

Re-engagement Unit

Information for schools



Top tip

Please remember confidentiality

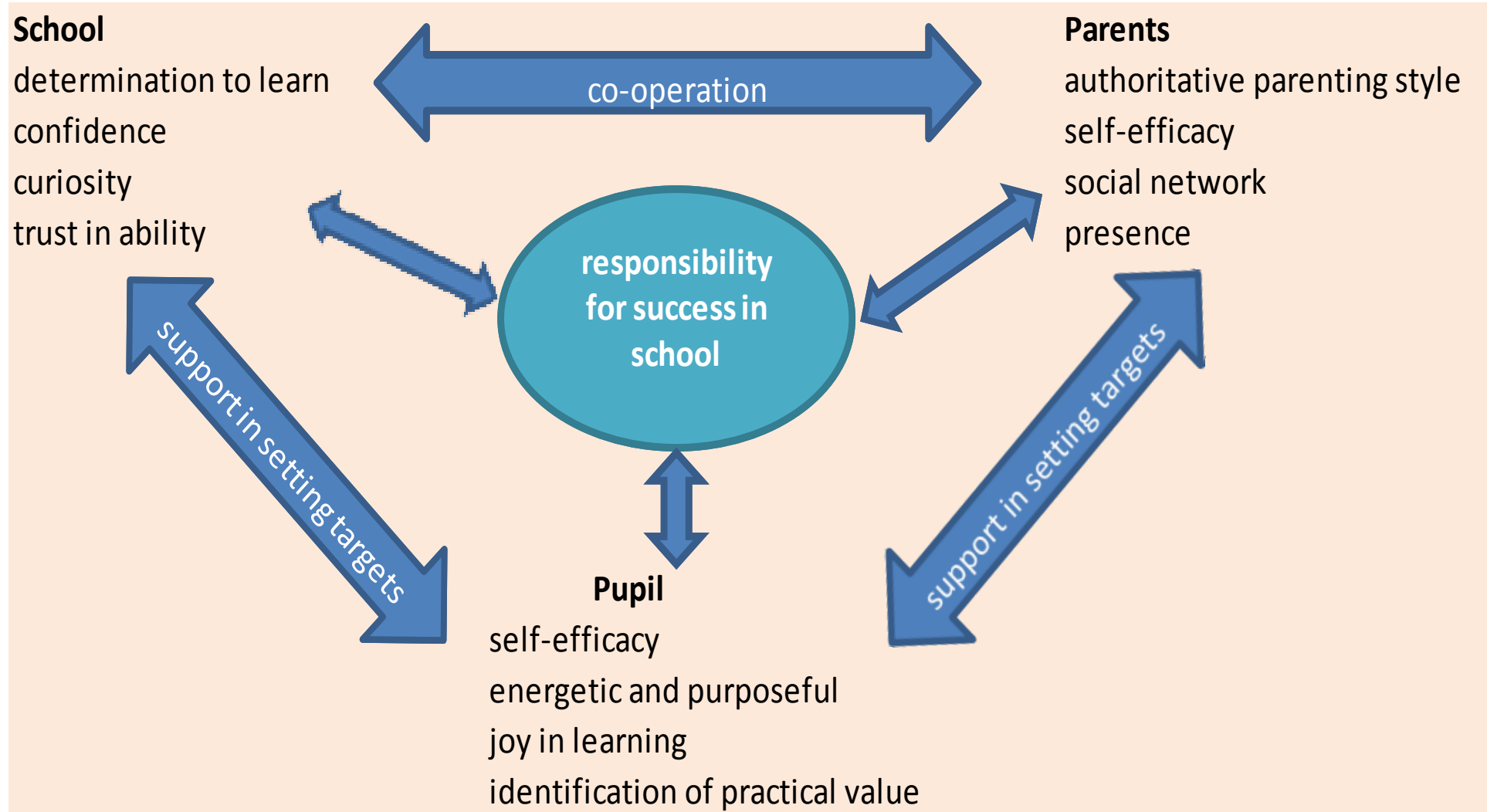
The REU – What is it?

The Re-engagement Unit (REU) is a school support service.

We work systemically to deliver support to children at risk of exclusion.

