

Review of Provision for Excluded Warwickshire Primary Age pupils

November 2009

Proposal for provision for Primary age excluded pupils 7th December 2009

Introduction to the Review of provision for Excluded Warwickshire Primary Age pupils.

The Vision of the Children, Young People and Families Directorate is that *every child and young person, including those who are vulnerable and disadvantaged, has the greatest possible opportunity to be the best they can be.*

Inclusion and inclusive practice are central to achieving our vision and we believe that vulnerable groups of learners that may be at risk of underachievement, exclusion or marginalisation should be a priority. For inclusion to move forwards successfully, we need to engage all of those involved with the education of children and young people both in terms of what can be achieved now and through the continuous development of our long-term strategies.

We have three main principles to working in partnership - Ambition, Participation and Effectiveness. We must identify and remove the barriers to *ambition, participation* and *effectiveness* for **all** children and young people.

'Ambition is concerned with expecting and wanting the very best for all our learners, where children and young people are educated, and whether they attend regularly and arrive punctually.

Specifically we aim to:

- Reduce the number of children and young people educated outside a mainstream setting.
- Ensure that all children and young people with severe and complex needs have consistent access to specialist provision and expertise of equally high quality that is as close to their home as possible.
- Ensure that children and young people attending specialist provision are provided with access to appropriate mainstream experience, in line with their wishes and those of their parents.
- Improve the attendance and punctuality of children and young people, wherever they are educated.

'Participation' is concerned with the quality of learners' educational experiences, and the extent to which they feel that they "belong".

Specifically we aim to:

- Ensure that children and young people feel included, they are listened to and that their contributions are valued, wherever they are educated.
- Ensure that provision and services are respectful to children and young people and that they are fully and appropriately consulted on educational matters that directly affect them.
- Ensure that parents and carers are consulted on educational matters that affect their children, and feel welcome in school or wherever their child is educated.

'Effectiveness' is concerned with learning outcomes across the whole curriculum; what learners learn both inside and outside the classroom and how they learn. Achievement includes academic attainment but is a much broader concept and cannot be measured by tests alone.

The establishment of the Early Intervention Service in September 2009 (bringing together the Learning & Behaviour Support Service, Pupil Reintegration Unit and Education of Children out of School Service) aims to deliver improved outcomes for vulnerable and disadvantaged children, in partnership with their schools and families. In preparation for its establishment, EIS held consultation events with Primary Head Teacher colleagues asking the question “How can we best support vulnerable children to succeed in our Primary Schools”. The outcomes of these events were shared at the Head Teacher Conferences in June 2009. This Review builds upon that work. Implementation of the recommendations will support the principles outlined in Warwickshire’s Primary Strategy for Change.

Pat Tate

Head of the Early Intervention Service.

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Part 1: Contextual / Needs Analysis

1.1 External Drivers for Change

i. Exclusions Data

Appendix 1- Exclusions report 2008-9. This is produced yearly by the Exclusions Officer/ ESW service.

Permanent exclusions have been between 12 and 17 primary age children per annum over the past 5 years. There have been 71 permanent exclusions of primary phase children since 2004.

Issues which may impact on exclusion rates include:

- School culture- influenced by many factors including size, leadership, catchment area, OfSTEd, SATs/ league tables
- The effectiveness of internal school systems for managing behaviour
- Access to specialist advice
- Perceived cost of specialist support for children with BESD to schools and the so called 'perverse incentive'.

The cost to the Local Authority of maintaining a child who has been permanently excluded can be very high- £100,000 and more per annum for a child placed in an out of county residential BESD school. From the school perspective exclusion looks like a 'free' option as funding for such children is 'top sliced from schools budgets and reduces the total available rather than being billed to the school. There is also a huge cost to the child, family and community in terms of stress, reduction in life opportunities and long term achievement.

"The number of children aged seven and under who are excluded from primary schools is very small and comprises a tiny proportion of children of this age from a very small proportion of schools. Nevertheless, some children of this age group are receiving fixed-period exclusions, occasionally leading to permanent exclusion. This survey explored the reasons for this and the ways in which some schools manage to avoid using exclusion. The survey found that what determined a school's rate of exclusion was a combination of its philosophy, capacity to meet the challenges presented and, sometimes, the response received from the local authority and outside agencies when the school asked for help. "

"The exclusion of children aged four to seven" DFES

The data on exclusions only includes children given official fixed term or permanent exclusions. Some children are given various (illegal) unofficial exclusions and there are schools where children are put on unofficial part time timetables and unmonitored reintegration plans. This, of course, is a safeguarding concern.

ii. The JAR review 2008

This found that the high level of exclusions from schools was a concern in Warwickshire and that there were insufficient flexible preventative arrangements for children at risk of exclusion. Dual placements with special schools were deemed to be a successful innovation. A Joint Area Review Action Plan priority is:

