

Children and Young People Overview & Scrutiny Committee

25 April 2012

Area Behaviour Partnerships – Provision for Excluded Pupils and Pupils at Risk of Exclusion

Recommendation

For the Committee to make any appropriate recommendations as a result of the report

1.0 Context

- 1.1 At the meeting on 2 February 2012, the Committee received written and oral reports from the Chairs of the four Area Behaviour Partnerships (ABP). The Committee asked for a further report on progress on making provision for excluded pupils and those at risk of exclusion.
- 1.2 The Committee will recall that following the decision by Ofsted to place the Pupil Referral Unit in 'Special Measures', the Local Authority has been developing new arrangements for making better provision for excluded pupils and, more particularly, for preventing exclusion.
- 1.3 This broadly involves the devolving of resources to Area Behaviour Partnerships of secondary schools in each of the four areas of the county. The ABPs develop provision that will prevent exclusions and, where necessary, provide for excluded pupils either in the PRU or other alternative providers. The cost of such placements would be met from the devolved resources.
- 1.4 The reports of the Chairs of the ABPs are attached at **Appendix A**. The Committee will note that while each ABP is developing in a slightly different way and at different rates, the reports are positive and the Chairs are reporting reduced exclusion and better provision for young people. All four Chairs spoke positively at the most recent meeting of the Project Board chaired by Councillor Timms.
- 1.5 This has meant that in the Academic Year 2011-2012 to the end of February 2012, there have been 22 permanent exclusions (of which four came from primary schools), compared with a figure of 60 for the same period last year. A more detailed analysis of the exclusion figures is given at **Appendix B**. These figures are encouraging, particularly since a number of the exclusions occurred early in the School Year before the new arrangements had been fully 'bedded in'. Chairs of the ABPs were confident that these figures could be reduced still further.

2.0 Shaftesbury Young People

- 2.1 Shaftesbury Young People is a national charity working with challenging young people who operate in several locations across the country, including Coventry. Shaftesbury was commissioned to establish provision using the former Keresley site of the PRU for a maximum of 16 of the most challenging young people, many of whom had been in the PRU for some time. There were initially significant concerns about the provision made by Shaftesbury in the first two or three weeks of the contract. These were immediately taken up by officers of the Learning Improvement Team and those issues have been addressed. Shaftesbury is now providing for 13 students although there is an arrangement for more young people to be placed with them as the need arises.
- 2.2 While the initial provision by Shaftesbury was disappointing, the Council's monitoring arrangements were robust and the process for escalating concerns worked. Student attendance has improved and is now good. Scrutiny of the work and learning of the students shows that they are now making the progress that was expected and all are working towards achieving qualifications which will help them to be better placed to continue in education or training after leaving school. Councillor Timms recently visited the Keresley site on March 12th and saw a well-ordered provision with a balanced and varied curriculum, suitable for the young people being educated there.

3.0 Provision for young people currently in the PRU

- 3.1 A concern for the Committee has been provision for children and young people currently on the roll of the PRU, whether placed at the PRU or in alternative provision, for example on courses at local colleges.
- 3.2 For students in Year 11, officers will be working with the young people to identify a suitable placement for them, although they are not required to stay in education.
- 3.3 For students in Year 10 on college placements, it is expected that the majority will continue on appropriate courses at the college into Year 11.
- 3.4 For other students, the provision is dependent to some extent on the decision by Cabinet to close the PRU. If the PRU is to close, officers are working to identify appropriate provision which may include:
- Return to mainstream schools
 - At a college or other alternative provider
 - In rare cases, placement in a special school

A more detailed report on students currently on roll at the PRU will be tabled.

