

# Ealing mainstream outreach offer to schools

Equipping our workforce to have the knowledge, skills and confidence to support all our children and young people

*December 2024*



## Ealing Local Authority in partnership with ELP provide a range of outreach options for mainstream primary and secondary schools.

This document outlines the current outreach offer available to schools without any additional costs.

### Aims

Outreach support aims to improve:

- ◆ Engagement and inclusion for children and young people (CYP) with additional needs.
- ◆ Outcomes for CYP with additional needs.
- ◆ The efficient and effective use of resources.
- ◆ Knowledge and confidence within the school workforce.
- ◆ Schools' and private, voluntary, and independent (PVI) settings' ability to reflect and evaluate their practice.
- ◆ Strategic leadership of SEND and Inclusion.
- ◆ Shared understanding of legal duties, reasonable adjustments, and expectations across the local authority (LA).

**Note:** You cannot use outreach support for collecting evidence for education, health, and care plans (EHCPs) or to fast-track the place planning process.

### Expectations:

To make the best use of our shared resources, we ask that:

- ◆ Schools refer only to one provider for each pupil. If the provider believes another service would be more appropriate, they will raise it at the Ealing Outreach Providers meeting for discussion. Please do not make multiple-provider referrals for the same pupil.
- ◆ If unforeseen circumstances arise that prevent a planned visit, or if the pupil is not in school, please inform the provider as soon as possible.
- ◆ School leaders ensure that relevant staff know about the purpose and expected outcomes of the visit and have arranged for observations and discussions with school staff.
- ◆ Schools act on the recommendations and advice provided. If schools need support to implement the recommendations or for training on specific strategies, please proactively contact the outreach provider.
- ◆ Schools engage in review and follow-up conversations. This helps measure the impact of the outreach support, refine the offer, and celebrate the success of pupils and staff.
- ◆ Schools reflect on their learning and consider whether an outreach referral is necessary or if insights from previous visits can apply.

Schools can expect:

- ◆ Tailored advice based on the individual needs of the pupil.
- ◆ Advice that considers the school's specific context and landscape.
- ◆ Written advice and signposting to services or additional resources to support the school.
- ◆ Notification of any changes to the agreed visit date or time due to unforeseen circumstances.
- ◆ Open and supportive professionals committed to providing helpful guidance.

## Quality assurance:

- ◇ Outreach providers participate in regular meetings with the ELP Quality & Practice lead
- ◇ We will share annual reports with the school forum
- ◇ The ELP Q&P lead will consult schools to assess the impact of the outreach support
- ◇ Outreach providers will submit a bi-annual impact report.

If you have any concerns about the Outreach services you have received, please contact Madhu Bhachu, ELP Quality & Practice lead at [bhachu@ealing.gov.uk](mailto:bhachu@ealing.gov.uk)

## Overview of current outreach options available to schools.

Before referring to outreach, schools must reflect on the desired outcomes for the pupil or young person. The outreach offers sits alongside the ELP training and development offer.

School and age group	Working with	Area of need
<b>Autism Outreach</b> Age 3 – 19 years	Pupil, parents, school staff	Autism – with or without a diagnosis
<b>Behaviour and inclusion service</b> Age 11 -16 years	Pupil, school staff	Pupils' behaviour and attitudes, low level disruption, distress behaviours and SEMH
<b>Castlebar</b> Age 3 – 11years	Pupil, school staff	Complex moderate to severe learning difficulties including ASC
<b>Ealing Primary Centre</b> Reception, KS1 and 2	Pupil, school staff	SEMH
<b>Early Start SEND Team</b> Age Nursery and Reception	Pupil and family with key worker	All children with additional needs in EYFS – they will offer a package of support or signpost to most appropriate service
<b>Early Years Specialist Teachers</b> Nursery and Reception	School leaders. teaching staff	Universal SEND and Inclusive practice in the Early Years
<b>John Chilton School</b> Ages 4-19	Pupil, school staff	Assistive Technology (AT), Alternative Augmentative, Communication Support (AAC)
<b>Mandeville</b> Ages 3 -11 years	Pupil, School staff	Outreach for severe learning difficulties and autism

Schools can also contact Sam Campbell- Jones at the SEND line to seek support and signposting [sendline@ealing.gov.uk](mailto:sendline@ealing.gov.uk), 07811 494323

## Early start SEND and inclusion team

*Supporting children 0-5 (All children in Nursery and Reception) with additional needs*

Contact [lawrenced@ealing.gov.uk](mailto:lawrenced@ealing.gov.uk)

### Support offer

Where schools need support to enable the pupil to access their full-time educational entitlement, they can contact the Early Start SEND team for any pupil in Nursery or Reception who has an additional need (with or without an EHCP).