JAR 02 – “Embed preventative measures to reduce exclusions, specifically for looked after children and those with learning difficulties and/or disabilities.”

iii. The Position Statement on Exclusions (Warwickshire LA)

This states that it is a high priority within the LA to ensure that measures aimed at reducing exclusion have demonstrable impact as quickly as possible.

iv. Narrowing the gap

The Governments 10-year Strategy for SEN “Removing Barriers to Achievement” (RBA) and the relevant SEN and Disability legislation RBA sets out a 10-year strategy in which the Government “wants to see” developments in:

- Early intervention
- Removing barriers to learning
- Raising expectations and achievement
- Delivering improvements in partnerships with parents families and professionals

v Warwickshire’s Children, Young People and Family Directorate Inclusion Statement (2009)

Promoting inclusive education is a key strategic aim of Warwickshire County Council and the Children, Young People and Families directorate.

Inclusion is concerned with the identification and removal of barriers to the ambition, participation and effectiveness of all children and young people. The aim is to reduce the number of children and young people educated outside a mainstream setting.

‘Ambition is concerned with expecting and wanting the very best for all our learners, where children and young people are educated, and whether they attend regularly and arrive punctually.

“learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not practicable, they should receive their education as close to their home as possible. Every effort should also be made to enable learners attending specialist provision to maintain social links with their neighbourhood peers and have access to appropriate mainstream experience.”

‘Participation’ is concerned with the quality of learners’ educational experiences, and the extent to which they feel that they “belong”. We believe that all learners have a right to experience success in learning and, as a result, become self-confident and develop a strong sense of self-worth.

‘Effectiveness’ is concerned with learning outcomes across the whole curriculum. It is concerned with what learners learn both inside and outside the classroom and how they learn.

Warwickshire inclusion strategy also sets out the need to achieve efficient use of resources through

- Reduction in the number of statements of SEN by improving capacity of mainstream schools to enable pupils with SEN/LDD to make progress at School Action and School Action Plus.
- Reduction in the number of exclusions overall and elimination of exclusions of children and young people in care and with statements of special educational needs.

vi OfSTEd report July 2006 "Inclusion: does it matter where pupils are taught?"
found that:

"In LAs promoting inclusion, parents often had more choice of mainstream schools and resourced mainstream schools. However, there were more difficulties faced by pupils with BESD in accessing suitable provision than by any other group. These pupils often had no choice of placement due to the reluctance of mainstream schools to work with pupils with this type of difficulty, especially if it was undefined by any form of assessment. There were also particular difficulties when there was no local resourced mainstream school. Parents of pupils with BESD reported a slow response from professionals in acknowledging a young person's difficulties."

The characteristics that make schools effective were present and more easily put in place in resourced mainstream schools than any other. They were present least often in PRUs. A common difficulty was that access to additional provision was too reliant on exclusions and not seen sufficiently as part of the strategic service of the LA to help mainstream schools provide for pupils with behavioural difficulties. In other LAs as in Warwickshire exclusions became an alternative to using the formal assessment process effectively.

"PRUs that were used appropriately in preventive action were particularly effective in providing access to part-time placements with mainstream schools."

1.2 Situational drivers for change

i Profile of the current provision

The locality based Area Behaviour Panels were given responsibility for the reintegration of excluded pupils, the facilitating of formal managed transfers and co-ordination of sixth day provision. These panels are being encouraged to develop in line with guidance on school partnerships and the roll out of the Early Intervention Network across the county. This development is intended to support the promotion of alternatives to permanent exclusion and improve capacity in local areas.

There are currently three primary classrooms in the three teaching and learning centres at Keresley, (North and Nuneaton and Bedworth); Merttens (Eastern area) and Pound Lane (Leamington, Warwick and Stratford Districts). These centres all serve to support secondary school age pupils.

ii Strengths of the current provision:

What the primary classes in the T&L centres do well includes behaviour plans with personalised and positive targets which incorporate a clear process for measurement of progress. The Boxall profile is working well in some centres. The Birmingham Behaviour (QCA) scales are used as a baseline behaviour assessment. Identified literacy and numeracy tests are used to provide a baseline learning assessment. A system, (BEST), based on the QCA behaviour scales, is used for the monitoring and ongoing teaching of behaviour and reviewing of individuals' progress. Children are involved in target setting, evaluation and ownership of learning (assessment for learning).

The centres provide a range of alternative curriculum projects in conjunction with external providers: 'Taking the reins', 'forest school' etc and develop cooperative skills through social lunches.

iii Issues of concern about the current situation are:

- a) Lack of good role models for the primary children coupled with concerns that they could be at risk of learning poor behaviour from the older students on the same site.
- b) Baseline assessment is hampered by poor or non existent information received from the excluding school. This can result in 'over' assessment of the new pupil at the worst time.
- c) The spread of the primary provision across three sites increases the difficulty in delivering a broad balanced curriculum. When you have small mixed changeable groups it is difficult to teach a normal curriculum in a normalised setting. Children miss out on the wider context of peer learning and being part of a real school's social community. Because the focus is on managing behaviour in a contained situation, opportunities to develop independent learning skills in a wider situation are artificial and limited. The pressures on staffing and the relative isolation of the primary staff in the three classes has limited full access to quality education and associated service including the curriculum.
- d) Pupil to staff ratio is compromised by constraints and is inefficient. This also reduces the capacity available for work on preventing exclusions.

