

2024

Outreach Support Service Partnership Agreement

Ratified: May 2024
To be reviewed: May 2027



Ardmore House

Help, Care, Support



Outreach Support Service Partnership Agreement

Between Ardmore House Special School and _____

This agreement is between _____ & Ardmore House Special School			
	Print Name	Signed	Date
Mainstream Principal			
Mainstream School Link Staff (Please state role in school)			
Ardmore House Principal			
Ardmore House Outreach Team Staff			

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Section 1

1.1 Introduction and Objectives

Ardmore House Special School is a Controlled School based in Downpatrick primarily for Key Stage 3 pupils who are presenting with Social, Emotional and Behavioural Difficulties in the mainstream setting. There is some provision for Key Stage 4 pupils for whom Ardmore House remains the most suitable provision for their circumstances at the end of Key Stage 3.

1.2 Overall Aim

The overall aim of the Outreach Support is to tailor provisions to best meet the required needs of specific mainstream post primary schools and of individual pupils who have or are presenting, with Social, Emotional and Behavioural Difficulties. Our aim is to empower the learners to self-regulate their behaviours *and to develop the understanding of key mainstream staff to manage presenting behaviours.*

A student may avail of support through several pathways. Mainstream schools can identify students that may be having difficulties regulating for example socially, emotionally, behaviourally or with their well-being needs. Pupils may be struggling with the transition from primary school to secondary school, may have been suspended several times, may be gaining attention from the Senior Leadership Team/Pastoral Team/SEN team, or may be building a number of behaviour points, the pupil may be dysregulated in school due to an event/s, may not be coping and may be in need of additional support (This list is not exhaustive).

1.3 Roles and Responsibilities

Our primary role as an Outreach Support Service is to support a pupil's inclusion in their post – primary mainstream school through bespoke behaviour support to help the young person with their behavioural difficulties. Through our Outreach Support we can provide support for individual pupils, small groups of pupils or full class support. Support and advice are offered for both teaching staff and Classroom Assistants.

