

EOTAS Health Needs service – new delivery model (updated 13th October 2021)

We have made some changes to the EOTAS Health Needs service and started implementing a new delivery model from 1st September 2021. The changes are based on what we know needed to improve, what schools have told us, and feedback from parents and children.

The review and staffing re-structure that took place last year focussed on getting better value for money from the current budget. As the new model is implemented we will continue to review funding for the service and explore further the delivery models in other local authorities. We will also look at ways in which the curriculum offered can be broadened. Discussions are continuing with Active Northumberland and Communities Together to find new teaching venues. Schools will be asked for their views and will be kept up to date with any developments.

This is a summary of the new EOTAS Health Needs delivery model.

The team

- Victoria Pugh will be the acting team manager from 1st November 2021, contact details Victoria.Pugh01@northumberland.gov.uk, mobile 07970340652
- The team manager is supported by 4 Lead Teachers:
 - Sarah de Groot – English – Sarah.de-groot@northumberland.gov.uk mobile 07814094612
 - *To be arranged* – science
 - Cathryn Arnold – maths – Cathryn.arnold@northumberland.gov.uk mobile 07855123650
 - Angie Mitchison – PSHE/primary – Angela.Mitchison@northumberland.gov.uk mobile 07789927033
- The teaching is provided by a team of 23 part time teachers on variable hours contracts specialising in English, maths, science and PSHE/primary.

What we have changed

- How the number of teaching hours a pupil can cope with each week is assessed
- How the curriculum is planned and progress is monitored for each pupil
- How the teaching is delivered – the hybrid model of virtual and face to face
- How we monitor progress – the data, team around the pupil meetings
- The venues used for teaching
- How we decide when a pupil is ready to return to school/discharge from the service
- Arrangements for the re-integration from the service back into school
- Our working relationship with CYPS
- How the data is captured, stored and used – allocation, attendance, progress, length of time in service, achievement
- How referrals are made and processed

- Arrangements for the performance management of teachers eg lesson observation, appraisal targets
- How the team works together to evaluate and drive improvements

Hybrid model of teaching

Underlying principles for offer to individual pupils:

- home tuition will reduce or cease altogether
- small group remote teaching will be introduced alongside face to face teaching
- small groups will be bigger
- the core curriculum offered to all pupils will be broadened to include PSHE
- every teacher will contribute to the delivery of the PSHE curriculum.

Collaboration with schools

- All pupils referred will have a **standardised assessment** using a template for CYPS/paediatrician referral
- A **school-service agreement** will be put in place at the point each pupil enters the service. It will include:
 - the proposed length of time of the intervention
 - pending medical assessments
 - a review of each pupil's progress
 - clear arrangements for discharge and re-integration into school
 - a clear process for resolving issues and complaints between the service, schools, support services such as CYPS and families
- Introduce regular **Team Around the Pupil** meetings for every pupil, to include a school representative, and to create a paper trail for each case
- For access to the service, reference and use the local offer and **graduated approach to mental health** windscreen
- Schools will be invited, if they want to, to **contribute to teaching** through the hybrid model:
 - virtual lessons with their own staff
 - contribute lesson resources to the google classroom
- Schools can request that their own teachers or support staff are involved with the **delivery of provision** when the pupil is not attending school e.g. drop into virtual lesson, deliver a virtual lesson
- Schools will have more involvement in the decision-making process **for re-integrating pupils back into school**. The service will work with the school and family to ensure that the right support is in place for successful re-integration, and this might include support from Early Help or education welfare services (EWSOs)

The following link should now be used when making referrals to the EOTAS team

<https://forms.office.com/r/r7zcAW73n6>

Victoria Pugh is being seconded into a management role so that I can focus on developing our Schools' Safeguarding service to fulfil the extended duty of the Virtual School Headteacher to promote the education of children with a social worker. I will therefore not be involved with EOTAS Health Needs for 12 months, but leave you for the time being in the safe hands of Victoria Pugh and her management team. I wish our EOTAS pupils every success for the forthcoming academic year and hopefully their re-integration back into school and full time education.

Yours sincerely

A handwritten signature in black ink that reads "C Leckie". The signature is written in a cursive style with a large initial 'C'.

CAROL LECKIE
Schools' Safeguarding Team Manager