

Notice of Non-Key Executive Decision

Subject Heading:	<i>Acceptance of grant money for Expansion of Mediated Learning Support Approach (MeLSA) Training</i>
Decision Maker:	<i>Trevor Cook – Assistant Director of Education</i>
Cabinet Member:	<i>Councillor Oscar Ford</i>
ELT Lead:	<i>Tara Geere – Director of Starting Well</i>
Report Author and contact details:	<i>Charlotte Harris</i> 01708 433936 Charlotte.k.harris@havering.gov.uk
Policy context:	<i>Havering Corporate Plan</i>
Financial summary:	<p>The Mediating Learning Support Approach (MeLSA) is a six-day training and supervision programme designed to build the capacity of schools to support the learning needs of all pupils, with a particular focus on those with SEND. Developed by educational psychologists, MeLSA translates evidence-based psychology into accessible, interactive training for school staff, equipping them with the skills to help children and young people become more skilled and independent learners.</p> <p>MeLSA can be delivered at the whole school level, enabling schools to</p>

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	<p>embed inclusive practice across all staff and departments. This approach ensures that evidence-based strategies become part of the school's culture, supporting sustainable change.</p> <p>The programme covers key areas such as growth mindset, mediation, metacognition, memory, literacy, and mathematics, delivered through engaging sessions and practical activities. Participants (MeLSAs) receive ongoing group supervision from educational psychologists, enabling them to embed learning, collaboratively problem-solve and share best practice within and across schools.</p> <p>MeLSA is currently delivered across a range of primary, secondary, and special schools in Havering, with a vision for sustainable, scalable impact. The model is designed to be adaptable for different educational settings and is supported by strong feedback from pilot participants, who highlight the quality of the training, the expertise of the trainers and the value of ongoing support.</p> <p>By investing in MeLSA, we aim to create a network of skilled practitioners who can deliver timely, effective support to learners, reduce reliance on external placements and foster a culture of inclusion and continuous improvement across our schools.</p> <p>The total funding for the grant is £25,000. The grant is being received from London Innovation and Improvement Alliance (LiiA) as part of their Investing in Inclusion programme.</p> <p>The grant will be used to:</p>
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	<ul style="list-style-type: none">• Deliver subsidised MeLSA training to approximately 20 delegates (Delivery in autumn 2, 2026, sign up complete by summer 2, 2026)• Cover venue, printing, and resource costs essential for consistent delivery.• MeLSA Conference• Support EP and Assistant EP time for research, evaluation, and dissemination. <p>This investment builds long term capacity across the system to support children and young people through evidence informed, relational approaches.</p> <p>The cost centre for receiving the grant is A36850. Officers responsibly for monitoring the grant budget will be Sharon Rice (sharon.rice@haverling.gov.uk), Charlotte Harris (charlotte.k.harris@haverling.gov.uk) and Tanieka Mitchell-Blake (Tanieka.Mitchell-Blake@haverling.gov.uk)</p>
Relevant Overview & Scrutiny Sub Committee:	<i>People OSSC</i>
Is this decision exempt from being called-in?	<i>The decision will be exempt from call in as it is a Non key Decision</i>

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The subject matter of this report deals with the following Council Objectives

People - Supporting our residents to stay safe and well X

Place - A great place to live, work and enjoy

Resources - Enabling a resident-focused and resilient Council

Part A – Report seeking decision

DETAIL OF THE DECISION REQUESTED AND RECOMMENDED ACTION

This report seeks approval from the Assistant Director of Education to:

Accept the grant funding of £25,000 from the London Innovation and Improvement Alliance (LiiA) Investing in Inclusion programme which will focus on expanding the delivery of Mediated Learning Support Approach (MeLSA) training and supporting the high-quality implementation of relational, learning focused interventions across educational settings.

AUTHORITY UNDER WHICH DECISION IS MADE

Part 3 of the Council's Constitution
Scheme 3.3.3 Powers common to all Strategic Directors

5. Grants

5.1 To apply for, accept and thereafter spend / allocate any grant funding connected with their directorate provided that any match funding or residual liabilities can be met from the existing budget of the directorate. For the avoidance of doubt this delegation shall allow the acceptance of any grant offered / allocated to the Council without any application.

As notified to the Monitoring Officer in Sub Delegation dated 7 August 2025

STATEMENT OF THE REASONS FOR THE DECISION

The Council's Educational Psychology Service was successful in applying for a LiiA grant to support future delivery, and by investing in MeLSA, the Council aim to create a network of skilled practitioners who can deliver timely, effective support to learners, reduce reliance on external placements and foster a culture of inclusion and continuous improvement across Havering's schools.