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Interim Progress Report: David Hazeldine, Central ABP. Chair: Steve Hall. 23 March 2012

Meeting the needs of pupils at risk of exclusion or who have been excluded by introducing new approaches

1.	Devolved funding has improved the use of early intervention (eg. learning support units) in our area.	Strongly agree	Agree	Disagree	Strongly disagree
		YES			
<p><i>Please describe how funding has been used to improve early intervention and inclusion with pupils at risk of exclusion.</i></p> <p>Central Area has now funded alternative provision placements for 16 KS4 students with 5 different providers; placements are for between 1 and 4 days, with a small number of students engaged in two different placements during the week. In addition, Central Area has placed 15 KS3 students with 3 different providers, almost all for 1 day a week.</p> <p>Funding has been used to support LSUs effectively in all 7 schools since the start of the year; one school's LSU remains 'virtual' rather than actual, but the funding is being used to support early intervention.</p> <p>Funding is now beginning to be used to plan specific support, e.g. from EIS, for individual students' special needs, for instance with autism Or dyspraxia.</p>					
Number of LSUs operating prior to Sept 2011:			Total number of LSUs operating since Sept 2011: 6 actual, 1 'virtual'		
2.	Managed transfers are working well in our area.	Strongly agree	Agree	Disagree	Strongly disagree
		YES			
<p><i>Please describe how managed transfers are working in your area commenting on where it has worked well and where barriers have been identified.</i></p> <p>Central Area has managed the transfer of 5 students this year: 1 Y9 boy and 4 Y10 boys. 4 different schools have received transferred students.</p> <p>This has worked well, but the whole process needs to be improved by a much more thorough exchange of information prior to the move and by the provision of much more specific support for the individual student in their new school. Working closely with both schools, the students and their families has been a very positive feature, as has sorting out practical issues such as new uniform, bus pass etc.</p>					
3.	Alternative provision is meeting the needs of pupils who cannot be supported in mainstream school.	Strongly agree	Agree	Disagree	Strongly disagree
		YES			

	<p><i>Please state which alternative providers you have worked with (if any), how these arrangements have worked and what how they are meeting the needs of the young people involved.</i></p> <p>Central Area has now funded alternative provision placements for 16 KS4 students with 5 different providers; placements are for between 1 and 4 days, with a small number of students engaged in two different placements during the week. In addition, Central Area has placed 15 KS3 students with 3 different providers, almost all for 1 day a week.</p> <p>We have worked with Arthur Rank Training, Hybrid Arts, Coombe Country Park, Warwickshire College, Stratford College, the Fire Service, the Police and also with EIS.</p>
<p>4.</p>	<p>What barriers remain to reducing exclusions and improving provision for those who are excluded?</p> <p>There are a number of priorities, all of which can be summed up by saying that we need to develop ‘Ofsted-proof’ procedures in line with the recommendations of the Taylor Report, the Children’s Commissioner’s report and the Ofsted survey (2011) on ‘Alternative Provision’. We need a much more rigorous approach to the negotiation of an alternative provision placement, to the exchange of information, to the monitoring and evaluation of student progress, to the setting of success criteria for positive outcomes, for regular visiting etc.</p> <p>We need an effective county-wide counselling service for drug abuse and dependency amongst young people; this is a real problem for boys in particular.</p> <p>We need to design a much less bureaucratic model for transferring funds from the ABP budget to the providers or to the schools; this has been a disaster area!</p>
<p>5.</p>	<p>Please add a case study as an example of how devolved funding has been used to improve outcomes for a child in your area.</p> <p>A Y10 girl with severe mental health issues and an extremely difficult, volatile home background about to be permanently excluded. Now receiving alternative provision at Warwickshire College for 1 day a week (hairdressing course) and 3 days a week at Hybrid Arts (Arts Award currently but moving on to two Level 2 courses from September 2012). The ABP is subscribing to EIS to provide a teacher at Hybrid Arts for one morning a week from the Summer term to assist with setting up a “Girls’ Club” at Hybrid, taking on young women’s issues creatively, and this student will join that initiative. We will then be looking to engage GCSE English and GCSE Maths tutoring at Hybrid from September 2012, if not earlier, to help this girl and the other 6 girls currently placed at Hybrid to achieve core GCSEs and to enhance their future pathways accordingly.</p>