Total staffing available across the 3 areas is as follows:

Teachers (TLRs)	2.8 f.t.e.
Teachers	3.0 f.t.e
Teaching assistants	7.2 f.t.e.

- e) The current primary teaching and learning classrooms are managed with less than suitable accommodation: limited access to a range of suitable' places with a curriculum to match skills/ needs for example lack of space/ for outside play for creative activities, inappropriately sized furniture for the range of children.

- f) Length of stay see appendix 2: In the period between 2005 and the current time 94 children accessed the three primary classes in the teaching and learning centres and the average length of stay per child was 13.9 months. Many of the children who go into the TLCs remain there until the transfer to secondary (school, TLC or placement). The highest excluding clusters are all the Nuneaton and Bedworth clusters excepting N&B 1 Etone and East Nuneaton. The older the child the longer the average length of stay becomes. For a child who is excluded in year 5 or 6 the chances of reintegration into a mainstream school are slight.
- g) Access to specialist staff has been limited by the separation of the preventative and reintegration staff. Until September 2009 the preventative work undertaken by the learning and Behaviour Support Service and the Pupil Reintegration Unit were separate entities and the different funding arrangements were unhelpful and are generally perceived to have contributed to exclusions. Many of the children who are excluded have not received specialist external support prior to exclusion.
- h) Approximately half of the primary children in the teaching and learning centres have statements of Special Educational Need. Unacceptably high numbers of children with statements of SEN remain in the centres for long periods of time. The *“Planning and Developing Special Educational Provision- A Guide for Local Authorities and Other Proposers”* states that PRUs should not be seen as an alternative long-term provision to special schools. The total number of primary children on role with statements in 2008-9 was 28. Twenty children were undergoing statutory assessment in the same year and 10 were at School Action Plus of the SEN Code of Practice. The view of the DSCF is that PRUs are not appropriate or desirable long term placements for vulnerable children who should be placed in their community in a mainstream school where possible.
- i) Historically the experience of children before exclusions has been variable in terms of support. Although ‘persistent disruptive behaviour’ is a common reason for permanent exclusions many children have received little or no consistent support at School Action Plus of the SEN Code of Practice. The quality of behaviour plans and Pastoral Support Plans (PSPs) is also very variable. The percentage of primary phase schools who subscribed to behaviour support for 2008-9 was 21%.

iv Effectiveness of the Current Provision

The average length of stay within the centres for the year 2008-9 was over 10 months. This average conceals the fact that many children do not return to mainstream school but wait out their time in a centre until they transfer to a secondary and progression teaching and learning centre or a mainstream or specialist secondary school. It has not been possible to move children back to school on evidence of progress with the current protocols. The ‘revolving door’ sticks.

In the Years between 2004 and 2008 there were a total of 36 children in year 6 attending the PRU. 17 transferred to a special education place. 15 transferred to a mainstream secondary place. Of 15 students reintegrating to main stream over

those 4 years, 13 are still in their school. Of those 13, 2 are receiving or have received further PRU support, beyond the anticipated transition period.

Children often go through the statutory referral process while at the centre. Currently many of these children have not received consistent support at School Action Plus of the SEN Code of Practice. For many of these children there are complex attachment and self esteem issues so the additional effect of rejection from school can precipitate increasing BESD and impact negatively on their family and support systems. If a range of support could be accessed earlier without exclusion for some of the children statutory assessment would not be required.

Assessment in T&L Centres has tended to be summative. Recently the centres have started trialing GOAL an online assessment tool which identifies next steps. This is under evaluation and review. The baseline assessment looks at behaviour and learning and uses following tests and tools:

- NARA II
- BSTS
- NPT
- Boxall Profile
- Birmingham Behaviour scales
- Observations

Progress against the baseline is recorded effectively for behaviour using the BEST behaviour monitoring system. In terms of measuring academic progress from beginning of stay there has been Insufficient use of moderation and assessing pupil progress. Learning targets and progress have been lacking rigour. There is need to develop the use of assessing pupil progress practice, In particular, to develop pupil involvement in target setting, evaluation and ownership of learning i.e. assessment for learning. Where information from schools is limited or not available this impacts on ability to measure pupil progress. There is a need to develop programmes which include formative assessment and identification of next steps in learning.