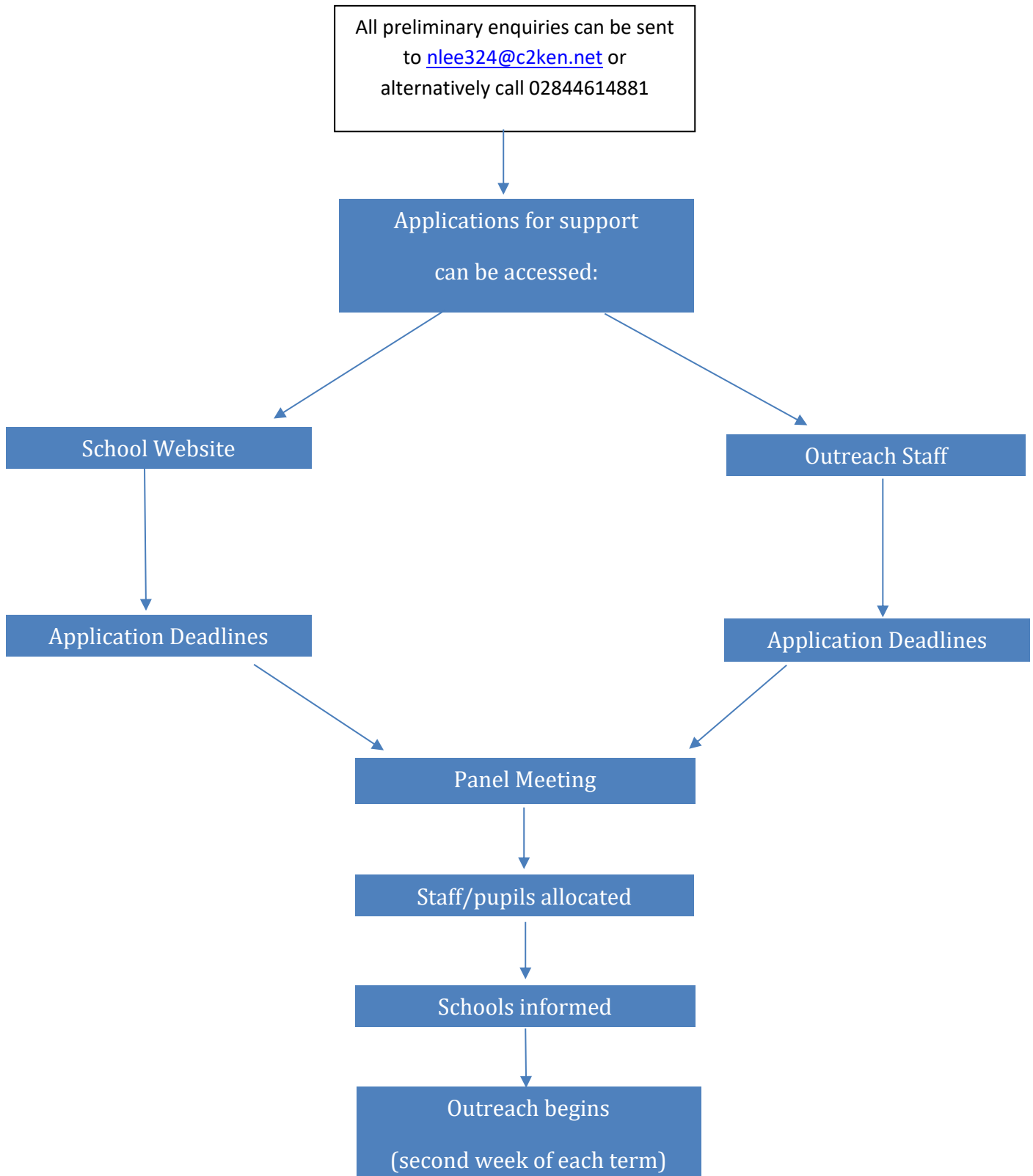
Effective delivery of this Agreement will require commitment of the staff in mainstream schools and Ardmore House Special School. The role of various staff is outlined in Appendix 1.

1.4 Information Sharing and Storage

Ardmore House Special School needs to collect personal data from or about the individual to enable staff to deliver the outreach service. The information provided by the individual including sensitive personal data may be shared with other government organisations during panel meetings. All information relating to pupils will be stored securely in the mainstream school/Ardmore House School. All information generated will be returned to the mainstream school to be filed for GDPR purposes.

Section 2

2.1 The Partnership Agreement Timetable – How to Access Support



Section 3

3.1 Partnership Agreement Data Sheet

Mainstream School Contacts		
Name of School		
Address		
Telephone		
Fax		
Principal		
Principal E-mail address		
Learning Support Teacher Assistant LS Teachers		E-mail:
Educational Welfare Officer		E-mail:
Special Needs Co-ordinator (SENCO)		E-mail:
Educational Psychologist		E-mail:
Other Key School Contacts Including Designated and Deputy Designated Teachers		E-mails:
Ardmore House Special School Outreach Support Service Contacts		
Head of Outreach	Mrs Nancy Lee	
Telephone / Mobile Number	028 44 614 881	
Address	Ardmore House Special School 95A Saul Street Downpatrick BT30 6NJ	
E-mail	nlee324@c2ken.net	
Principal	Mrs Ruth Spence (Acting Principal)	
Principal E-mail	rspence560@c2ken.net	

3.2 Outreach Support Checklist

Information required to support the delivery of effective Outreach Support. The mainstream school is asked to provide the following in order that an application can be processed:

School Information	Information Provided
Application form with signed written consent	
Attendance report	
School report	
SIMS behaviour report	
Stage on the Code of Practice	
Individual Learning Plan/Personal Education Plan reviewed	
Suspension list	
Statement of Special Educational Needs	
Any Baseline data; CATS, PTE, PTM, PASS, etc...	
Risk assessment	
School Calendar	

Section 4

4.1 Action Plan

Once a pupil's application is successful for Outreach the expectation is that each student embarks on one or two terms of Outreach Support in their mainstream school. Strategies and recommendations are made by the outreach team to help pupils regulate their emotions and behaviours within school. The school can avail of a further term/s support through the application process based on the individual needs of each student if this is beneficial to their progress being maintained.