Interim Progress Report - Eastern ABP, Chair: E Cheney

21.03.12

Meeting the needs of pupils at risk of exclusion or who have been excluded by introducing new approaches

1.	Devolved funding has improved the use of early intervention (eg. learning support units) in our area.	Strongly agree	Agree	Disagree	Strongly disagree
					✓
<p><i>Please describe how funding has been used to improve early intervention and inclusion with pupils at risk of exclusion.</i></p> <p>All funds have so far gone on paying for students at PRU.</p>					
<p><i>Number of LSUs operating prior to Sept 2011:</i></p>			<p><i>Total number of LSUs operating since Sept 2011:</i></p>		
2.	Managed transfers are working well in our area.	Strongly agree	Agree	Disagree	Strongly disagree
			✓	✓	
<p><i>Please describe how managed transfers are working in your area commenting on where it has worked well and where barriers have been identified.</i></p> <p>Hard to comment as hardly any managed transfers in area and those that have happened are in early days.</p>					
3.	Alternative provision is meeting the needs of pupils who cannot be supported in mainstream school.	Strongly agree	Agree	Disagree	Strongly disagree
					✓
<p><i>Please state which alternative providers you have worked with (if any), how these arrangements have worked and what how they are meeting the needs of the young people involved.</i></p> <p>At present only the PRU.</p>					
4.	What barriers remain to reducing exclusions and improving provision for those who are excluded?				
<p>Need for some form of provision for 6th day. Time for Coordinator.</p>					
5.	Please add a case study as an example of how devolved funding has been used to improve outcomes for a child in your area.				
<p>Not available. Any applicable are in early days. Too soon to say.</p>					

Interim Progress Report – Northern ABP, Chair: David James 03/12

Meeting the needs of pupils at risk of exclusion or who have been excluded by introducing new approaches

1.	Devolved funding has improved the use of early intervention (eg. learning support units) in our area.	Strongly agree	Agree	Disagree	Strongly disagree
			x		
<p><i>All schools have been devolved ½ of the ABP area funds to develop early intervention and LSU support in schools. The other ½ of the funding has been used to provide alternative provision mainly for KS4 students.</i></p> <p><i>In the majority of cases the limited funding devolved to school has not been sufficient to establish a full LSU, but has been used to enhance existing provision to support students with identified behaviour issues. In the majority of cases this has been to employ an additional TA with a behaviour focus. A small number of schools have a fully operational LSU, but this is expected to increase as further funds are devolved through the partnership.</i></p> <p><i>English and Maths tuition is often provided in schools which has in a number of schools been funded by</i></p>					
Number of LSUs operating prior to Sept 2011:		Total number of LSUs operating since Sept 2011:			
2.	Managed transfers are working well in our area.	Strongly agree	Agree	Disagree	Strongly disagree
		x			
<p>Managed moves are increasingly effective as the schools and EIS are working closer together to develop effective protocols. The behaviour leads from all partner schools are starting to work together to share practice and to remove organisational barriers. EIS support has been essential in ensuring effective moves.</p> <p>Report from Paul Fellow EIS who coordinates managed moves across the area: In the school year from September 2010 to July 2011 there were 11 managed transfers facilitated by Early Intervention Service Operation Manager and supported by EIS Learning Mentors. Of these moves 7 were successful and the pupil stayed in the receiving school. Only one pupil who was initially successful on a managed transfer has since been excluded from school and is currently being successful in a new school.</p> <p>Since September 2011 there have been 10 managed transfers instigated into 8 different secondary schools. Of these moves 3 have so far been successfully completed, 1 student has returned to their home school and there are 6 transfers currently on going.</p> <p>On 2 occasions parents have decided to withdraw from the process before the move began.</p>					