Many children attending the centres have complex needs. Children often arrive with minimal information from their mainstream school and baseline assessment at this time can be problematic because the child is under stress and disaffected. For a variety of reasons it has been difficult to demonstrate good progress in academic subjects. There is a lack of cohesion across centres in terms of delivering a 'catch up' curriculum. In the T&L centres behaviour plans include personalised and positive targets which incorporate a clear process for measurement of progress.

Consistent access to immediate specialist assessment e.g. EP and other EIS colleagues is an area of need in some centres and it has been difficult to establish good links between schools and T&L centres.

There is a need to develop work with schools in the effective use of behaviour plans and use of specialist teachers to support these. The use of a personalised learning behaviour profile is a key element in providing a continuity of provision. It should provide evidence of progress and inform next steps which for a child in a T&L centre would be reintegration.

There is a need for staff training to support the effective use of effective personalised learning behaviour profiles and assessment for learning in T& L centres. This would include training in the use of targeted interventions such as Fischer Family Trust programme, High Five and Numicon which enable children to make fast progress in basic skills.

v Reorganisation of Provision into Early Intervention Service

The reorganisation should enable a more joined up approach to supporting vulnerable children. With increased support for children at an earlier stage through the Common Assessment Framework and The Primary and Transition team a continuum of provision for schools, clusters and centres is developing that includes :

- a strategic approach to the management of inclusion
- project based work
- targeted work with individual pupils/groups of pupils
- support for phased reintegration
- provision of centre based courses
- provision of part time / full time short term placement
- support for managed transfers for some pupils

These developments are in line with the factors identified in OfSTEd (June 2009):

"The exclusion from school of children aged four to seven" that were used by schools successful in not excluding were:

- Having a wide range of strategies to teach and encourage good behaviour, and a wide range of additional support for children who found it difficult to learn important social and emotional skills or appropriate behaviour. Including National Strategy's social and emotional aspects of learning programme (SEAL), and specific programmes for emotional literacy.
- Behaviour policies that were carefully structured, with a clear emphasis on rewards. Sanctions were staged and age-appropriate but used sparingly.
- Head teachers emphasised and demonstrated the way in which engaging teaching and appropriate support promoted good behaviour.
- Programmes of additional support. This meant that, when a child or a group of children with challenging behaviours joined the school, usually there was already a strategy or some provision to meet the child's needs. However, if this was not the case, the schools designed a new one.

vi Trend Analysis

Compared to our near neighbours Warwickshire's exclusions are high. The numbers of primary permanent exclusions are small compared to secondary exclusions but have remained fairly consistent. Numbers of exclusions are higher among certain clusters which generally correspond to clusters containing super output areas. Because of the small numbers it is difficult to identify a trend in total numbers.

In total over the past three years 36 primary phase schools have excluded one or more pupils. 159 schools have not excluded in the past 3 years

Primary schools in Warwickshire are allocated to 30 Extended Services clusters

Central (Leamington and Warwick) has 6 clusters

The Stratford district has 7 clusters

The Eastern area has 5 clusters

North Warwickshire has 5 clusters

Nuneaton and Bedworth have 7 clusters although these are now grouped into 4 large groups

Over the last 3 years the cluster based pattern of exclusion has been as follows:

- Among Central Clusters (Leamington and Warwick) 5 clusters have excluded children. Two clusters have excluded 3 or more children and one has not excluded any children
- In the South three clusters have not excluded any children.
- In the East; two clusters have not excluded, two have excluded three times or more
- In North Warwickshire three clusters have not excluded and one has excluded three or more times
- In Nuneaton and Bedworth seven clusters have excluded and four have excluded three or more children.

The high excluding clusters are:

- C5 (Whitnash, Sydenham, South Leamington)
- E2 (Bilton Cluster)
- E5 (Rugby Town Centre Cluster)
- N4 (Hartshill Cluster)
- N&B 2 and 3 Stockingford Cluster
- N&B 4 Nuneaton
- N&B 5,6,7, Bedworth

Within clusters exclusion rates vary even for schools with very similar catchment areas which suggests that in school issues affect inclusion. North Warwickshire and the Stratford and South of Warwickshire have accessed very few places in the PRU.

Children can and do become 'stuck' in the centre. Mainstream schools are very reluctant to accept excluded pupils onto their roles. The majority of children who access the primary teaching and learning provision never return to a mainstream primary school. Where there is successful reintegration the outcome is usually very positive. A key feature in improving the outcomes for vulnerable children is the effective partnerships between some schools and the teaching and learning centres.

vii Predicted future trends

- In the current year there has been a worrying indication that exclusions of children with ASD are increasing.
- The next phase of the National Strategy Inclusion Development Programme will focus on behaviour. This will be an opportunity to support schools in their approach to managing behaviour.