Schools can expect a term/s support from a member of the outreach team. The member of staff will put in place a pupil support plan, emotional thermometer, emotional regulation techniques and strategies to help support the young person in their mainstream school so they can make changes and improve their behaviour.

There are occasions, however, when after an initial short period of Outreach, it is recommended that the student would benefit from a short-term placement of specialised education in Ardmore House Special School. In such cases the following table outlines the required process, procedures in school and the essential steps that are necessary to securing a placement at Ardmore House Special School.

Month	School	Ardmore Outreach Service	Action Plan Checklist
September	Arrange initial meetings between the Outreach Staff and the Link Teacher.	Ardmore House will provide Outreach Service Agreement.	<p>The aim of this meeting is to:</p> <ul style="list-style-type: none"> • Negotiate annual menu of service. • Agree suitable accommodation. • Establish formal meeting times . (link teacher & outreach support staff) • Establish time allocation for outreach. (weekly attendance) • Agree review dates. • Arrange the storage of link box/files. • Arrange for the Behaviour Observation Checklists to be filled in. • Update provided on pupils attending Outreach. • Agree documentation required for each outreach visit.
October	Arrange meeting with the Link Teacher	Review progress to date and discuss support for pupils.	<ul style="list-style-type: none"> • Agree whether support will continue until the end of the term with regards to attendance/engagement. • Agree to recommendations for a short-term placement at Ardmore if necessary. • Reminder of deadline.

Month	School	Ardmore Outreach Service	Action Plan Checklist
November	Application for short term placements to be submitted to the outreach staff. Review of outreach support.	Staff will check the documentation for the short-term placement and submit for panel.	<ul style="list-style-type: none"> • Signed application with all relevant documents submitted for the short-term placement panel. • Staff will review outreach and discuss applications of support for the new term.
December	Applications for support to be submitted to panel. Formal interim review meeting between Link Teacher & Outreach Staff.	Short term placement panel. Outreach Support Panel. Formal interim review meeting between Link Teacher and Outreach Staff.	<ul style="list-style-type: none"> • Any areas of concern to be raised with head of outreach/school Principal. • Signed application with all relevant documents submitted for outreach support panel. • Link teacher and outreach staff member to review the effectiveness of the service delivered on an ongoing basis and adjust where necessary. • Outreach support to be reviewed and recorded on proforma. • Share information and take appropriate action.
January	Arrange meeting between the Outreach Staff and the Link Teacher.	Agree outreach support for the term ahead.	<p>The aim of this meeting is to:</p> <ul style="list-style-type: none"> • Establish formal meeting times. (link teacher & outreach support staff) • Establish time allocation for outreach. (weekly attendance) • Agree review dates . • Arrange for the Behaviour Observation Checklists to be filled in. • Update provided on pupils attending outreach. • Agree documentation required for each outreach visit.
February	Arrange meeting with the link teacher.	Review progress to date and discuss support for pupils.	<ul style="list-style-type: none"> • Agree whether support will continue until the end of the term with regards to attendance/engagement. • Agree to recommendations for a short-term placement at Ardmore if necessary. • Reminder of deadline.

