July 2017

Bethan T James (Corporate Parenting)

Carmarthenshire County Council

Progress Update: pdglac attachment pilot sept 2015-July 2017



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**Progress update: PDG/LAC Pilot September 2015-July 2017**

The Wellbeing Team (LAC) in Carmarthenshire is line managed by the LAC Education Coordinator and has utilised the PDGLAC Grant to provide a range of training for school staff based on implementing Attachment Aware practices; including Emotion Coaching, Understanding Attachment and Trauma and Relational Play. The team have also provided intensive TA and Education Engagement Support for a range of schools in order to model appropriate interventions in addition to providing specialist resources and equipment for looked after children.

During this period the team directly supported 79 secondary pupils and 62 primary pupils across 73 schools.

1. **Individual Support for Pupils and TAs**

**Secondary Schools:**

|  |  |
| --- | --- |
| **Total number of Secondary Pupils Supported by PDG/LAC Funding** | **79** |
| Of which: Pupils receiving intensive 1:1 support | 36 |
| Pupils accessing Education Engagement activities | 19 |
| Receiving Resources e.g. specialist equipment for specific subject | 17 |
| Year 11 Pupils accessing transition support | 2 |
| Pupils receiving Additional Tuition | 21 |
| Schools receiving TA Advice and Support | 8 |

**Primary Schools:**

|  |  |
| --- | --- |
| **Total number of Primary Pupils supported by PDG/LAC Funding** | **62** |
| Of which: Pupils receiving intensive 1:1 support | 15 |
| Year 6 Pupils accessing transition support | 12 |
| Schools receiving TA Advice and Support | 25 |

**Feedback from Pupils:**

Feedback from pupils in receipt of support was overwhelmingly positive.

Pupils who had received support from engagement workers were asked to rate where they felt they were according to the following questions. They were asked at the start of the intervention and then at the end graded on a scale of 1:5(1= negative 5= positive).

|  |
| --- |
| Question 1 - Do you feel listened to at school? |
| Question 2 - Do you feel safe at school? |
| Question 3 - Can you talk to the adults at school? |
| Question 4 - Are you able to concentrate at school? |
| Question 5 - Do you feel happy at school?  Question 6 - Do you get on with friends at school? |

**Feedback from Schools:**

Feedback from school staff in receipt of support was also overwhelmingly positive.

Schools were asked to score themselves on the questions below at the start of the intervention from PDG/LAC and then at the end. The interventions were TA support and advice as well as strategies from either the LACE Coordinator or the Advisor for Attachment and Trauma. They were asked at the start of the intervention and then at the end graded on a scale of 1:5 (1= negative 5= positive).

* Question 1 - How do you rate your current understanding of looked after children's emotional and behavioural needs?
* Question2 - How confident do you feel in responding to looked after children's emotional and behavioural challenges?
* Question3 - How would you rate your understanding of the impact of trauma and neglect on learning?
* Question4 - How would you rate your understanding of the impact of attachment aware principles on learning?

1. **Attachment Aware Schools Training Project: 2015 –2017**

A range of training was provided through Kate Cairns Associates (KCA), Yellow Kite and directly from the Wellbeing Team (LAC). In addition to this an Attachment Network Group were established and Attachment Aware Champions were identified from schools and children’s services.

|  |  |
| --- | --- |
| **Total number of schools accessing training- 73** | |
| **Primary** | 58 |
| **Secondary** | 12 |
| **Special** | 3 |

|  |  |
| --- | --- |
| **Total number of schools accessing whole school training 24** | |
| **Primary** | 22 |
| **Secondary** | 0 |
| **Special** | 2 |

Out of the 73 schools attending, 53 schools with looked after children have accessed the training [numbers based on 2016 PLASC return] during this period. 5 schools with looked after children are still to access training.

|  |  |
| --- | --- |
| **Total number of schools with looked after children - 53** | |
| **Primary** | 41 |
| **Secondary** | 10 |
| **Special** | 2 |
| **Schools with LAC who have NOT accessed training** | 5 |

In addition to the work that the team has provided in schools in Carmarthenshire, ERW have also supported 31 schools through the Regional Attachment Aware Project.

|  |  |
| --- | --- |
| **Regional ERW Attachment Aware Schools Project - 31** | |
| **Primary** | 16 |
| **Secondary** | 9 |
| **Special** | 1 |

**Champions Training**

We have established sustainable self-support groups to problem solve and share best practice. We asked for departments and schools to nominate interested professionals who would champion attachment aware principles in schools. 4 sessions have been delivered in total with representatives from education, social services, health, youth support services, behaviour support services and FE.