- The changes to the SEF and OfSTEd framework will require schools to demonstrate greater commitment to inclusion.
- If the teaching and learning centres offer early intervention packages there will be resulting changes in the attendance figures. More children will attend as dual placements and this will have an impact on funding for the centres.
- The current financial climate makes it difficult to predict budgets. The impact of recession is likely to cause more stress on families with resulting impact on the incidence of BESD.

viii Results of consultation

The consultation process consisted of:

- 4 workshop meetings with any Early Intervention Service staff.
- Questionnaires shared with pupils attending the centres (11 returned)
- Questionnaires shared with parents of pupils attending the centres (7 returned)
- Questionnaires shared with any interested professional partners. (9 returned)

Among professionals' responses there were notable differences. Head teachers who have accessed the provision have a positive view of the support received and would like more of it. Head teachers from non excluding schools would like more preventative responses available. There has been a generally positive view of a move towards cluster based options although a concern for many head teachers was the composition of the clusters. Many head teachers see them selves as non excluders and feel that other head teachers get an unfair share of resources.

Parents who completed the questionnaires had children in teaching and learning centres. There was an overwhelmingly positive view of the staff and the positive impact on behaviour, tempered by concerns about stigmatisation, travelling and the time away from mainstream education. Exclusion of a child is very difficult and stressful for parents, carers and families. One positive result of the move to a teaching and learning centre is a lull in the negative reports about the child. The responses of the children were generally positive.

Part 2 Objectives

- To improve access and quality of early intervention support and advice on BESD to all schools.
- To increase schools capacity to support vulnerable children.
- To increase inclusion in their school and community for vulnerable children.
- To ensure that vulnerable children receive high quality provision that enables them to make good progress.
- To provide the above as a cost effective service for Warwickshire children

Part 3 Proposals

3.1 Arrangements for supporting clusters and early intervention

From January all clusters will have access to a teacher with specialist knowledge of learning behaviour who will have time on their timetable to:

- Be available to attend Family Support Meetings to advise on action plans for CAFs where BESD or related SEN are identified.
- Be available to give advice on behaviour issues that escalate rapidly, or come in from elsewhere e.g. LA pupil who moves placement and children with serious illness.
- Support schools with advice when a prioritised concern is expressed about a student resulting in investigation and monitoring using school systems and protocols.
- Act in a consultative role within primary schools in a cluster, facilitate delivery of packages to enhance CPD and behaviour for learning support systems where this is an identified need for the cluster. This will involve developing awareness of whole school and whole cluster needs that impact on inclusion.
- Keep a record of all requests/ actions within the cluster and report back to all the head teachers in the cluster.

Within the new organisation the Area Lead will maintain a dialogue with every cluster in the area and seek to engage clusters in planning as a group to address their BESD needs. There will be the opportunity for clusters to buy a range of additional support packages cooperatively and have a service level agreement with EIS that is devised to meet their specific requirements.

The benefit of this system is that it enables schools within a cluster to share information about priority needs and increases interaction between schools before exclusions occur. It enables data about demand and resources in clusters to be collected and shared. Increased transparency and shared information may reduce the conditions in which unofficial exclusions flourish. Many schools struggle with a flow of 'difficult' children from their neighbours. Supporting the children of a community within their local community should in the longer term be beneficial for the community.

An additional benefit of this system is that it provides support for vulnerable children in schools that do not choose to purchase BESD support because they cannot afford it or do not see it as a priority need. All schools will continue to have the opportunity to purchase school based commissions from EIS to enable access to specialist staff, quality education and associated service including the curriculum. This was a clear request that resulted from the consultation with head teachers in 2008-9.

3.2 Arrangements re exclusions and alternatives- managed moves, reintegration.

Schools should contact the Area Lead and or the EIS Cluster learning behaviour specialist in the following circumstances:

- if a child has a CAF which identifies emotional and social development needs, behavioural development needs or speech language and communication needs that impact on behaviour;
- if a child has received a fixed term exclusion and an underlying difficulty with BESD needs is suspected
- if a child has a second fixed term exclusion
- if a child arrives from elsewhere with what seem to be high level BESD needs and the school require additional advice.

It would be expected that a range of strategies at School Action and School Action Plus would be implemented monitored and evaluated consistently and a planned managed move should be tried within the cluster before exclusion is considered. See Appendix 6 Flowchart.

The process for managed moves is clear and has been well defined but little used. The main reason for this is the huge difficulty experienced by the Primary Behaviour panels in finding a school to receive a vulnerable child at risk of exclusion. Also, many 'moves' that take place are unmanaged and untracked, creating pressure on schools families and children.

We anticipate that in the event of a high level child at risk of exclusion a key cluster provision meeting will be held to identify and agree appropriate support. This could be a regular termly meeting to review the allocation of resources within the cluster for higher level vulnerable children. Core composition of this cluster key group will be:

- The EIS area lead
- A head teacher nominated by the cluster
- ASCO
- Appropriate Educational Psychologist
- CAF officer if appropriate

Other head teachers/ professionals, SENCOs will be invited as relevant to individuals discussed. At this meeting minutes will be taken and these along with the termly cluster based VAS will be circulated to all the head teachers in the cluster.