Month	School	Ardmore Outreach Service	Action Plan Checklist
March	<p>Application for short term placements to be submitted to the Outreach Staff.</p> <p>Review of Outreach Support.</p>	<p>Staff will check the documentation for the short-term placement and submit for panel.</p>	<ul style="list-style-type: none"> • Signed application with all relevant documents submitted for the short-term placement panel. • Staff will review outreach and discuss applications of support for the new term.
April	<p>Applications for support to be submitted to panel.</p> <p>Formal interim review meeting between Link Teacher & Outreach Staff.</p> <p>Arrange meeting between the Outreach Staff and the Link Teacher.</p>	<p>Short term placement panel.</p> <p>Outreach support panel.</p> <p>Formal interim review meeting between Link Teacher and Outreach Staff.</p> <p>Agree Outreach support for the term ahead.</p>	<ul style="list-style-type: none"> • Any areas of concern to be raised with Head of Outreach/School Principal. • Signed application with all relevant documents submitted for outreach support panel. • Link Teacher and Outreach Staff member to review the effectiveness of the service delivered on an ongoing basis and adjust where necessary. • Outreach Support to be reviewed and recorded on proforma. • Establish formal meeting times. (Link Teacher & Outreach Support Staff) • Establish time allocation for Outreach. (weekly attendance) • Agree review dates. • Arrange for the Behaviour Observation Checklists to be filed in. • Update provided on pupils attending Outreach. • Agree documentation required for each Outreach visit.
May	<p>Arrange meeting with the link teacher.</p> <p>Application for short term placements to be submitted to the outreach staff. Review of outreach support</p>	<p>Review progress to date and discuss support for pupils.</p> <p>Staff will check the documentation for the short-term placement and submit for panel.</p>	<ul style="list-style-type: none"> • Agree documentation required for each Outreach visit. • Agree to recommendations for short-term placement at Ardmore if necessary. • Signed application with all relevant documents submitted for the short-term placement panel. • Staff will review Outreach and discuss applications of support for the new term.

Month	School	Ardmore Outreach Service	Action Plan Checklist
June	<p>Applications for support to be submitted to panel.</p> <p>Formal end of year review meeting between Link Teacher & Outreach Staff.</p>	<p>Short term placement panel.</p> <p>Outreach support panel.</p> <p>Formal end of year review meeting between Link Teacher and Outreach Staff.</p>	<ul style="list-style-type: none"> • Any areas of concern to be raised with head of Outreach/School Principal. • Signed application with all relevant documents submitted for outreach support panel. • Link Teacher and Outreach Staff member to review the effectiveness of the service delivered on an ongoing basis and adjust where necessary. • Outreach Support to be reviewed and recorded on pro forma. • Partnership Agreement to be reviewed and recorded on pro forma. • Outreach signed off by Principal and Head of Outreach. • Review feedback from client satisfaction questionnaires.

4.2 Case Studies

Pupil A - Ardmore Outreach Post Primary School based support

A Year 8 pupil transitioning from primary school to a large secondary school accessed Ardmore Outreach post primary school-based support in Term 1 due to becoming dysregulated in the classroom and school environment. The pupil has Special Educational Needs and Autism and availed of the outreach service in school each week. The time was spent working on emotional regulation techniques and strategies, putting an emotional thermometer and my plan in place to help the student not to become overwhelmed by school life. The student also accessed 12 weeks of Drawing and Talking Therapy. They continue to access support in Year 9 on a drop-in basis to help maintain their progress in school. The pupil is now in Year 10 and is making good progress with the strategies in place.

“Outreach helped as I’m in a better place to where I was!”

Pupil B - Ardmore Outreach Post Primary School based support

A Year 10 pupil accessed Ardmore Outreach post primary school-based support in Term 1 as they were having difficulties regulating their emotions and found it difficult to settle into school life. The pupil had transferred to the mainstream school following their first year in another school and needed a fresh start. Many of the behaviours continued to be an issue and the school availed of outreach support to help the pupil. After a period of outreach an application was made to panel for a short-term placement at Ardmore House School. The application was successful, and the pupil spent Term 2 at Ardmore House School. The pupil made good progress and learned strategies to manage their behaviour and successfully reintegrated back to mainstream school in term 3 with the support of the outreach staff member. A reintegration plan with specific strategies for the pupil was put in place to help them successfully transition back into the mainstream school. Outreach sessions were in place to support the student for the remainder of the school year. The pupil is now in KS4 and making good progress with their qualifications.

“Outreach helped me as I was able to talk to someone about the things that was happening in school”.

