



Multi-Disciplinary Working at Castlebar School

Position Statement

Introduction

At Castlebar, high quality teaching and learning is supported by a range of psychological and therapeutic services. Castlebar aims to provide the best education possible to children with complex learning needs, including Autism and challenging behaviour.

This type of specialised education provision is an increasingly expensive and resource intensive type. Castlebar receives the majority of their funding from Ealing LA, through the Dedicated Schools Grant (DSG). NHS Ealing do provide minimal amount of services and the school also attempts to generate income, although this is equally a minimal amount.

Parents, carers and pupils are extremely happy with the provision at Castlebar. Their feedback tells us that pupils progress well, thrive, and are happy to come to school. Our pupil data interrogation and analysis also confirms that all pupils make good progress.

Staff, pupils and parents/carers also have access to therapists and psychologists. At Castlebar this provision is built on a facilitative model i.e. sharing of ideas/strategies to reach the greatest amount of stakeholders. This is built on the understanding that therapists/psychologists work mainly to support/advise staff and parents/carers in developing strategies to support their children. Working in this model enables staff and parents to confidently deliver programmes independently.

Teaching and Learning

Castlebar invests significantly in teaching and learning and at least 89% of the budget is spent on staffing costs. The staff are supported by ongoing specialist training and development, which enables them to meet the extensive complex needs of our pupils.

Teachers are the core front line professionals who hold the serious responsibility of delivering high quality teaching and learning to their pupils. The focus of the school and of the leadership team is to both support and challenge high quality teaching. It is crucial that teachers (and support staff) are both recognised for their hard work and expertise, as well as supported in the delivery of high quality teaching and learning to their pupils in order that the best outcomes can be achieved for all of our children.

Multi –Agency Working

Castlebar invests significantly in Multi-Agency support and advice. At present the school commissions

- Occupational Therapy – ESCAN

- SLT- ESCAN
- Educational Psychology - ESCAN
- Music Therapy – EMTS
- Social Worker – School Post
- SENS service

ESCAN provides

- Educational Psychology
- SLT
- OT
- Nursing Service

Castlebar also invest in Senior Leadership time to co-ordinate and facilitate good Multi-Disciplinary working.

Models of Multi-Disciplinary working in Castlebar

In order to maximise the effectiveness of the MD team, the following models of working will be explicit. The following principles should be used as guidance

- Training and Development – MD professionals, jointly or individually, offer T& D to whole school, team and individual members. This may be formal through staff meetings, training days or informal through coaching small groups or individuals. OT and SLT will also provide training and opportunities to meet with parents through coffee mornings.
- Joint working with Teacher – A teacher/MD professional may decide to devise a programme to support teaching/learning within a whole class situation. Planning, preparation and delivery should be joint with work load shared equitably. Once a programme has been introduced and initially supported by the therapists, it is expected that the class staff will continue to deliver the programme as appropriate.
- Individual assessment – Some children may need reviews according to the discipline.
- Joint working and individual assessment – specialised assessment around a complex case

The last 2 of these models are more intensive and therefore the most expensive ways of working. In cases where this is deemed necessary, agreement will be needed from the Senior Leadership team.

Model of MD working in Castlebar within the new class structure

Within the new structure (from September 2018) the school is divided into 6 departments, each of which will be led by a Cluster leader. The Yellow, Green and Red departments (EY and KS1) will be the responsibility of one Assistant Head and the Blue, Orange and Purple departments (KS2) will be the responsibility of the other Assistant Head. This year the SLT at Castlebar will take a lead role in the MDTeam.

OT and SLT

OT and SLT will divide their time to ensure that each department and class will receive input from an assigned therapist over the course of the year. The therapist assigned to the class will work closely with the class staff and will liaise with the MDT leads to discuss the input taking place. They will

ensure the MDT leads are kept up to date with all work-taking place and will negotiate training opportunities, to take place. The MDT leads will then keep the Senior Management team updated.

During the first half term of the academic year, both SLT and OT will carry out initial class observation of children and the learning environment. They will audit and allocate equipment, and assess all new starters and identify whether known to service.

TERMLY

OT will focus on a set number of classes a term (9 autumn, 5 spring, 5 summer 2019-20). Focus of this work will be around whole class input. 6 sessions to be provided which can include 1 session to observe students. OT will also support teachers who are new to the school/classes during each term in addition to their focus class.

This means that each term only some classes will be receiving whole class input. Within these focus classes, if work is needed with individual students this can be negotiated and agreed.

SLT therapists will focus on all of their classes (Yellow, Green, Red, Blue, Orange and Purple) each term (1 day per each cluster a week 2019-20).

This means that each term all classes will be receiving whole class input. Within these focus classes, if work is needed with individual students this can be negotiated and agreed.

TERMLY MEETINGS

OT/SLT will meet with **each** class, every half term. **TEACHERS WILL COME TO THE MEETING WITH THE IEP TARGETS SET.** The discussion will be an opportunity to reflect, with an MDT focus, and discuss the following;

- Strategies to support targets both at school and at home
- Discuss whole class projects (although this may also be done within clusters to be time efficient)
- Individual children/individual programmes (there will NOT be capacity to discuss every child in great detail).

OTHER INPUT

OT/SLT will also be holding regular half termly parent drop ins/coffee mornings and staff training (whole school and/or at cluster level).

Outside of the 'Focus classes', OT/SLT will be available for over-all advice/support, urgent referrals if children are in a crisis situation. They will support the NQT teachers throughout the whole academic year.

EP AND MUSIC THERAPY

Our music therapist works with both individuals and small groups as appropriate for half termly blocks. He will initially observe the child to assess the suitability of the therapy and will liaise closely with the class staff.

The Assistant Heads and Cluster Leaders can highlight children that they feel may benefit from music therapy and EP input and will discuss with the MDT leads.

Senior Leaders meet with EP termly to highlight children that may benefit from input and possible transfers to high school and integration projects. EP will also highlight new techniques that may benefit certain classes or individuals.

Class teachers can also complete a referral form ('Request for Involvement' Form) at any time if children are in a crisis situation. These are passed to the AH/MDT leads who will liaise with the relevant therapist. A copy of the referral form will stay with the Assistant. Head of the department .

Whilst working within the department the therapist will work closely with class teams whilst also keeping the Assistant Head informed of the work taking place and reviewing the process.

Each discipline provides a written overview of the service they can offer. This information can be found on the back of the referral form so that each teacher has a copy which they will refer to when seeking additional support for children in their classes.

The MDT leads organise a half termly MDT meeting to discuss referrals, review working practices and plan future provision.

Information Sharing: Planning and Report Writing

It is crucial that information is shared between all professionals with regards to support and intervention with pupils, therefore

- Assistant Heads meet with Cluster leads fortnightly to discuss and share whole school issues, including MD input.
- Assistant Heads meet with DH fortnightly to discuss and share whole school issues, including MD input.
- MDT meetings with MDT leads will take place half-termly to discuss individual cases, projects taking place within the school.
- Face to face meetings between individual therapists and MDT leads to take place regularly.
- All professionals need to plan their work, ideally with desired outcomes. Reports should be brief, relevant and avoid replicating information in other documents. More detailed reports will be done for transition to mainstream.
- Other agencies e.g. LA/NHS that require additional or more extensive reports will have to commission those reports.

Accountability

The Governing Body at Castlebar support MD input in order to deliver the best outcomes for our children. The Head is responsible to the GB so that they are confident that resources are effectively spent and the school receives value for money.

All commissioned services are underpinned by a Service Level Agreement (SLA).

MD working within the new structure from Sept 2015