MeLSA is currently delivered across a range of primary, secondary, and special schools in Havering, with a vision for sustainable, scalable impact. The model is designed to be adaptable for different educational settings and is supported by strong feedback from pilot participants, who highlight the quality of the training, the expertise of the trainers and the value of ongoing support.

MeLSA empowers school staff with evidence-based strategies to address learning needs early and effectively within mainstream and specialist settings. By building in-house expertise and providing ongoing supervision, the programme reduces the need for costly external placements and minimises home-to-school travel for SEND pupils by ensuring that children's needs can be met within their local schools. MeLSA's focus on developing independent learning skills and fostering inclusive practice ensures that

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more children can thrive in their local schools, leading to better outcomes, increased engagement, and a more sustainable approach to SEND support.

Success will be monitored through a combination of quantitative and qualitative measures. With the quantitative evaluation:

- Child outcomes will be measured using the “Problem Solving in School” and “Approach to New Learning Situations” scales from the 5-15 Teacher Report Form (with “Attention and Concentration” and “Passivity/Inactivity” for children under 8).
- Teaching assistant self-efficacy will be assessed using the ‘Learning Support’ subscales of the Teaching Assistant Efficacy Scale (TEAS),

Qualitative data will be gathered through:

- Feedback from MeLSAs, supervising educational psychologists, and participating schools,
- As well as case studies

Regular supervision sessions will support reflective practice and ongoing evaluation.

Plans for data collection and analysis are robust and well-developed. Each school will identify target pupils and baseline their skills at the outset. Quantitative data will be collected pre- and post-intervention using the TEAS (learning support subscale) for TAs and the relevant 5-15 Teacher Report Form scales for pupils. Qualitative data, including staff and pupil feedback and case studies, will be gathered to provide context and depth. Supervision sessions will include structured reflection and documentation of outcomes. The educational psychology team will collate and analyse data across settings to identify trends, measure impact and inform ongoing improvements.

OTHER OPTIONS CONSIDERED AND REJECTED

Decisions around how to delegate the funding were considered. The two key decisions were around the conference or training 3 members of staff to use Video Interaction Guidance. The final decision was agree to focus on delivery of a conference that would benefit all trained MeLSAs. VIG can be very time consuming, and MeLSA’s within schools are limited on time and resources.

The option not to apply for the grant was considered and rejected because it would not benefit Havering schools to lose the opportunity to expand the delivery of MELSA across the borough.

PRE-DECISION CONSULTATION

No statutory consultation required

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NAME AND JOB TITLE OF STAFF MEMBER ADVISING THE DECISION-MAKER

Name: Charlotte Harris

Designation: Principal Educational Psychologist

Signature:



Date: 07.04.2026

Part B - Assessment of implications and risks

LEGAL IMPLICATIONS AND RISKS

Section 1 of the Localism Act 2011 gives the Council a general power of competence to do anything an individual can do. The recommendations in this report are in keeping with this power and the Council has the power to accept the grant funding.

The use of the grant sums will need to be made pursuant to the grant terms and conditions including but not limited to the use of the grant funding, the monitoring requirements and potential recovery of grant funding in the event of a breach of the grant conditions.

The Grant is allowable under the Council's Contract Procedure Rules (CPR) 25.1 and 25.4 which states:

25.1 Where the council receives Grant Funding and is named as the accountable body for the expenditure of monies, and where the terms of the grant permit the Council to directly carry out Works, or buy Services or Supplies, any procurement will be conducted in line with CPRs.

25.4 Where the funding is for use by a third party, the obligation to account for the funding contained in the grant terms will be included in the agreement with the third party. Furthermore, the terms of making the grant shall include a clause to competitively tender for Services, Supplies or Works and reflect the Council's strategies, policies and objectives insofar as they apply to, or are compatible with, the funding objectives as set out in the grant terms imposed on the Council and CPR.

For the reasons set out above, the Council may proceed and accept the grant funding of £25,000 from LIAA.

FINANCIAL IMPLICATIONS AND RISKS

The programme will be fully funded through LiiA grant and will not require Council funding, provided that the terms of the funding agreement are adhered to and the required outputs are achieved. If the council does not deliver the required outputs, there is a risk that the funding could be withdrawn or reduced.