The team is made up of teachers, specialist mentors, family support workers.

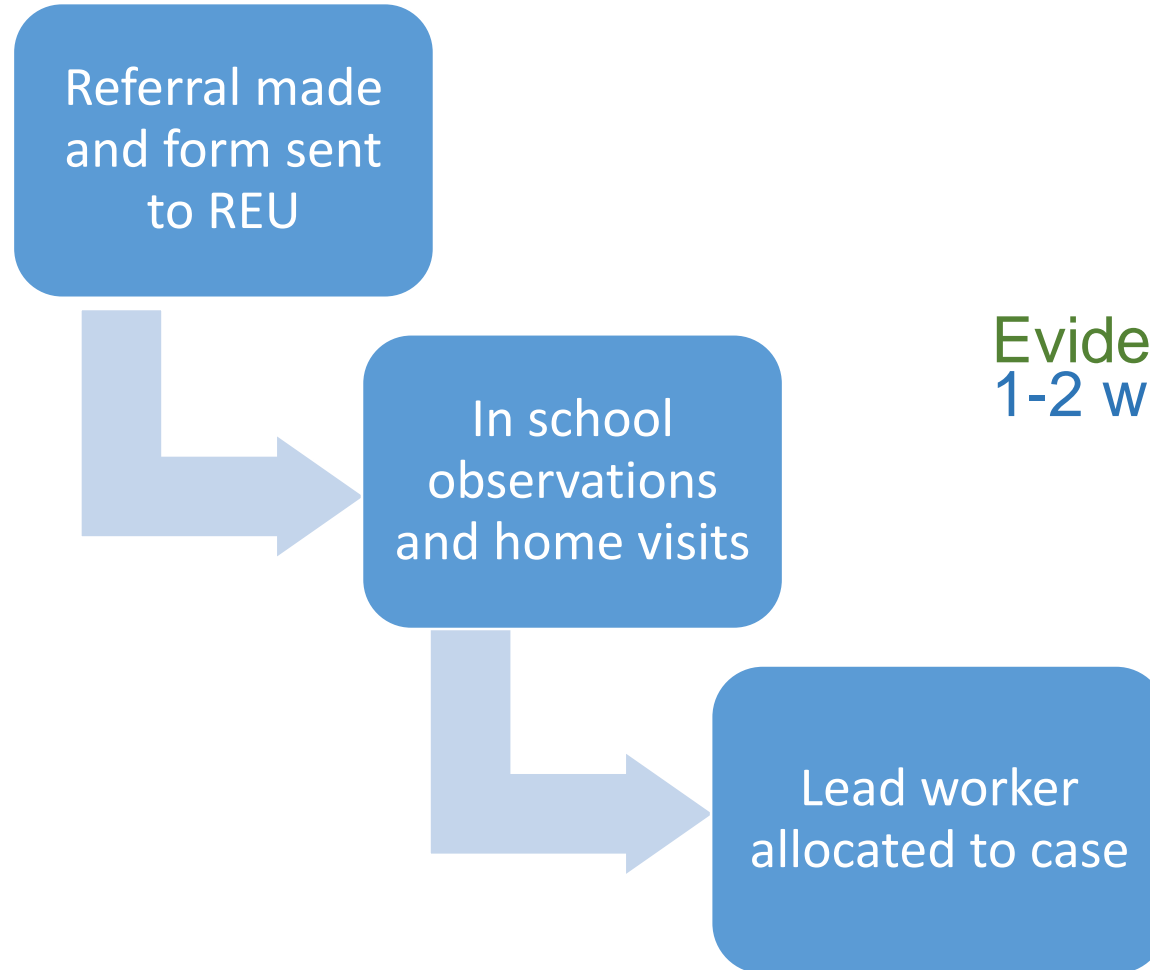
The systemic approach



Why would you use it?

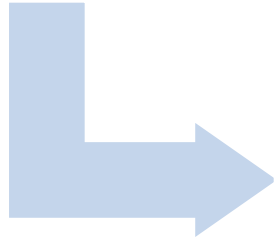
- High level of concern
- Fixed term exclusions
- Other interventions have been tried with little impact
- Change in child's behaviour
- Dip in engagement with learning

How does it work?