**Examples of feedback from the Champions Groups**

* As a group we were able to share experiences and good practise as well as look at several scenarios to plan what we would do to support a child through an attachment aware lens, including using a variety of key phrases to keep the approach fresh (not just wondering!)
* We were introduced to the Circle of Understanding resource and had time to complete two examples in a small group which stimulated good discussions.
* We were able to share how we had used our knowledge and training to date and we began to discuss the best way forward to keep up the momentum in our settings. As Champions we need to take responsibility for this.
* It has given me a greater awareness of what is required from me and the teams working practice to support young people.
* It was very beneficial to work with other professionals on the Circle of Understanding and sharing good practice. It’s useful to have shared sessions with health and social services staff, not just education.
* Greater insight and understanding
* Positive feedback from our LSAs. Great forum to share ideas, problem solve around concerns, to offer support and feel supported. They feel empowered to share their experiences and share resources/strategies.

1. **Positive examples of implementing Attachment Aware Strategies**

Carmarthenshire looked after pupils had their best GCSE results since 2011 in 2016.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Pupils Entered** | **Achieving L1** | **Achieving L2** |
| 2011-2012 | 15 | 7 | 2 |
| 2012-2013 | 18 | 8 | 3 |
| 2013-2014 | 14 | 5 | 3 |
| 2014-2015 | 18 | 5 | 1 |
| 2015-2016 | 15 | 11 | 7 |

**Ysgol Rhydygors- SEBD School**

Embedding Attachment Aware principles is reducing the need for physical intervention/ positive handlings

|  |  |
| --- | --- |
| **Positive Handling** | |
| **Date** | **Amount** |
| Sept 2016 – October 2016 | 8 |
| October 2016 – November 2016 | 28 |
| November 2016 – December 2016 | 16 |
| December 2016 – January 2017 | 9 |
| January 2017 – February 2017 | 7 |

**Carmarthenshire Teaching and Learning Centre**

Embedding Attachment Aware principles is helping with behaviour management, improving attendance and reducing exclusions.

Pupil Profile Breakdown:

|  |  |  |
| --- | --- | --- |
| Age group | Maximum Capacity | Pupil Numbers |
| Key Stage 3 | 21 | 12 |
| Key Stage 4 | 21 | 24 |

Percentage pupils who are looked after: 36%

Number of wellbeing sessions provided following training for Attachment Awareness and Emotion Coaching:

1:1 problem solving guidance sessions – 225

Emotion Coaching, identified using criteria and ethos of the training – 118

Impact data – Autumn term 2015 to Summer term 2016

Emotional literacy scores have increased by 73%

1. **Next Steps: Moving Forward 2017/19**

The aim for the PDGLAC pilot moving forward is to continue to support individual needs of looked after children in Carmarthenshire Schools. In addition to this the Wellbeing Team (LAC) and Senior Local Authority Staff aim to work with 6-8 schools intensively to develop a standardised criteria and model of intervention for Attachment Aware Schools. As part of this model we will be developing whole school Attachment Aware approaches with Headteachers, Governors, School Staff, Families, Pupils and community partners. This intensive work will look at how best to develop and support schools through:

* **Attachment Aware teaching environments and practice**
* **Professional supervision and emotional support of staff**
* **Leadership and Governance**
* **Attachment Aware policies and practice**

The work will be underpinned by upskilling school staff in attachment aware principles including understanding neglect and trauma, emotion coaching, relational play and Thrive.

A challenge for Carmarthenshire is the high number of looked after children in SEBD provision. We also have an increasing number of out of County pupils who are attending our specialist provisions. As an example our Secondary Teaching and Learning Centre currently has 10 LAC pupils; of those 6 are from other counties. In our specialist EBD residential school there are 15 LAC pupils and 8 of those are from other counties in Wales.

Therefore there is need to focus Attachment Aware Resources on both mainstream schools and specialist provisions and **alternative models of Physical Intervention** will be explored in line with Attachment Aware principles.

