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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>21 May 2024</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/29/24/MR</b>
<b>Contact Officer:</b>	<b>Head of Education</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Report on Primary Enhanced Nurture Provision</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to provide a more detailed update to the committee on the development of a primary enhanced nurture provision called Thrive based at St Michael's Primary School. This project for primary school aged children was taken forward as part of the ongoing review of delivery of provision at Lomond View Academy.
- 1.3 Officers highlighted the need to review the delivery of provision at Lomond View Academy through the delivering Differently Programme. Although Lomond View was historically targeted towards secondary pupils, primary school provision was also considered in the review.
- 1.4 During the academic year 2023/24 an initial pilot has been carried out to maximise the use of resources, enhance the pathways for young people and to decrease the spend on out of authority placements for both primary and secondary pupils. This pilot has proven to be successful, and this paper outlines how the Thrive in primary model has been achieved by redirecting and amalgamating resources.

## **2.0 RECOMMENDATIONS**

- 2.1 The Education and Communities Committee are asked to note:
- the contents of the report and the success of the primary enhanced nurture provision called Thrive as part of the Delivering Differently Project at Lomond View Academy

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 The Enhanced Nurture service called Thrive was set up as a provision to meet the needs of those pupils within the primary sector with additional support needs relating to social and emotional wellbeing.
- 3.2 The need for this service was identified due to the increasing level of need being displayed by primary pupils in mainstream settings. As well as this there were increasing costs linked to out of authority placements and this was a focus of the Delivering Differently Project at Lomond View Academy, already reported to Committee in March 2024.
- 3.3 The Enhanced Nurture service is currently housed at St Michael's Primary School. The provision provides small group enhanced nurture for pupils for either 4 mornings a week or 4 afternoons in addition to a 1 full day at the pupil's base school.
- 3.4 Although pupils attend Thrive, they will also attend their own school. As part of the offer an outreach provision will also be provided from a Principal Teacher to build capacity in each pupil's base school, including training and modelling. Pupils are supported to transition back to their full-time mainstream setting or next educational setting as appropriate. The measurement of success includes a reduction in exclusion, critical incidents and the use of the Boxall profile on emotional and behavioural development to measure baseline and improvement.
- 3.5 The initial work to pilot the service was carried out from June 2023 to September 2024. This included allocation of staff, sourcing and fitting out of a suitable location and identification of pupils to be supported. The initial cohort comprised of 4 pupils who were supported for 4 mornings as part of a core group and 2 pupils supported individually for 1 afternoon each for targeted work. This allowed for 2 afternoons and 1 full day to be utilised for outreach work to support schools and families.
- 3.6 Feedback from schools and families was positive in the first term. Pupils were able to regulate and engage in educational activities when attending the Enhanced Nurture service. Parents felt supported by the communication and the increased engagement of the young people. The next stage was to be able to transfer these skills to be evident within a mainstream setting by supporting the pupils and upskilling staff.
- 3.7 The upskilling of staff and outreach support section of the model has not been as effective as we would have liked due to the requirements to support more pupils directly within the Enhanced Nurture Service.
- 3.8 Ongoing analysis of the pilot identified that the greatest level of need of pupils within the primary sector is not solely social and emotional wellbeing. The greatest need has been identified as pupils with both social and emotional wellbeing needs as well as a neuro divergent profile. Therefore, it has been decided to merge the existing ICOS service as part of the overall Lomond View Academy offer to better meet this level of need, utilising the existing staff expertise both from within Lomond View and ICOS. This approach will also allow the service to provide more targeted and streamlined outreach support for both schools and families.
- 3.9 Feedback from parents and school has been positive. School feedback is positive regarding increase in pupil engagement and reduction in critical incidents. However, they have noted that they would benefit from a higher level of outreach support. Parents have all commented that they have seen a positive impact in the home since their children have accessed enhanced Nurture and would like this to continue.

### **4.0 PROPOSALS**

- 4.1 A revised leadership / staffing structure resulting from the merger of the Virtual School and Lomond View Academy has been identified and was agreed at committee in March 2024. This

structure is enhanced by funding from the core education budget and the Care Experienced Young People Fund.

4.2 As a reminder, 'Appendix 2: Models of placement at LVA' (appended to this report as Appendix 1) outlines the models of provision that Lomond View Academy now offers. The models are broadly summarised here:

- Flexible support placements at Lomond View Academy, both full time and part time split with mainstream settings
- Support for low/non-attendance at school
- Primary provision (Thrive)
- Ongoing support and advice for Care Experienced Young People via the Virtual School as well as at Lomond View Academy where required

4.3 From April 2024 we have extended the location within St Michael's Primary School to include a further 3 classrooms. This has allowed us to extend support to 11 children from across 9 schools. From August 2024 we would expect to be able to support up to 18 young people in conjunction with their base school.

## 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk		X
Human Resources	X	
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

## 5.2 Finance

This has previously been reported to committee as part of the Lomond View Academy paper.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
Lomond View Academy Staffing - Thrive	Employee Costs	2024/25	£318,167		Core Education BUB

The above staffing includes a Principal Teacher, three class teachers and three PSAs. In 2023/24 the staffing has been a Principal Teacher, 1 teacher and 1 PSA. The enhanced staffing for 2024/25 allows us to meet the needs or more pupils as above in 4.3.

### 5.3 Legal/Risk

N/A.

### 5.4 Human Resources

The staffing structure will be fully costed and taken forward as part of the 2024/25 academic year staffing exercise.

### 5.5 Strategic

This report supports the work of the Council and Partnership Plan.

### 5.6 Equalities, Fairer Scotland Duty & Children/Young People

#### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required and copy of which will be made available on the Council website: <a href="#">Equality Impact Assessments 2024 - Inverclyde Council</a>
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

#### (b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

#### (c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

## 5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 6.0 CONSULTATION

- 6.1 Ongoing consultation with all stakeholders has been carried out as part of the school's improvement process since August 2022 which has included a review of the vision, values and aims. Ongoing feedback has been sought from pupils, their families and linked mainstream schools, where appropriate, on their experiences of the provision, identifying what is working well and next steps. This feedback has been built into the ongoing development of the models as well as the planning for future school improvement.

## 7.0 BACKGROUND PAPERS

- 7.1 [Lomond View Academy \(glowscotland.org.uk\)](https://www.glowscotland.org.uk)

## Appendix 2: Models of placement at LVA