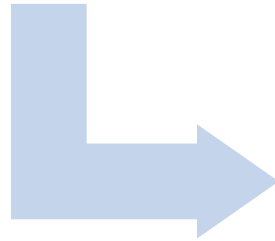


Evidence gathering period
1-2 weeks

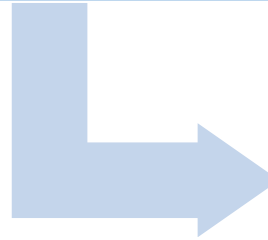
Relevant meetings with staff and external professionals



REU plan formed
Interventions begin



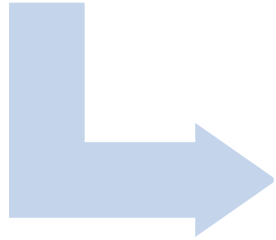
3 week review



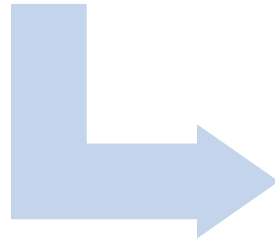
Weekly update sheet shared

Implementation of the plan
6-8 weeks

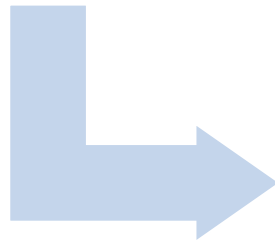
6 week
formal REU
review



Sustainability
targets set



Feedback
requested
from schools



PSP initiated
or reviewed

Completion of the plan



Top tip
Sustainability for the school should be considered from the start of the plan- how will practises be continued once the REU closes?

How does it work?

Each child will have a bespoke plan guided with up to 3 targets.

Targets will be set together with the school and family.



Top tip

A member of SLT should be present at initial planning meetings and the head teacher will need to sign off the plan.

Re-engagement Unit Plan (REUP)

Name of young person: DOB/Age/Year group: Name of school:		Date plan starts: Term plan starts:
Present:	Date:	Date of final meeting:
Notes		
Each target should be rooted in one of the areas below: a. Improving behaviour and wellbeing outcome b. Improving learning outcome		

Phase 1: Target Setting

Target 1:

Which links to statement a/b (delete as appropriate)

Rating: 1 2 3 4 5 6 7 8 9 10

Descriptor of baseline level (where we are at the start):

Descriptor of level achieved (where we are after six weeks):

Target 2:

Which links to statement a/b (delete as appropriate)

Rating: 1 2 3 4 5 6 7 8 9 10

Descriptor of baseline level (where we are at the start):

Descriptor of level achieved (where we are after six weeks):

Target 3:

Which links to statement a/b (delete as appropriate)

Rating: 1 2 3 4 5 6 7 8 9 10

Descriptor of baseline level (where we are at the start):

Descriptor of level achieved (where we are after six weeks):

The REU gains it's information through

1. Observations
2. Discussions with staff, parents and the pupil themselves
3. Home visits

Then we can advise on inclusive support

- ✓ Best practise for inclusion
- ✓ Personalised provision
- ✓ New resources
- ✓ PMPs & de-escalation
- ✓ Differentiation
- ✓ Establishing PSPs

Who we work with

- EPS
- CAMHS
- CSC
- Young Hackney
- Family Support Service



What we know works

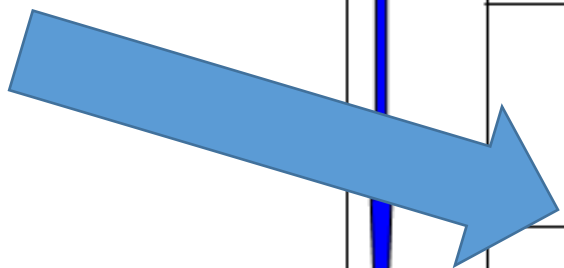
- A member of SLT to oversee the REU plan and sign off on interventions
- Evidence of previously tried interventions. We expect to see an IBP or PSP with two reviews on referral
- Commitment to inclusion, the child & family
- Willingness to try creative new ideas