The numbers of looked after pupils for the academic year 2017/18 are estimated as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **School Type** | **In County** | **Out of County** | **Total LAC** |
| 2017/18 | Primary Schools | 67 | 28 | 95 |
| 2017/18 | Secondary Schools | 83 | 62 | 145 |

**Intensive Attachment Aware School Support 2017/19**

We will work with our Residential SEBD School, the PRUs and mainstream Secondary and Primary schools to become Attachment Aware Schools following the criteria below:

|  |  |  |
| --- | --- | --- |
| **Stage** | **Details** | **By whom/ by when** |
| **Whole school training:**  Attachment Awareness  Emotion Coaching  Understanding Trauma and Neglect  Relational play  Lego therapy  THRIVE | Delivered by KCA trainers  Delivered by Wellbeing team | KCA  Wellbeing Team |
| Profile of school catchment and cohort.  Profile of pupils- objective measurements. | * WMD * Details of FSM, LAC, CIN, CPR, Refugee children. * Learner profiles * Attendance * Attainment * Adverse childhood experiences- ACE integrated into school profile. | Headteacher- my local |
| Profile of teachers and school support staff- learning styles, teaching styles and strengths  Staff capacity for- Empathy, playfulness, curiosity, relationships, structure, boundaries etc.  Organisational climate and  Leadership style | Belbin self-perception inventory.  Self-Perception stars- Empathy, playfulness, curiosity, relationships etc.  Leadership profile – Hays  360 feedback/ gap analysis | Headteacher and Wellbeing team  Wellbeing team  Service Manager |
| Mapping of children’s emotional health needs- Who can play, share, are resilient, have relationships, seek support in a meaningful way. | Discussion, observation in school.  Possibly develop an outcome star. | School nurture team and Wellbeing team |
| Consultation with whole staff including lunchtime and admin staff. | If we want to be an attachment aware school what does this mean for staff and pupils? Address staffs concerns and questions? | Service Manager  and Wellbeing team |
| Building on strengths of staff- building small support teams | Consider profile of staff and consultation questions/ responses and identify key staff to link together who can deliver more | Headteacher, Service Manager and Specialist EP |
| Small teams- group discussion | What does an attachment aware school look and feel like? What difference does it make to practice?  What are the indicators? | Service Manager  and Wellbeing team to initiate with identified key staff to maintain |
| Identify classes/ staff to plan and implement attachment based principles | Group planning Sessions  What does this being attachment aware mean for classroom delivery? | Specialist EP, Service Manager and Wellbeing team to initiate and key staff to maintain |
| Consider practice development, professional reflection, a supervision model and Group supervision sessions | Practice development- how do we capture our approach to learning, behaviour, staff development.  Small group support, professional learning groups.  Supervision and the development of a supervision toolkit. | Specialist EP to advise and attachment and trauma lead  Wellbeing team to lead  Specialist EP and Wellbeing team |
| Map the interface with other initiatives and wellbeing | 5 ways to wellbeing- Hywel Dda  Developing children's zones.  PCPlanning  Family Learning | Headteacher, LACE and Inclusion Dept. to map |
| Children as assessors - how does this school feel to you? What adults support you? | Develop a self-assessment tool for children. | Specialist EP to advise.  Wellbeing team to support  School to implement. |
| Self-Assessment toolkit- how will we know when we are an Attachment Aware School? | Develop a self-assessment tool for leaders, school staff, partners and parents  Measurement and indicators- what will we expect to see change through this process?  School Peer Assessment.  Consultation with children, families and professionals. | Specialist EP to advise.  Service Manager and Wellbeing team to support  SCImp to support  Governors to link in  Link to another Attachment Aware School.  School staff/ Wellbeing team/ Governors |
| Policies reviews- how do we tell others what are we doing? | Engaging with other professionals and parents. Developing policies. Interface with wellbeing/ family learning agenda.  Consultation with children, families and professionals | Specialist EP to advise.  Governors to link in  Service Manager and Wellbeing team to assist  School staff/ Wellbeing team/ Governors |
| Work Collaboratively with other Attachment Aware Schools to establish template policies | Policy building sessions with partners. | Key School Staff,  Governors, SCImp, Inclusion Dept and Wellbeingteam |
| Special Schools and PRUs | Explore alternatives to restraint- TCI | Specialist EP to advise. |

