individual assessment
- Attendance and advice for Annual reviews and Progress meetings
- Contribution to Individual education plans
- Liaison with parents and outside agencies
- Support with transition
- Parent workshops
- Problem Solving

For pupils with Education Health Care Plans or those still with an existing statement, we aim to deliver the number of hours indicated.

For pupils at SEN support, Outreach involvement will be agreed in consultation. This support may involve general inclusion advice or training; initial advice that is specific to a pupil; ongoing advice and consultation or a specific block of time. This support will be reviewed in consultation with school and parents/carers.

PARTNERSHIP

Successful support relies on effective partnerships between schools, families, other professionals and the Service.

Successful inclusion relies on collaborative working and good communication. There are elements of good practice, which contribute towards an effective process. The responsibilities of the service and its partners are identified in the areas of communication, collaboration and professional expectations.

Communication	<ul style="list-style-type: none"> • The SENCO is the key contact person for outreach staff • Dedicated time should be made available to agree focus of the support on a termly basis • Sharing information is a key element, school should make available school records and assessments, provision maps, planning and any other relevant information • School will arrange and provide dates for meetings in negotiation with outreach teachers • Outreach teachers will provide written report/ advice prior to the Annual Review and attend the Annual Review meetings and progress meetings where possible (reports may be written jointly with the school) • Outreach teachers will also provide copies of any additional reports, IEPs or other relevant information
Collaboration	<ul style="list-style-type: none"> • The outreach teacher will consult and liaise with relevant staff/ outside agencies/ parents or carers • School to allow adequate time for key staff to liaise/work alongside the outreach teacher • School and outreach teacher to establish joint planning time • School will ensure that evaluations are completed for training • School will complete service evaluation form on an annual basis
Professional Expectations	<ul style="list-style-type: none"> • All staff to maintain professional standards of diplomacy, responsibility, confidentiality and courtesy at all times • Outreach service to contact the school as soon as possible if a delay or cancellation of support is unavoidable • School to contact Service to notify pupil absence, inset days or significant changes to timetables • School will identify suitable working area for individual or small group work when needed

MANAGEMENT OF THE SERVICE

The Service is run by Hatton School and Special Needs Centre. It is managed by the Head of Outreach

PROCESS FOR RESOLVING DIFFICULTIES/COMPLAINTS

SENCOs are always encouraged to discuss any difficulties in the first instance with the outreach teacher involved, as most misunderstandings or difficulties can be resolved in this way. If the matter is not resolved then it should be discussed with the Head of Outreach either by telephone or in person. In the case of a complaint, a written record both of the complaint and the action taken should be held both by the school and the service. If the matter remains unresolved it will be passed on to the Headteacher of Hatton School and Special Needs Centre

(See also London Borough of Redbridge complaints policy)

ABSENCE

We do not provide cover for short-term absences. Our staff are fully timetabled and we feel that it would be impractical and unhelpful to use supply cover owing to the specialist and complex nature of our work.

We will provide cover for long-term absences known in advance e.g. maternity leave. If we are unable to provide suitably qualified and experienced cover staff, we will try to provide interim advice and support.

EVALUATION

Evaluations forms will be sent to Headteachers /Sencos on an annual basis.

A sample of parent and pupil views will also be collected annually.

We will ask school to evaluate training as delivered.

We welcome regular feedback and seek to be responsive in our development