We propose that the majority of managed moves will be agreed and arranged within the cluster key groups and that the receiving school will access a menu of additional support at no direct cost to the school as part of the contract. Suggestions would include professional development packages to build capacity in school such as Assertive Discipline or a project based in a targeted class. This would boost the schools current behaviour system; enable additional coaching or mentoring to be directed towards staff that lack confidence in managing behaviour. Alternatively small group work such as social skills or 'Circle of Friends' to benefit the wider peer group can be delivered by STAs to increase the likelihood that the 'new' child will settle well. The specific educational benefits flowing from this benefit the individual child and the receiving school community.

A concern about this arrangement of resources is that:

- 1) It could be seen as perpetuating the culture of 'blame' attached to the child.
- 2) It does not address needs in the excluding school.

A Continuum of Support from the EIS T+L, P&T to support solutions and partnership working for vulnerable primary age children

What	Details
1) Systems support. Available to all schools.	Access to training/ CPD for any staff to address whole school behaviour issues including school behaviour audit, Assertive Discipline TEAM Teach, Assertive Discipline, Peer mediation, Intervention manager support groups. Training for SEAL. <ul style="list-style-type: none"> ➤ Classroom behaviour projects ➤ Lunchtime supervisor training ➤ A variety of customised CPD packages for all staff. ➤ Peer coaching for teachers/ NQTs
2) Cluster allocated Consultative input into CAF	A specialist teacher with cluster based time is available to attend FSMs to advise on action plans for CAFs where EBD or related SEN/ difficulties are an identified need. The teacher advises school when a concern is expressed about a student and this is prioritised using school systems and protocols.
3) Project based support	Short term support for children at a point of transition or provided as part of an agreed action plan for a vulnerable child. Examples: <ul style="list-style-type: none"> ➤ Transition ➤ Circle Time support ➤ Fischer Family Trust ➤ Writing training ➤ Play leader project ➤ Assertiveness ➤ Social skills groups ➤ FRIENDS ➤ The difficult class
4) Managed moves	Agreed plan of action with EIS staffing support to enable child to transfer without exclusion. No child to be excluded without managed move being tried first. EIS TA support for reintegration for 1 term.
5) Cluster based inclusion centre/ LSU	Small group (nurture type) provision within a school to address social and emotional development with resources shared by school and EIS through a service level agreement. This will be agreed by Cluster head teachers. This might be temporary or part-time. Involves additional targets against set criteria. May include a range of learning packages. EIS staff provide additional advice and direct work with students by agreement.
6) Specific curriculum support	Personalised learning packages and/ or alternative education systems for specific sessions for set period of time to address identified needs.
7) Planned Part time TLC provision	Student remains on school role. Time limited placement with reviews and exit plan. Student attends school either mornings or afternoons for focussed support to catch up for basic skills. Planned phased return to school. Progress measured evaluated and reviewed half termly.

3.3 Area Based Monitoring Arrangements

The arrangements that the different areas agree will reflect local needs.

Area EIS provision meeting (Name of group to be agreed)

At an area level in the north there will be a termly meeting.

Core composition of this meeting will be:

- The EIS area lead
- Head teachers nominated by every cluster
- ASCO
- Senior Educational Psychologist
- CAF officer

The purpose of this meeting is to:

- Report, share and monitor information about provision to ensure transparency; (to Head teacher briefings?)
- Moderate provision/ resources
- Feed information to county level
- Review EIS across county

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3.4 Centre Based Provision

We aim to provide a cost effective teaching and learning centre that:

- Provides an excellent curriculum that enables vulnerable children to 'catch up' on attainment of academic skills
- Delivers focussed opportunities to develop social, emotional and behaviour skills
- Prepares children for a speedy return to full participation in school life.
- Is part of a continuum of early identification and pro active planning shared and understood by all partnerships

This will be achieved by:

- a strong and caring ethos and commitment to the children from all staff, coupled with a genuine desire to achieve the very best for our children
- a very positive 'can do' culture where praise and encouragement prevail and self-esteem is high
- outstanding teaching by consistently high-quality staff.
- a constant focus on maintaining and improving standards of attainment, emphasising the systematic development of literacy and numeracy skills
- high-quality planning, assessment and targeted intervention to enable all children to achieve the best they can.
- a curriculum that is personalised to individual needs.

Access

Access to the primary phase TLC will be part of a planned response to a child's needs. The details of entry/ exit criteria will be agreed by the cluster key group and described in a contract between primary TLC and the child's school. Teacher/ head teacher, TLC staff and parents will review progress at least half termly and the future plan agreed on the basis of evaluation of progress.