**Appendix 1: Measuring Outcomes**

* 1. **Logic**
  2. **RBA**
  3. **PCP**
  4. **Outcome Star**

**Appendix 1.1: Logic Approach to improving attendance and attainment for looked after children**

|  |
| --- |
| **Appendix 1: Applying the Logic Model Attachment Aw** |
| 1. **Examine the synthesis of existing models-**Attachment, trauma impact on development and learning. Attachment aware schools. Impact of trauma and neglect on vulnerable learners and looked after children. Neuroscience, attachment and brain development of neglected and abused children. |
| 1. **Identification of distal outcomes** – Quantitative- Improved academic achievement of looked after children. Qualitative- The citizen feels that they have an improved school experience. |
| 1. **Identification of intermediate and proximal outcomes**- Improved school attendance. Reduced School exclusions. Reduced School moves. Number of school staff accessing attachment training. Number of professionals accessing support groups. Number of Attachment Champions recruited. Number of schools being accredited as attachment aware schools. Number of physical restraints reduced. Number of school exclusions reduced. |
| 1. **Identification of outputs**- Key stage performance indicators/ Core subject indicators. |
| 1. **Specification of modifiable intervention processes-** High empathy, low structure models. High structure low empathy models. |
| 1. **Specification of intervention inputs-** The characteristics of the schools receiving the intervention. The profile of pupils: FSM, SEN etc. The profiles of leadership. The profile of teachers. |
| 1. **Share initial logic model, review and redraft-** Transferrable learning. multiple pilots. |
| 1. **Share revised logic model with wider group, review and redraft-** stakeholder groups, discussion, consultation |
| 1. **Present the final logic model in the protocol-** Local school protocols. Carmarthenshire protocols. |

**Appendix 1.2: RBA approach to improving attendance and attainment for looked after children**

|  |  |  |
| --- | --- | --- |
| **Appendix 2: Applying the RBA Matrix to this Attachment Aware Schools** | | |
|  | **QUANTITY** | **QUALITY** |
| **EFFORT** | **How much did we do?**  *How much service did we deliver?*   * Number of training sessions delivered. * Number of professionals attending support groups. * Number of Attachment Champions recruited. * Number of looked after children accessing direct support * Number of support sessions provided | **How well did we do it?**  *How well did we deliver the service?*   * Feedback on training. * Feedback form Attachment team. * Self reports from school staff and professionals feel more upskilled and pupils are more engaged in learning. |
| **EFFECT** | **Is anyone better off?**  *How much change was produced*   * Increased school attendance * Improved school attainment * Improved knowledge of staff * Reduction in significant behaviour incidents reported * Reduction in the use of physical restraint. * Reduction in school exclusions | **Is anyone better off?**  *Quality of change*   * Self measured change- Tools for measuring * Outcome stars * Self reports from school staff and professionals feel more upskilled and pupils are more engaged in learning. * Pupils self reporting that they feel more comfortable to learn. * Families self reporting that children are more engaged in learning. |

**Appendix 1.3: Person Centred Approaches for Attachment Aware Schools**

**Pupils**

|  |  |
| --- | --- |
| **Good Day** | **Bad Day** |
| Have had breakfast  Have everything I need for school  Know that I have a friend to be with at break time/ lunchtime  Have someone I can talk to  Can get on with my work without worrying  Feels safe  Be on time for lessons  Am not called out of lesson by: social worker, foster carer, counsellor  Have done my homework  Have lunch money  Know where I am going after school  Am not shouted at or bullied  No one is going to ask about my family in front of the class  Have subjects I like  Can have a laugh and not get into trouble  Feels fun  I am happy  I am not worried | Late for school  Haven’t done homework  Know I am going to be shouted at  Worried about my mum/ dad/ carer/ brother/ sister  Don’t feel sociable  Don’t feel that I can learn  Don’t understand the work  Feel sick  Have missed too much school  There is an exam  My only friend is off sick  Have fallen out with friends  Don’t know if I’m going to the same foster carer  Someone’s been horrible on facebook  It’s ------ birthday and I can’t see them because-----  People are going to ask me hard questions  I don’t have the right uniform, bag, shoes, PE kit  I’m hungry and have no dinner money  Have no fags |
| **How do we get more good days?**   * Have a safe space to go for breakfast, spare school equipment, do homework. Where I won’t be told off but will be listened to and helped. * Have staff that listen instead of shouting. * Have staff that don’t ask embarrassing questions about why I haven’t done something or about family that I really don’t want to answer. * Have somewhere to go if I am feeling anti-social. * Have help with homework/ school work but without everyone knowing I am behind. * Have someone to talk to if there is ‘crap’ going on at home * Not to be pushed to do something that is making me feel sad (things about families or feelings) or when I am feeling sad. | |