When to refer to the REU

- Most vulnerable cases
- When these interventions have been tried

Available on page 5 of the PSP guidance

On-going pupil assessment and evidence.	<ul style="list-style-type: none"> • Referral to outside agencies and services
	<p>Graduated additional support</p> <p>Differentiated behaviour management e.g. SMART targets set within an Individual Behaviour Plan or Individual Education Plan (IEP) Classroom based targets integrated within planning and supported within the classroom Differentiated learning Daily and weekly monitoring of targets which is shared with parent or carer Regular meetings with pupil to build on success and overcome barriers Nominated key staff to support pupil Increased additional support to develop key skills</p> <p>Interventions include As above</p> <ul style="list-style-type: none"> • Individual behaviour plan or IEP • Learning assessments and targets within planning • Time limited out of class support with achievable success criteria e.g. nurture group, inclusion room, small group work • Circle of Friends • Playground buddy or other playground support • Referral to outside agencies and services • Positive handling plan
	<p>Pastoral Support Programme</p> <p>Supersedes individual behaviour plan or IEP Multi-agency meeting Programme completed in line with guidance Targets shared with systems in place to monitor, develop targets and celebrate success Programme reviewed in line with guidance</p>
	<p>Re-Engagement Unit</p> <p>PSP in place Support from the Re-Engagement Unit (REU) can be accessed after a PSP has been implemented and reviewed twice in line with the PSP guidance Six week intervention plan developed and delivered by REU Sustainability plan at the end of REU intervention that is linked back to PSP</p>
	<p>Other interventions e.g. referral to Children and Young People's Partnership Panel, New Regents School or school led Managed Move</p>



Family support

One of the REU's KPIs is to develop the partnership between home and school

We do this through:

- Home visits
- Celebration meetings
- Discussions about home routines
- Support to access community activities and programmes
- Support with statutory intervention

HACKNEY PIRATES



*Top tip
Celebrating external achievements
in school helps boost pupils self-
esteem and can help personalising
learning.*

Hackney Pirates

Audio Literacy Work - 20th May 2015

Hello my name is Jaharni and I am going to be taking you to the cinema, so close your eyes and enjoy the ride.....

A sea of people surrounds me as I walk into a room full of night time darkness. The screen is as big as a double decker bus.
Using my whole body I can touch the warmness and comfort of the chair. I can smell the sweet popcorn in the air. I can taste the salted crisps in my mouth, as the packet crumples around my fingers.
Camera. Action. Film rolls and the loud noise makes me JUMP!



HACKNEY PIRATES



OLIVIA



ANTHONY

3.30pm – Emily collects me from home.
4pm – Session starts. Session will be run
with Olivia and Anthony.
6.30pm – Session finishes
6.40pm – Get the train home with Emily