The following conditions have been provided by the LiiA:

- Grant spend can be rolled into the next financial year and should be allocated to development of outlined activity within the application.
- We suggest that all funds are allocated by June 30th 2026 which is also the closing date of the 'Investing in Inclusion' programme.
- All applicants must present an overview of their work at the LiiA Learning and Inclusion Conference in July 2026 (date TBC)
- All applicants are invited to take part in a digital showcase of their activity outlining their inclusion activity via the LiiA website.

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There is a small risk that project costs (e.g., venue, supervision, conference costs) could increase. Officers will need to monitor spending to make sure the project stays within the grant budget. However, if managed properly, the project should not create additional costs for the Council.

The projected costs are:

Cost Area	Amount	Comments
Printing	£680	<ul style="list-style-type: none"> • 20 x MeLSA delegate packs • 3 x trainer folders <p>These printed materials provide structured guidance, learning resources, and consistency across training cohorts.</p>
CEME venue & refreshments	£360	<ul style="list-style-type: none"> • 2 training rooms - £0, (in line with HES blanket fee) • 1 round of refreshment per day £60pd (£360.00)
MeLSA cohort4 subsidy	£3,200	<ul style="list-style-type: none"> • Delegate fee per participant: £250. • With 20 delegates, expected income: £5,000. • Actual delivery costs exceed this income, resulting in a £2,200 shortfall (based on EP time costing £7,200 across the 6 days; £1000 buffer given should numbers be lower than 20 delegates), to be covered by grant funding. <p>Covering this gap ensures that the MeLSA training remains accessible to local schools/settings.</p>
MeLSA supervision	£9,600	<p>16 days of supervision, costed at £600/day (in line with typical agency EP rate):</p> <ul style="list-style-type: none"> • 6 days: Cohorts 1 & 2 (2025–2026) • 2 days: Cohort 3 (2025–2026) • 6 days: Cohorts 1–3 (2026–2027) • 2 days: Cohort 4 (2026–2027)
Resources	£25	<ul style="list-style-type: none"> • Bouncy balls: £10 • MeLSA pencils: £15

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		Low- cost resources that support learning engagement, and MeLSA task completion.
Conference	£6,460	<ul style="list-style-type: none">• Guest speaker - £2,000• Workshops (Run by MeLSA Trainers, 6 days of EP time) - £3,600.• Venue - £0.00• Refreshments - £180• Printing - £680
EP/Assistant EP research time	£4,050	To evaluate outcomes and contribute to practice development: <ul style="list-style-type: none">• 6 days EP time @ £600/day = £3,600• 3 days AEP time @ £150/day = £450 Funding covers impact evaluation, data analysis, and written reporting to inform future strategic planning.
Total	£24,375	

HUMAN RESOURCES IMPLICATIONS AND RISKS (AND ACCOMMODATION IMPLICATIONS WHERE RELEVANT)

No HR implications or risks have been identified.

No posts are dependent on the grant funding

EQUALITIES AND SOCIAL INCLUSION IMPLICATIONS AND RISKS

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have 'due regard' to:

- (i) The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) The need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) Foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex/gender, and sexual orientation.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the

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Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

ENVIRONMENTAL AND CLIMATE CHANGE IMPLICATIONS AND RISKS

The project has no additional impact on carbon emissions.
It does not offer the opportunity for Offsetting carbon emissions.

HEALTH AND WELLBEING IMPLICATIONS AND RISKS

Grant funding will support:

- Increased number of trained MeLSA practitioners across the local area
- Greater access to high quality relational and learning support for children and young people. This will help improve educational engagement, confidence and wellbeing for pupils who may otherwise struggle in school.
- Strengthened school–family–professional collaboration, which can improve overall support for children and young people.
- Evidence based evaluation to support sustainability and strategic planning.

This investment creates lasting capacity within the education system to meet a wide range of learner needs through relationally aware, mediated learning approaches.

No significant health and wellbeing risks have been identified.

BACKGROUND PAPERS

None

APPENDICES

None

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Part C – Record of decision

I have made this executive decision in accordance with authority delegated to me by the Leader of the Council and in compliance with the requirements of the Constitution.

Decision

Proposal agreed

Details of decision maker

Signed 

Name: Trevor Cook

~~Cabinet Portfolio held:~~

~~CMT Member title:~~

~~Head of Service title~~

Other manager title: AD Education Services

Date: 13th April 2026

Lodging this notice

The signed decision notice must be delivered to Committee Services, in the Town Hall.

For use by Committee Administration

This notice was lodged with me on _____

Signed _____