**Staff**

|  |  |
| --- | --- |
| **Good Day** | **Bad Day** |
| Have had breakfast  Have prepared for the day  Get a break  Get lunch  Everything goes to plan  Make a difference and can see the difference I am making  Respond to situations well  Overcome obstacles successfully  Resolve challenging issues  Get a smile (or two) from pupils  Feel that I am doing a good job  Feel supported by colleagues and management  Feel stretched (in a good way)  Not too much paperwork | Rushed, stressed and no time for anything  Have to address certain children who are oppositional , challenging or difficult  Get head to head with pupils, parents, staff, managers  Situations escalate and you can’t step down/ find a way to step down  Feel de-skilled, undermined or professionally challenged  Where nothing goes to plan  When you get to the end of the day and wonder why you are doing this job |
| **How do we get more good days?**   * Have a safe space to discuss professional practice * Have the skills to de-escalate situations and resolve challenge * Be able to have time out to reflect and consider * Have support that is non-judgemental * Have someone to talk to when things get on top of me * Reduce paperwork and let us focus on the job | |

**Appendix 1.4. Outcome Stars for Attachment Aware Schools**

**Distance travelled/ self report for Pupils:**

Feedback from pupils in receipt of Attachment Aware and PDGLAC support has been overwhelmingly positive.

Pupils who had received support from engagement workers were asked to rate where they felt they were according to the following questions. They were asked at the start of the intervention and then at the end graded on a scale of 1:5(1= negative 5= positive).

|  |
| --- |
| Question 1 - Do you feel listened to at school? |
| Question 2 - Do you feel safe at school? |
| Question 3 - Can you talk to the adults at school? |
| Question 4 - Are you able to concentrate at school? |
| Question 5 - Do you feel happy at school?  Question 6 - Do you get on with friends at school? |

**Distance travelled/ self report for Schools:**

Feedback from school staff in receipt of support has been overwhelmingly positive.

Schools were asked to score themselves on the questions below at the start of the intervention and training and then at the end. They were asked at the start of the intervention and then at the end graded on a scale of 1:5 (1= negative 5= positive).

* Question 1 - How do you rate your current understanding of looked after children's emotional and behavioural needs?
* Question2 - How confident do you feel in responding to looked after children's emotional and behavioural challenges?
* Question3 - How would you rate your understanding of the impact of trauma and neglect on learning?
* Question4 - How would you rate your understanding of the impact of attachment aware principles on learning?

**Appendix 2: Supporting Statements from Partners**

**Coleg Sir Gar**

During my time as Learner Support Mentor Co-Ordinator and Point of Contact for Looked After Children I have enjoyed a strong working relationship with the Carmarthenshire Corporate Parent team. I have engaged with steering groups, and within my capacity at Coleg Sir Gar I have encouraged strong links with both teams, to encourage a healthy transitional process for LAC that are looking at a Further Education future.

Opportunities for accessing training have also been a major benefit within the process. Within my role as Designated Point of Contact I have been able to attend Attachment Awareness Training, which has been an excellent tool for me to highlight areas within the college that will benefit all staff. This has now allowed me to become the college's Attachment Champion, and due to this we are now planning on delivering awareness workshops during staff development.

The Transitional process has begun due to the collaborative practice both stakeholders engage in, and by the college mentors linking with local PA's and we have encouraged and supported a smoother entry into college life. Transitional visits to each of our campuses have started the process, as well strong partnership working to set up a bespoke summer program designed to engage LAC with college mentors with the support of the Corporate Parenting Team. The summer program has also seen the college linking with the Wellbeing Team (LAC) and looked after children, which has again played a huge part with the organisation of the provision. Again, strong strategic links with all key partners have been a driving force for local young people.

This proved to be a huge success and has raised aspirations for all of the young people who attended, and led to them successfully applying for a college course. I feel that the collaborative working has been a highly successful and something that we will hopefully become a long standing provision.

**Model School**

Our involvement with the Wellbeing Team (LAC) has helped to feed our planning for a whole school personal centred planning approach in relation to how we interact with pupils, parents, staff, Governors and outside agencies.