138 KINGSLAND HIGH STREET, E8 2NS



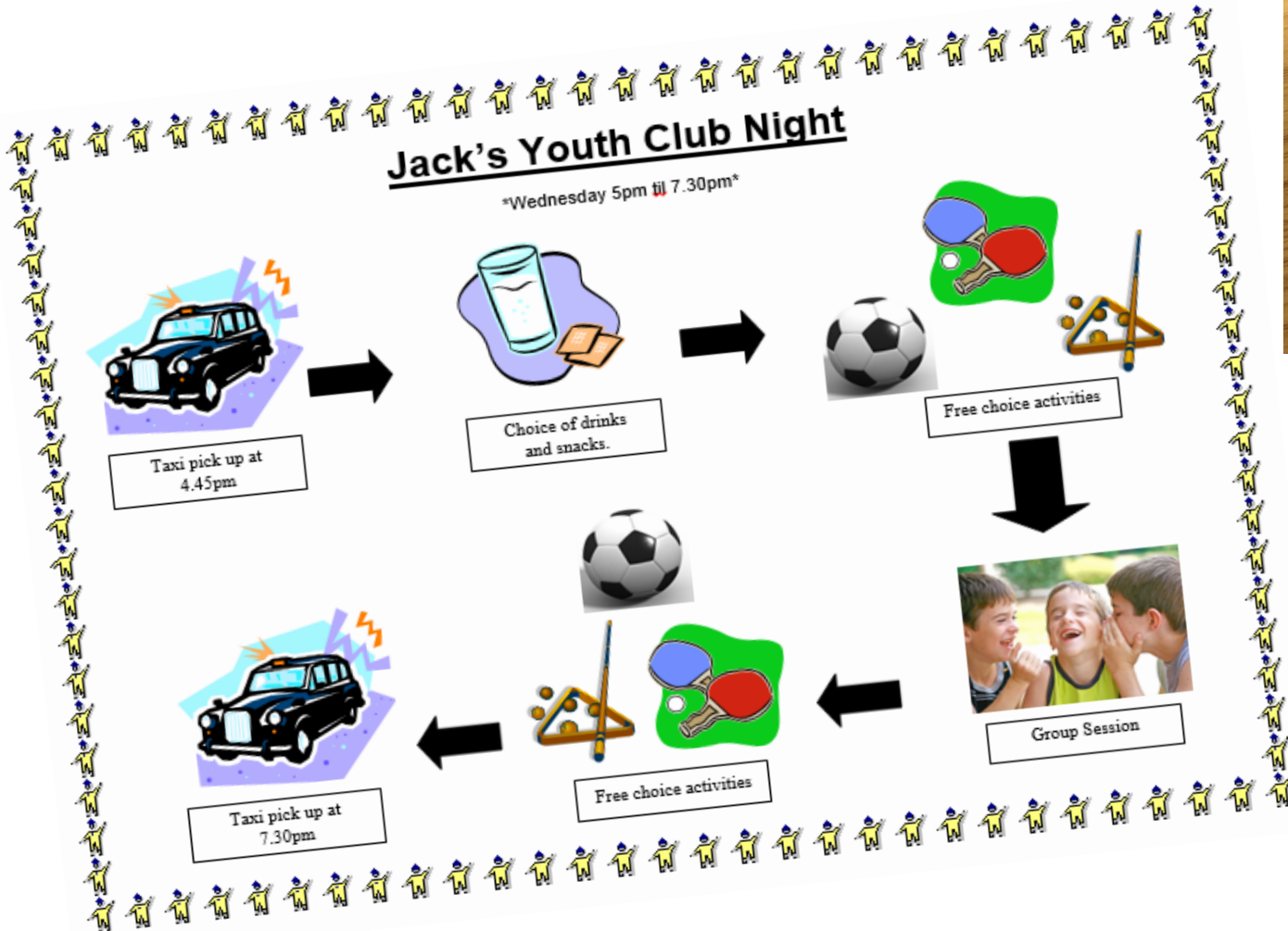
Prepping for
change



Top tip

Links to external agencies works best
when family are part of the discussion
and all practical elements are
considered and shared transparently.

Hackney Quest



My Bus Route
236 Finsbury Park
Brownlow road
(Stop QC)
to
Homertown Terrace
(Stop S)

CAMHS

We work closely with our in house clinician and can offer:

- *Direct CAMHS referrals*
- *Time to carry out in school observations*
- *Attendance to in school planning meetings*
- *Weekly feedback from the REU worker to the clinician at the REU team meetings*

Playgrounds

The REU are frequently asked what can be done to support our children in the playground.

Examples of this include:

- Ensuring support staff are Stay on Green, Restorative Justice, TeamTeach trained
- Writing individual Positive Management Plans with all involved staff
- Making visual social stories
- Sharing one-page profiles with strategies in the staff room
- Structured play sessions with a social learning focus
- Group SEAL sessions

Top tip



For any TeamTeam questions contact Alaister Reid on

alastairreid@blueyonder.co.uk

Personalising provision

Positive Management Plans

- Environment and triggers
- Prevention
- What might happen
- Things that help
- What to avoid
- Managing the crisis – low level Next step Extreme
- Cooling off / follow up
- Child friendly version with images supplied home

Examples of previous PMPs supplied on the table



Top tip

Make the process meaningful, write it all together (including parents!). Treat it as a functional working document and review it regularly.

Social stories

Vulnerable children struggle with changes of routine, including holidays, weekends, changes of rooms, staff, rules and expectations.

- Preparation for upcoming school trips/ changes in timetable
- Reinforcing school expectations and personalised behaviour management systems
- Supporting the introduction of new members of staff – especially 1:1 support

Top tip

Social stories need as much detail as possible. Images of places, people, details of when and where are vital.