Children will attend the centre part time while remaining on the register of their own community schools. Most children will attend for mornings or afternoons. There will be provision for children to access specific programmes related to their identified targets. This enables the primary phase TLC to be available to more children. We would like the centre to provide ongoing support to the children's schools so that teachers have the opportunity to visit and see good practice modelled with children that they know. There is no point in working with a child in isolation from the context of his teacher, his curriculum and the classroom setting.

At the point of return full time to their own school the TLC working closely with partner schools, will prepare students sensitively and offer well-graduated reintegration so that children and schools feel they are well supported in the move.

Premises

One site instead of three will bring a range of benefits. Ideally this would be a setting linked to a primary school in as centrally situated as possible. Binley, Wolston and Ryton in the north of the eastern are areas easily reached from the north east and centre. As a principle it is undesirable for primary age pupils to be transported around the county at all but once there is a taxi ride involved it would be better to

travel 20 minutes to an appropriate setting that five minutes to one that does not meet need. There is no site that is easy to reach from all the southern schools and it is likely that creative local solutions will need to be used in the South (managed moves, supported inclusion, nurture arrangements)

Ideally the premises would have five small classrooms instead of three larger multi purpose rooms to be used for:

- Teaching Key Stage 1 (fully equipped)
- Teaching lower Key Stage 2 (fully equipped)
- Teaching upper Key Stage 2. (fully equipped)
- Therapy interventions- music, art etc
- Nurture space (can be used for family meetings, quiet area, social skills, social breakfast)
- There would need to be a work space for admin/ teachers and partners
- Resource and storage
- Outside space for play/ garden including covered space

Assessment

The assessment policy is being reviewed by a working group which will finalise arrangements by Spring 2010. This will bring together the effective elements of centre based baselines with personalised learning behaviour profiles to identify a range of tools to inform strengths/weaknesses and next steps in learning.

Interventions which are used in schools such as Fischer Family Trust and Hi Five will be used with individuals where a need is identified to provide clear measurements of pupil progress and can be used to support assessing pupil progress practice. Pupils' participation in their own learning targets is an integral part of this process.

The use of a personalised learning behaviour profile is a key element in providing a continuity of provision. In most cases this would be available from school on entry. It should provide evidence of progress and inform next steps which for a child in a T&L centre would be reintegration. This personalised learning behaviour profile follows the child and enables consistency of provision throughout.

Staff training opportunities have been put in place to support the effective use of personalised learning behaviour profiles and assessment for learning in T&L centres. This includes training re interventions such as FFT, Numicon, High Five and Assessing Pupil Progress.

The baseline assessment will include a risk reduction plan, clear outcomes and stages against which to monitor progress. There will be ongoing accurate summative and formative assessment inform planned intervention with regular reviews. The child will be involved in this process to establish realistic but inspirational target and expectations that include BESD and learning.

Curriculum

The teaching and learning centre will offer a flexible and appropriate national curriculum - reflecting child needs and based on individualised programmes and planning

As much as possible children will be taught in realistic classroom context with 'normal' lesson structure. Good teaching practice for all children, such as opportunities for action/focus/diffuse, will be demonstrated so that teachers visiting 'their' pupil will be able to see what works.

Drawing on the specialist knowledge of the service, there will be an emphasis on provision of specific curriculum to accelerate progress and improve access to school curriculum e.g. literacy, dyslexia, dyspraxia, speech language and communication. It is important to recognise the need to develop expressive language skills using routine and daily programmes, such as COGs, since poor expressive language skills frequently contribute to their EBSD presentation. Even if a pupil's expressive language skills are average they find themselves in more complex situations than children not in trouble. Vulnerable children need higher level of language skill than would normally be necessary. The differentiated pace and delivery of the curriculum will include an appropriate level of language, explanation, instructions and questions for each individual. Good listening will be taught and modelled.

Support for BESD

A structured behaviour management system based on recognition of appropriate behaviours and use of positive reinforcement and modelling.

Clear expectations for behaviour known and understood by everyone will be explained to individuals as part of their induction along with clear expectations about entry, exit and break time behaviour.

Within the curriculum here will be a focus on the development of social and emotional development including National Strategy's social and emotional aspects of learning programme (SEAL), and specific programmes for emotional literacy through:

- Provision of nurturing group activities (play, food, gardening...)
- Access to therapeutic interventions- play therapy, art therapy, music therapy counselling
- Specific projects/ curriculum activities e.g. Forest school, Outdoor Ed, creative play opportunities
- Provision of some or all of above to supplement education (maintain full time) to support reintegration to own school
- Opportunities to work alongside and cooperate with others built into each day, so pupils are guided how to respond and their social development accelerates.

Resources

Access to a range of good quality resources to meet individual needs to support the broad, balance flexible curriculum and an activity based, multi-sensory approach, different modes of recording and learning styles.

Appropriate access to IT whiteboards and we-learn.

Support for parents

An emphasis on building good relationships with parents and working closely with them so that parents feel valued and welcomed. The entry criteria will state clear expectations on how parents should work with them to support their children.