Pupil C - Short Term Placement

A Year 8 pupil transitioning from primary school to secondary school accessed support in Term 1 due to having difficulties in the mainstream classroom. They were struggling with the environment, Special Educational Needs and their behaviours which was resulting in several suspensions. Outreach support was availed of for the pupil, however the pupil continued to find school life difficult. An application was made in Term 3 for a short-term placement at Ardmore House School for Term 1 in Year 9. The pupil made good progress in Term 1 and availed of a further 2 terms before the application for a change of placement was made at the annual review. The pupil is now in Year 10 and is making great progress at Ardmore, is accessing the curriculum, managing their behaviour and continues to develop in confidence each day.

“I found outreach helpful and I enjoyed it. Before starting Ardmore, I was nervous and didn’t want to go but when there I enjoyed the reward and practical aspect when there”.

Section 5

5.1 Outreach Support Framework

- **Outreach Team Staff Members**

The staff members are Outreach Teachers and SEBDAs (SEBD Assistants).

- **Referral** to the service for a short-term placement requires the following documentation:

- completed application form
- completed risk assessment for the young person
- written parental consent (emailed consent is applicable)
- suspension record
- attendance report
- SIMS behaviour report
- School report
- 2 reviewed IEPs/PLPs
- Statement of Special Education Need
- The information will be presented at **panel**. A minimum engagement of 4 sessions attendance of outreach support is vital although emergency applications can be considered.

- **Referral** to the service for a term of support requires the following documentation:

- completed application form
- completed risk assessment for the young person
- written parental consent (emailed consent is applicable)
- suspension record
- attendance report
- SIMS behaviour report
- School report
- 2 reviewed IEPs/PLPs
- Statement of Special Education Need
- Child Protection information is to be forwarded to the Designated Teacher

All forms can be accessed at www.ardmorehouse.org.uk

- **Drawing and Talking therapy** Schools can apply for 12 sessions of support via the request for support application or on recommendation from the Outreach Staff. This can help students struggling to cope with their emotions and unresolved trauma.
- **Panel** will take place prior to each term. Applications for support/placement will be agreed by panel. Panel will notify outreach staff of the decision. If deemed unsuccessful a reason will be provided and schools may resubmit the application for next panel meeting.
- **Deadlines** Late applications will not be accepted.
- **Written consent** is necessary for all applications. Emailed consent received from the parents will be accepted if schools are finding it difficult to get written consent. Consent must be obtained from the Principal and Parents/Guardians with Parental Responsibility.
- **KS4 Support** Applications for short term placement are not offered.
- **KS4 Outreach Support** will be offered on an individual basis and agreed at panel e.g., if it is named on a pupil's statement, it is necessary to support the individual pupil with their transition to KS4.
- **Line Management of the Outreach Team** Outreach Teachers and SEBDAs will be line managed and monitored by the Ardmore House Outreach Support Service.
- **Work Pattern** The Outreach Team will agree with the school suitable times and days when they will be on location at the school, providing the Outreach service. The Outreach staff members will make every effort to notify the school as soon as possible of any changes to agreed work patterns (due to illness/absence etc.). The school will also make every effort to notify the Ardmore House Outreach Team of any changes to agreed work patterns (due to closure days, flooding, unforeseen circumstances etc. or pupils absence). Record of attendance will be kept in School Support Record.
- **Policies** The Outreach Staff members will be provided with a copy of the school's Disciplinary and Child Protection policies, as well as a copy of any other policies the school deems relevant.
- **Holidays** The Outreach Staff members will take holidays in line with Ardmore House School. A list of these school closures and training days at Ardmore House school will be provided to the school by the Outreach staff member. A list of the school holidays/closure days for the attending school should also be provided to the Outreach staff members.
- **Facilities** The school will ensure that a suitable room, with a door that has a vision panel (for Child Protection considerations) is available for the Outreach staff member, to meet with pupils who have been referred.
- **One to One:** The Outreach staff member may meet with the referred pupils on a one to one basis.