Charlie's week at school

Today is Monday and it is the start of a whole new week at school.



Isabella will be here at school this week and will help me with my work.

Mondays can be a little difficult because I can be tired from the weekend.

We will learn some new and wonderful things and it is important that I try to work very hard.



Sometimes I will work at the desk where it is a little quieter.



And sometimes I will work in my classroom.



Miss Wheeler really enjoys when I am in the classroom working with my friends.



Isabella will help me, but it is important I try to work independently. That means that I try to have a go and finish my work all on my own. When I work hard I get some beautiful stars! And everyone is very proud of me.

Visual resources

How to help.



Hello everyone. Thank you for reading this page. It's all about how I can find lunch times hard and how you can help me!

I find things tricky when I'm playing. I get so over excited I can lose control. If you see me losing control then please.....



1. Stop the game so I can look you in the eye to show good listening and give me a warning.



2. If things don't get better then please stop the game and give me a yellow card.



3. If things still don't get better then I need a time out. Stop the game and show me the red card and say to me.....



'Elijah I can see you have been having a tricky time today. You need to come and have time out with me so we can calm down'

If I'm in the front playground then please let me take time out on the tree chair.

If I'm in the back playground then please can I take time out no the steps by the reading area.

PicCOLLAGE

STAY CALM AND TAKE A BREATH.

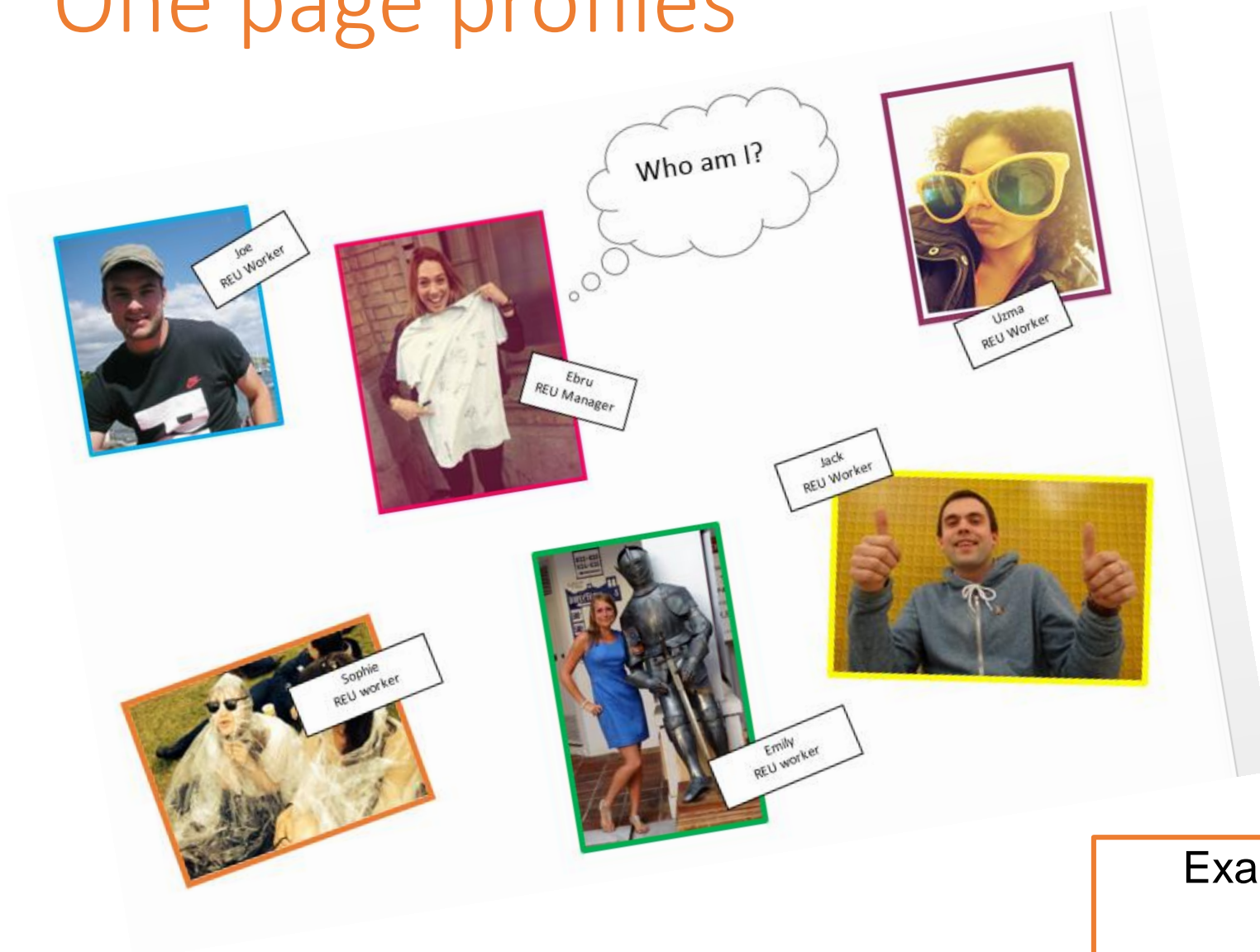
Taking deep breaths in my nose and out my mouth can help my body feel calm.

