

ENHANCED MAINSTREAM SCHOOLS

September 2017 saw the launch of Stockton Borough Councils new Enhanced Mainstream Schools (EMS), which have replaced the previous Additionally Resourced Provisions (ARP).

The Enhanced Mainstream Schools are located in the north, centre and south of the Borough and over time each of the four areas of need will be catered for in each of the three localities, meaning that our SEN children

and young people will have their needs met in their localities and receive the educational support they need to succeed.

The purpose of the EMS is to ensure that children receiving support from the enhanced provision make progress that is at least in line with national (prior attainment), so that any gaps in attainment on entry to the school are narrowed by:

- Receiving the educational support they require from appropriately qualified and/or experienced specialist staff
- Ensuring children receive the specialist assessments required to understand their needs, identify potential barriers to making progress and inform support and intervention strategies
- Ensuring that mainstream staff receive the training and advice they require to enable them to meet the needs of the children
- Ensuring staff in partner agencies provide any additional services required
- Involving families in the decision making and education of their child

Support from an Enhanced Mainstream School is assessed on an individual basis via an application to the ONE Point Panel.

Common criteria for accessing support from all EMS are:

- Evidence of partnership work with parents and carers
- Multi-agency active involvement
- Clear evidence of the voice of the child

Communication and Interaction

- Communication and Interaction is their primary need
- Their audit band for other categories of need should not exceed 3
- Their audit band for Communication and Interaction is 4 or 5 from the SBC provision guidance Communication and Interaction

Cognition and Learning

- Cognition and Learning is their primary need
- Has a substantial level of learning difficulty. Developmentally they are performing at or below the 2nd centile
- Their audit band for Cognition and Learning is 4 or 5 from the Stockton Borough Council (SBC) provision guidance

SEMH

- SEMH is their primary need
- EHA is in place with regular TAC meetings
- Their audit band for SEMH is 4 or 5 from the SBC provision guidance SEMH

Sensory and Physical HI/VI

- Sensory or physical is their primary needs
- Their audit band for sensory and/or physical is 4 or 5 from the SBC provision guidance
- There is evidence of significant physical/medical need from a medical professional
- A medical/personal care plan is in place with significant adaptations from the home /school
- HI/VI is their primary needs
- Their hearing / visual impairment is diagnosed as severe
- Their audit band for HI/VI is 4 or 5 from the SBC provision guidance sensory and/or physical
- Their audit band for other categories of need does not exceed 3
- A qualified teacher of the HI/VI has been involved



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	Cognition and Learning	Social Emotional Mental Health	Communication and Interaction	Physical and/or Sensory	
North	Billingham South Primary	St Pauls Primary Stockton Sixth Form College	Pentland Primary	HI/VI Preston Primary Northfield School and Sports College	Physical/Medical
Central	St John The Baptist Primary	St Marks Primary Stockton Sixth Form College	Rosebrook Primary Our Lady and Saint Bede Academy		Billingham South Primary St John the Baptist Primary
South	Myton Park Primary Conyers Academy		Junction Farm Primary Egglescliffe Academy Thornaby Academy		Outwood Academy Bishopsgarth
Link Officer	Leanne Chilton Principal Advisor SEN	Leanne Chilton Principal Advisor	Christopher Evans Education Development Advisor SEN		Gill Burnett Principal SEN Officer

Within each EMS there are staff who will have the appropriate qualifications and/or experience to:

- Undertake specialist assessments of the child to accurately identify need, inform teaching and learning strategies and monitor progress
- Deliver training and advise mainstream colleagues on pupil need and teaching and learning strategies and monitor progress
- Understand the social emotional impact of the particular area of need
- Advise on strategies to build self-esteem, resilience and develop social skills, friendships and independence

For the placement to be considered, the young person:

- Is either going through statutory assessment OR has an EHCP (the pupil will be dual registered until the EHCP is finalised)
- Has previously accessed support and guidance from the EMS to enable the home school to include and meet need
- Each pupil who is being offered a placement (In-Reach, dual registration or placement in EMS) will receive a bespoke transition plan (with timescales) with the agreement to offer a place

ONE Point panels are held weekly for each area of need on a four weekly cycle