We have been fortunate to have had whole school training, in relation to attachment and how the way we behave and approach all pupils, particularly, those with behavioural or attachment difficulties. How we respond and interact, can be crucial, in impacting on the pupils’ development and well-being.

We are very grateful also, to the bespoke training, teachers and support staff have received in dealing with specific pupils with specific needs. It has helped us reflect on our current practice, make necessary adjustments, that has not only helped those, directly involved, but also new pupils, as and when they have arrived at school.

As an inclusive church school, we often have pupils arrive throughout the year, with various backgrounds and often we find ourselves supporting pupils that have arrived with additional emotional needs. Having had the support and training has provided us with and added insight, to the growing needs of these children.

It is our goal to build on our experiences and to continue to reach out to those vulnerable pupils within our care; sharing good practice, offering support and utilizing the valuable training strategies that we have been given, to enhance the work of the Wellbeing team.

**Bro Banw**

I'd like to thank you and the team for all your support as well and it has been great working together. We have found the support from the project really helpful as it has provided the staff working closely with the pupils a lot of strategies to use with both the LAC pupils concerned, and in turn with the other pupils in the school setting. It has greatly helped to raise awareness amongst staff of the Attachment issues experienced by certain individuals and we have learnt a lot through our interactions with the Project Team. In this respect it has made a very positive difference to the school.

**Bryn Teg**

We received specific attachment training SLT team members received, which was organised by the LACE and Wellbeing team. Having the opportunity to share experiences, listen to professionals and gain input from individuals such as Lisa Lomax gave us confidence, skills and further vision as to the road we wished to follow. Sara was able to meet our leadership team following the training, and provide further input and advice in improving the wellbeing of our pupils across the school. For example, the restorative practice approach was adapted to incorporate attachment principles. We as a team also decided that Talkabout training would also help connect and agrees the pupil’s attachments. Whole school training followed, with the development of a nurture room, and full time Level 3 Learning Support Assistant who delivers a range of interventions, such as Talkabout, Lego therapy and Positive Play. This has recently been taken forward further with parents being invited into school to work with the pupils during their positive play sessions.

We were fortunate enough to be involved with the attachment training from the beginning, receiving whole school staff attachment inset training in conjunction with members of staff from Llangunnor primary school and members of the LAC Wellbeing team. The feedback from the training was excellent as it gave us a far better understanding across the school, as to the types of issues we deal with on a day to day basis.

Sara has been involved in working with staff at Bryn Teg in providing additional resources, being part of setting up an emotional support plan for 1 pupil in Year 5. This has proved to be invaluable in terms of the selected pupil making significant improvements in managing his emotions.

Overall, we have been delighted with the training, support and resources we have received as part of this programme. We as a school, feel this has made a marked difference in how pupils are within the school. This may not be measured in terms of pupil data as of yet, however, getting these foundations right will equip the children to succeed in life. Any further training would be gratefully received as we see this area as a journey that we wish to continue along.

Thank you for your help and input.

**Emlyn School (YGE)**

The Wellbeing Team and LACE have offered support to 5 LAC students in the last academic two years.  The students have been identified as in need of this extra support due to a combination of BESD and underachievement in their academic progress.  The services has supported students within school and directly benefited the students by offering emotional support and social development skills.  With the Year 11 student the team supported the management of extreme behaviour, responding dynamically to requests from the school for support for the young person, this was a flexible approach that allowed intervention at times of significant need for the young person and reduced the need for fixed term exclusions.  They also facilitated the successful transfer to Post 16 education working with the Careers Wales officer, Pastoral Support worker and curriculum staff in YGE.  They continue to work with a combination of Key Stage 3 and Key Stage 4 students in 2017-18.

The team have worked closely with teachers, youth workers and teaching assistants within the school to support the students’ academic progress with targeted sessions on homework and revision skills in order to create the opportunity for the young people to succeed.  Students have benefited from support with academic activities in one-to-one sessions and their self-esteem has improved as a consequence.  The school is very pleased with the continuing support and communication from the team. Where appropriate the Education Engagement Worker will meet with the YGE LAC officer to discuss issues arising and both the school and the team work closely to support young people, the open and mutually respectful communication continues to help the most vulnerable students within YGE to develop socially and academically as all parties are able to share information quickly and adapt to the young people's changing circumstances as needed.