Parents will be consulted and contribute to the personalised learning profile. Parents and families will receive good information about the progress of their children and the plans and interventions used to address their learning and their difficulties. They will receive regular and frequent opportunities to visit, discuss progress and the TLC will provide a supportive venue for meeting other professionals who can offer support.

Transport arrangements

This model involves one children being transported by taxi but the overall distance for each individual child is not increased by much. Currently in order to receive extra curriculum activities many children travel several times in a week because it is not possible to provide music, PE or outdoor activities at all sites.

Staffing & Funding

The proposals will deliver an effective and efficient staffing model. Planned staffing arrangements are as follows: both strategic and day to day responsibility for the teaching and learning in the centre would belong to a member of the EIS leadership team. There would be 3 teachers and 3 STAs based in the centre. The requirement for 3 TLR posts will cease.

In the short term building and transport costs would increase. Earlier and more successful interventions should result in longer term financial gains from

- A reduction in additionally funded statements
- Fewer children being educated in specialist provision out of county
- Reduction in time spent out of mainstream school

Timescales for proposed developments

Consultation

Commissioning, Planning & Partnerships 13/01/2010

Inclusion Programme Board – 18/01/2010

Primary Strategy for Change Board – 18/01/2010

Overview & Scrutiny – 21/01/2010

Union Reference Group – 22/01/2010

Primary Staff Group – 27/01/2010

TLC Management Committee – 28/01/2010

Primary HT Strategic Policy Group – 08/02/2010

Recruitment of leadership post – May 2010

Transition Plan implemented – June/July 2010

Establishment of County Primary TLC – September 2010

Specific educational benefits flowing from the proposals and how the proposals address concerns about the current situation are:

- a) Having a primary phase provision enables more control on modelling of appropriate behaviour, age appropriate responses and context.
- b) Consistent and rigorous use of on going formative assessment. This will enable each child to receive a personalised curriculum differentiated according to their needs which enables them to progress with their learning
- c) Because the children will remain on school roles and entrance/ exit protocols will be defined in the form of a contract closer and regular contacts with schools will be maintained. This enables good two way information share about the child's progress.
- d) There will be improved access to quality education and associated service including the curriculum. We aim to teach a 'normal' broad balanced curriculum in a normalised setting in the context of a consistent age appropriate behaviour system. If all children attend part time the availability of places is in effect doubled and enables us to offer personalised curriculum options that match each individual's identified priority needs. With an appropriately resourced environment it would be possible to offer 'nurture' places in the afternoons for example and target 'catch up' curriculum in mornings. It will be easier for children to adjust to a return to their own school because it will be less different. This provides an improved supply of 'suitable' places with a curriculum to match skills/ needs
- e) The proposals represent better and improved impact of specialist staff. There are economies of scale in time, resources and staffing are possible by bringing the classrooms together. It increases opportunities for team work and team learning among staff.
- f) The proposals enable us to improved access to suitable accommodation. The base would provide suitable rooms for use by other agencies.
- g) Flexible use of the centre will enable more children to access learning opportunities earlier without exclusion. Even if the length of stay remained high children would maintain links with their school and community. The centre would be seen as an adjunct to the provision offered by mainstream school not an alternative.
- h) If children remain included on the mainstream role they will continue to access the specialist external support from the team around the child at that school. This will ensure better continuity of personnel and support. They will be able to access extended services provision in their own community.
- i) Statements will not be initiated as a means to accessing provision because the child has become 'stuck'.
- j) Working with schools before exclusion makes it possible to increase capacity of schools in dealing with 'persistent disruptive behaviour'. There would be

opportunities for professional development for mainstream colleagues to see good practice modelled and for T&L centre staff to keep in better touch with mainstream practice.

3.5 Evaluation of impact

Positive impact measures will include:

- Increased inclusion in schools- fewer permanent exclusions
- Fewer unofficial unmanaged moves. These have not been tracked by the LA so this will be an anecdotal or 'qualitative' measure.
- Better demonstrable progress between entrance and return for individual children in terms of attainment
- Decreased length of stay for individual children.
- Increased access to alternative provision for vulnerable children.

3.6 Explanation of terms

TLC: teaching and learning centre

PRU: pupil referral unit., or in Warwickshire Pupil Reintegration Unit. These have been renamed in the Apprenticeships, Skills, Children and Learning Bill Clause 236: as "short stay schools". This change applies only to pupil referral units in England; those in Wales will continue to be called "pupil referral units". The name change will apply in law only. Individual pupil referral units will be free to use any name they wish for their own purposes (as they do currently).

EIS: Early Intervention Service: This service was brought together from the previous Learning and Behaviour Support service (LABSS) the Pupil Reintegration Unit (PRU) and Education of Children out of School Service (ECOS) in September 2008. The service operates as a Secondary and Progression Team and A Primary and Transition Team.

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