The team will work 1:1 with the pupil, family and school staff covering areas of concern such as sleep, toileting, eating, making friendships, regulating emotions, and communicating their needs.



## Ealing Primary Centre

*Supporting pupils with SEMH needs in Primary Schools*

<https://www.ealingprimarycentre.co.uk/downloadfile/20646291>

### General support

- ◇ Tailored to schools' needs and purchased as ½ or full day support.
- ◇ Used to support individual pupil or small groups, e.g. with transition to high school.

### Training

School INSET (on request)

### Developing in school provision (Plan, Do, Review)

Specialist teacher to develop, in partnership with the school, an individual provision plan for target pupil

Review fortnightly over 6 weeks with school and parent

### Specialist teaching and assessment

- ◇ 6-week specialist teacher intervention (individual or small group)
- ◇ Assessment report with recommendations for school-based support and other agency support.

### Specialist mental health support

Following recommendation from support or engage intervention

- ◇ 8-week intervention by clinician with family and pupil
- ◇ Assessment report with recommendations for support.



## Autism Outreach - Springhallow School and Coston Primary and ARP School

*Supporting Pupil and Young People with Autism/Communication Needs from 5 to post -16*

[Outreach Service | Springhallow School](#)

### 1:1 Support

Modelling of strategies with teachers and teaching assistants to support individual pupils.

### Bespoke packages of support

Working with class teachers and Teaching Assistants to support with effective inclusion of CYP with Autism, Communication and Language needs.

Whole School Inclusive practice development support – 3 half day sessions working with senior leaders to reflect on their own schools practice and creating an action plan to improve inclusion

### Training

School INSET – a catalogue of training available – [Outreach Service | Springhallow School](#)

### Support to develop ARP/SRP and alternative models

Bespoke packages up to 6 days of support working with senior leadership team to develop a specialist provision.

## Behaviour in schools – traded service

*Supporting in secondary schools*

Contact: [BehaviourService@ealing.gov.uk](mailto:BehaviourService@ealing.gov.uk)

### Pupil focus

- ◆ Consultation
- ◆ Discussion with school staff about a pupil's detrimental behaviour
- ◆ Assessment of need
- ◆ Analysis of pupil's needs including data analysis, observation, standardised assessments, pupil, staff, and parent view.

### Intervention

One to one or small group support based on pupils' needs. e.g. social skills, emotional regulation, self-esteem, identity.

**Pupil focus meeting** Staff meeting focussed on the needs and provision for an individual pupil or group.



### Staff focus

**Training (off the shelf)** Twilight / workshop events for groups of staff e.g. de-escalation, understanding emotions, modifying low level disruption, building strong relationships (this list is not exhaustive).

**Training (bespoke)** Twilight / workshop events for groups of staff.

**Coaching cycle** One to one support for an individual member of staff focussed on an area of practice they want to develop

**Supervision / reflection** Discussion with school staff about a topic requiring attention.

### School improvement focus

**Audit / Evaluation** of one or more aspects of Behaviour and Inclusion e.g. detentions, refocus / reflection room, rewards, values, quality first teaching (this list is not exhaustive).

**Strategic planning** Design and deliver team meeting (or other activity) to agree priorities, actions, and success criteria in relation to one or more aspects of pupils' behaviour, attitudes, and inclusion.

**Modelling Model** leadership approaches including leading team meetings, analysing data and intelligence, and liaising with outside agencies.