SMELL THE LASAGNE....

BLOW OUT THE CANDLE.

PicCOLLAGE

One page profiles



Examples of REU one page profiles shared on the table

Supporting the delivery of group work

Team work tiger!





**Inclusion in
practise**
Your turn!

PSP – Pastoral Support Plans

- Claire Tregear can offer one off, free support sessions to introduce the PSP documentation.
- Her sessions can be extended through traded services.
- Claire can also support on additional areas including:
 - Stay on Green
 - SEAL
 - Whole class behaviour management

Top tip

The most successful PSPs are developed when all the agencies involved with the young person are asked to contribute to the programme.

Claire Tregear

Associate Deputy Headteacher Behaviour
and SEAL

0208 820 7360

Claire.Tregear@learningtrust.co.uk

What happens next?

Re-engagement Unit referral form

Please make sure you have the most up to date form for our data tracking purposes

You have all recently received an email from Helen Grice containing the most up-to-date version


Top tip

The most recent version will have Oct 15 in the footer

Re-engagement Unit referral coversheet

Please submit alongside P&P and review documents.

Send to: Ebru.Karatufek@learningtrust.co.uk

		
School	Name	Main telephone number
Name of child		
Date of referral		
Term of referral		
Gender		
DOB of child		
Year group of child		
Parent/guardian name		
Contact details		
Address		
Telephone number		
Has parental permission to make this referral been sought and established?	Y/N	
Member of SLT who will have oversight of this case? Note: this person will be expected to attend the planning and review meetings.		
Head teacher	Name	Email
Classroom teacher and class name	Name	Email
SENCO	Name	Email
Educational psychologist	Name	Email
Has there been any involvement?	Y/N	
Which of these interventions have been completed:	Y/N Y/N Y/N	No of reviews:
• Internal tracking		
• IBP		
• P&P	Please attach these documents to this form	
What are the child's current levels?	Numeracy:	Writing: Reading: S&L:

Our results

- Supported 98 children across the borough
- Worked with 34 primary schools in the last year
- Met or exceeded 92% of targets established at the start of an REU plan
- 70.4% of children on a REU plan were not excluded again for the remainder of the academic year



Top tip

Our data is collected from various locations, one of which is the school referral form. These also help the team to assess our work and impact. The more data the better!

Frequently asked questions

Do schools have to pay for this service?

How long does the programme last?

What are the referral criteria?

Why do I need parental consent?

Do Re-engagement Unit workers hold an enhanced DBS check

Please refer to Appendix 1 of the service guide for answers

Find out more

- Please refer REU Service Guide
- Contacting the REU's business support Officer – Helen Grice
0208 820 7418
helen.grice@learningtrust.co.uk

hackney success in the making

Re-engagement Unit Service Guide 2014/15

January 2015

Case discussions



For further discussions surrounding case suitability please contact:

Ebru Karatufek

Re-engagement Unit Acting Manager

T: 020 8820 7091

M: 07717361221

ebru.karatufek@learningtrust.co.uk