- **Length & frequency of support:** The first meeting with a pupil will be used as an assessment session — the support will be offered to the pupil for an agreed length of time and frequency based on their assessed need (e.g. weekly, fortnightly etc.) This is a flexible arrangement and can be changed if the support needs of the pupil changes. Schools can apply for 2-3 terms of support for a pupil or longer based on the individual needs of the pupil and the recommendation of the outreach staff. This can be applied for each term via the SS1 application.
- **Communication** The school will provide a named contact for Outreach staff. This is to enable on-going communication between the Outreach staff and the school. Schools will provide details of incidents and behaviour progress for pupils receiving support e.g., attendance report, SIMS behaviour report, tracking information is vital for the tracking and monitoring of pupils and must be provided to the outreach staff. Outreach staff will liaise closely with the designated teacher if anything is disclosed during the session. Key contacts need to check in regularly with outreach staff and notify if there have been any changes e.g., suspensions/reduced timetable etc.
- **Recommendations** Mainstream schools are to put in place recommendations and strategies into place for pupils. Ardmore staff can be invited to a pupil's annual review/important meetings where Ardmore's input is valuable. A written report can also be requested as supporting evidence where staff have had an input e.g. EOTAS applications. Staff will guide schools on the best plan for pupils e.g. further support and strategies in school, referral to Educational Psychology/Statemending process/PPBSS etc.
- **Parental enquiries** The Outreach staff members will refer all parental enquiries to the class teacher/SENCO/Principal. Where necessary the outreach staff member will liaise with parents.
- **GDPR** All notes, paperwork or information relating to or generated by Outreach Support will remain the property of the mainstream school. The school must make arrangements for the secure storage of this information in accordance with GDPR legislation. Access must be granted to the Outreach staff. After support has ended, this information must be securely archived.

Roles and Responsibilities in relationship to the Partnership Agreement

Ardmore House Special School Head of Outreach

- To agree and sign off the Partnership and Data Sharing Agreements
- To oversee the successful implementation of the Partnership Agreement
- To be the point of contact for school in respect of concerns/issues arising from the Partnership and Data Sharing Agreements
- To present pupils case file at panel meetings for short term placements and support

Ardmore House Special School Outreach Staff

- To negotiate and agree the menu of service with the mainstream school
- To work effectively with the mainstream schools to ensure a provision of high-quality outreach support
- To provide the mainstream school with Pupil Support Plan for pupils receiving outreach
- To monitor, review and evaluate all components of the Partnership Agreement once a term with LSC
- To adhere to the mainstream school's Safeguarding Policy
- To deliver the agreed Menu of Service in partnership with the school

Ardmore House Special School Principal/SMT with responsibility

- To agree and sign off the Partnership and Data Sharing Agreements
- To provide effective leadership and management to ensure high quality Outreach Service, Information, Advice and Guidance provision to meet the needs of pupils
- To work with the outreach service to effectively deliver the Partnership Agreement
- To ensure the Senior Management Team and the Board of Governors are well informed on the Partnership Agreement and review process
- To share appropriate pupil information with the Outreach Team
- To ensure allocation of adequate resources including time and appropriate meeting space

Mainstream School Careers Teacher

- To ensure the delivery of effective CEIAG provision especially in Year 9 and Year 10
- To negotiate the Partnership Agreement, including the Menu of Service, with the career's adviser
- To ensure the learner is effectively prepared for the guidance process and appropriate transition to KS4
- To monitor, review and evaluate all components of the Partnership Agreement

Mainstream School Special Education Needs Co-ordinator - SENCO

- To engage fully with the outreach service in collaboration with the outreach staff
- To make available appropriate pupil information to the outreach staff to facilitate the outreach support, guidance and intervention programme
- To invite the outreach staff to all Transition Plan Meetings/Annual Reviews
- To engage actively in the review of the Partnership Agreement

Pupil

- To engage fully in the outreach programme
- To be aware of the role of the outreach staff within the school
- To contribute to the evaluation process of outreach support

Parents/Guardians/Carers

- To encourage and support their child to engage in the outreach programme