**BLACK ISLE EDUCATION CENTRE**

**Model of Engagement**

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BIEC is part of the Highland Council’s provision for young people with social, emotional and behavioural needs (SEBN). We provide part-time intensive support for young people and work in partnership with the pupil’s mainstream school to provide an educational experience appropriate to meet their assessed needs.

We aim to work with pupils in upper Primary P5-7 and Secondary pupils up to S2.

National guidance promotes the development of a flexible support service, able to step up and step down the levels of support and intervention, appropriate to the needs of the individual child/young person, integrated within a holistic view of the child and family, (Scottish Government 2013). Consultations carried out over a number of years in Highland have consistently mirrored this requirement for a local service that promotes inclusion, re-integration and maximises opportunities for young people with SEBN who are at risk of disengaging or offending.

We work on the principle of providing a nurturing, supportive environment and promoting positive relationships between staff, pupils and partners. We build on existing strengths and look to engage the young person through a range of active learning approaches.

What follows is the model of engagement to provide a clear idea to schools and partners of what BIEC can offer them and how we will work together for the best outcome for all concerned.

**Consultation**

In the first instance contact can be made with BIEC and a consultation process will take place before any further action is suggested. The consultation will consist of a member of BIEC staff talking to the school or partner about the pupil’s case. This will focus on what the issues are and the methods and interventions that have been tried so far.

After reviewing this information BIEC will give advice on what approaches to try or what the next steps should be whither this is referral and engagement with other professionals, further training or referral to the BIEC admissions group for consideration.

**Admissions group**

After consultation, if it is thought that further input from BIEC is required an application can be made to the admissions group. This involves the relevant Area’s ASN manager being informed of the intention of referral as well as an up to date child’s plan being sent to the Head Teacher at BIEC.

If a request for service from BIEC is successful, the school must identify a member of staff to accompany their pupil on at least one of their sessions.

This has a dual purpose, firstly for the accompanying staff to acquire the skills and strategies required to work with the pupil which they can take back and share in their mainstream setting and secondly to build a positive relationship with the pupil which will assist in reintegration to their mainstream school.

Once this person is identified, BIEC starts a two week transition period and a date is set for a review meeting in ten weeks’ time, attendance at which is mandatory.

**Transition**

This consists of a worker from BIEC meeting the parties involved, parents or carers and the pupil in the home environment. The child/young person will be given a leaflet about BIEC and any initial questions about the service can be answered. From there a visit to BIEC is arranged where the pupil and parent/carer have a guided tour of our facilities and learn more about who we are and what service we provide.

As part of the transition we will offer a further visit for the pupil with a short activity and then a second visit for a slightly longer time with more activities.

**Placement**

The model runs on an eight week placement followed by a review. During the placement the pupil will take part in various activities planned to develop their emotional literacy as well as increasing their self-confidence and esteem alongside building a positive relationship with accompanying staff. These activities are individually tailored to meet the interests of the pupil.

**Review**

At the end of the first placement a review is held. The review group will be made up of the Head of BIEC, school representative and all other professionals involved. Alongside this will be ongoing review of pupil progress during case conferences which are held on a three weekly basis in conjunction with the Primary Mental Health Worker team.

If the placement is thought to be unsuccessful, consideration will be given to any adaptations that could be made to the placement to make it work or to a more appropriate way to meet the needs of the child/young person. If neither of these options are possible or appropriate, the placement at BIEC will be withdrawn. If the placement is successful a further eight week placement will be offered with the focus being on transition. A date is set for a review in eight weeks.

**Placement Two**

This second placement involves a further four weeks as before then a second four weeks with one session at BIEC and one session supported at school; this is where the relationship built with the accompanying staff is key. This placement is followed by the second review meeting.

If the placement at BIEC is not meeting the needs of the child/young person at this stage, consideration will be given to any adaptations that could be made to the placement to make it work or to a more appropriate way to meet the needs of the child/young person. If neither of these options are possible or appropriate the placement at BIEC is withdrawn. If the placement continues to be successful however, it will be extended for a further eight weeks.

**Final Placement**

The final placement focusses on full transition and reintegration to the mainstream school. This takes the form of eight weeks where the transition to school and out of BIEC is supported by accompanying staff and BIEC staff with more emphasis on support being transferred gradually to the mainstream school staff.

At the end of this period of intervention BIEC will disengage from supporting the pupil formally, but will be available for further consultation regarding this pupil and will contact the school and family after a further 8 weeks to get an update on how the child/young person is doing at school.

Flow Chart of the model:

BIEC input successful

Consultation

**No further action required from BIEC**

All interventions tried

Admissions Group Meeting

No placement

**Feedback on decision**

Placement offered

School staff identified to support and aid in transition

Date set for review meeting, ten weeks from start

2 week transition

8 week placement at BIEC

Review Meeting

Placement successful Placement unsuccessful

Return to school or other provision

Further 8 weeks with focus on transition to school

Placement unsuccessful

Review Meeting

Placement successful

Final transition back to mainstream school or alternative permanent educational placement