### Mandeville School

*Supporting primary aged pupils with severe learning difficulties*

Contact: [mbhanderi@mandeville.ealing.sch.uk](mailto:mbhanderi@mandeville.ealing.sch.uk)

Bespoke support for teaching assistants and class teachers working with children with severe learning difficulties

- ◆ Initial observation visits with recommendations
- ◆ 2 days TA supporting class staff in implementing recommendations made
- ◆ Invitation to observe practice at Mandeville School  
Invitation to attend training on behaviours that challenge; schemas and total communication approach.



### Castlebar School

*Supporting Primary aged pupils with complex needs to engage /attend to learning*

Referrals through Autism Outreach at Spring Hallow or directly with the school

Contact: [training@castlebar.ealing.sch.uk](mailto:training@castlebar.ealing.sch.uk)

### Bespoke support to schools

- ◆ School visits outreach to observe individual pupil and demonstrate strategies.
- ◆ Advise on environments/creating working classrooms for pupils with SEND
- ◆ School Visits in reach to observe and discuss personalising the curriculum and assessment.

### Training - Readiness for learning programme

- ◆ 6-week programme in CBS. Week 1 training in using motivational techniques to support pairing with pupils & engagement
- ◆ Weeks 2-6-working as part of a classroom team+ training in Makaton.



### John Chilton School

#### *Supporting school staff working with CYP who have Assistive Technology and/or Alternative Augmentative Communication Support*

Contact Aidan Meech, Deputy Headteacher [admin@john-chilton.ealing.sch.uk](mailto:admin@john-chilton.ealing.sch.uk)

#### Bespoke Support

For SENCOs, Teachers and Support Staff working with a pupil who has Assistive Technology(AT) and/or Alternative Augmentative Communication Support (AAC) needs

Please note that AAC and AT often works hand in hand with speech and language therapy (SALT) input. This outreach is not SALT.

#### Half day support package

- ◆ Initial telephone call to understand support needed and the needs of the pupil, alongside referral made to John Chilton School for outreach
- ◆ A half day visit to meet pupil , SENCO, and/or teacher to explore basic requirements with a range of standard technology/ software suggestions to trial
- ◆ An advisory report provided with suggested provision, outcomes, interventions, resources, training needs and signposting to other providers or product companies.

#### Additional support package, if requested

- ◆ A return visit for additional half day (this could be soon after initial visit, or later if school needs to time to procure suggested software before requesting a return visit)
- ◆ Further bespoke staff training and advice to SENCO/ teacher/ support staff on practical elements of using suggested technology/ software
- ◆ Bespoke advice on integrating AAC+ AT through pupils' day and planning within curriculum
- ◆ Further signposting and suggested interventions to embed suggestions within EHCP 'Cognition' areas
- ◆ Invitation to observe practice at John Chilton School
- ◆ A brief telephone check-in 6 weeks after second half day visit.



### Early Years Specialist Teachers

#### *Supporting leaders and class teachers to develop inclusive early years practice*

Contact [eyfssen@ealing.gov.uk](mailto:eyfssen@ealing.gov.uk)

#### Pathway 1: Initial inclusive practice visit

Working with SENCOs and EYFS Leaders

- ◇ A visit and a check-in review (over 8-12 weeks)
- ◇ Overall health check identifying strengths
- ◇ Summary of cohort's main needs, desired outcomes, and some suggestions on how to address and achieve these.

#### Pathway 2: Just one aspect (provision and practice development cycle).

Working with SENDCos, EYFS leaders and class staff

- ◇ 1 x Planning meeting/visit, 1 x training session, 1 x action plan and 1 x review (over 6-8 weeks)
- ◇ To enable the school to make specific changes with just one aspect in a specified period
- ◇ To upskill staff with training and a plan to implement and embed changes to further develop their SEND provision and inclusive practice.

#### Pathway 3: Meeting the needs (pupil priorities and planning process)

Working with EYFS Class teachers

- ◇ 1 x visit, 1 x APDR support document and 1 x check-in review (over 6-8 weeks)
- ◇ To upskill and empower staff to address issues presented in class
- ◇ To follow a guided, assess, plan, do, review process
- ◇ To plan ways to resolve the issues and meet an individual pupil's or several children's needs.

Bespoke EYFS universal practice support available on request

Training Offer

A range of training options available – please see Ealing CPD on-line for details.



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