	<p>Headteachers are communicating with each other to ensure that moves are appropriate and working with EIS Operations Manager and parents to facilitate the transfer process. Some financial support has also been available from the Northern Area Behaviour Partnership to ensure that some moves have been able to proceed.</p>	Strongly agree	Agree	Disagree	Strongly disagree
3.	<p>Alternative provision is meeting the needs of pupils who cannot be supported in mainstream school.</p> <p><i>Please state which alternative providers you have worked with (if any), how these arrangements have worked and what how they are meeting the needs of the young people involved.</i></p> <p><i>The number of providers that can provide high quality provision is very limited. The best outcomes to date have been with students based at NWHC and at CBW in Coventry. This provision is predominately vocational in nature and does not always include core subject support. In a number of cases schools have commissioned English and Maths tuition in addition to vocational courses.</i></p> <p><i>Students from the majority of schools have also worked with Skillsforce with mixed results.</i></p> <p><i>PAYP has also worked effectively with students who have behaviour and attendance issues with some success.</i></p>		x		
4.	<p>What barriers remain to reducing exclusions and improving provision for those who are excluded?</p> <ul style="list-style-type: none"> • Limited range of alternative providers – especially for the more able student (those who should obtain a grade A*-C in English and Maths). • The need for strong SLAs between the ABP and the providers to ensure that provision meets statutory requirements especially related to SEN, attendance and exclusions. We have examples of providers sending poorly behaved students home which constitutes an illegal exclusion. • Student attendance – students often refuse to attend alternative provision after exclusion. The ABP is looking at bespoke ESW support to ensure that this issue is supported centrally as students move between school or from school to alternative provision. • Family breakdown – often exclusion will result in family breakdown with the young person often leaving the family home. Clearer systems are needed to ensure social services and the LAC team involvement. • Criminal behaviour – especially drug use. Many students who are working with the ABP are drug users and have in a number of cases been refused provision at any alternative provider or school. Guidance is needed on how the ABP deals with students who fit in this category. • Statement students – students with behaviour statements often bypass the ABP process by using their priority on the admissions process. Low levels of funding make it difficult to integrate students successfully into mainstream school. 				

APPENDIX A

	<ul style="list-style-type: none"> Students returning from the PRU role – schools are unwilling to take students on their roll that have previously been on the PRU roll as these students will be added onto performance table indicators. Could the DfE be approached to allow these students to not be included so that schools can do the best for these students. The schools are not responsible for the PRU failure so should not be penalised. Students out of education – a small number of students have been out of education for an extended period of time and are now requesting main stream places. Again schools feel that they are having to pick up issues not of their making and would possibly be penalised if they work in the students best interest.
5.	<p>Please add a case study as an example of how devolved funding has been used to improve outcomes for a child in your area.</p> <p>A Y8 statemented student was excluded from Ash green in September 2011. This student was described as “unsuitable for mainstream education” by the excluded school. The student spent a limited time at the PRU before successful integration into George Eliot with significant intervention from the EIS team. Although behaviour is not perfect, it is felt that with the systems now in place within the school this student will remain in mainstream education until the end of KS4 and will be expected to complete a number of higher level GCSEs.</p>

Interim Progress Report – Southern Area, Chair: C Sammons March 12

Meeting the needs of pupils at risk of exclusion or who have been excluded by introducing new approaches

1.	Devolved funding has improved the use of early intervention (eg. learning support units) in our area.	Strongly agree	Agree	Disagree	Strongly disagree
			<input checked="" type="checkbox"/>		
<p><i>Please describe how funding has been used to improve early intervention and inclusion with pupils at risk of exclusion. At the moment some money has been drawn down by individual schools to support funding of existing LSUs within school or to develop new LSUs. Each school has established or is in the process of establishing an LSU. Support meetings to share best practice have begun tentatively and this is an item of continued priority. It is too early to make a clear statement about the impact of devolved funding in this area. Anecdotally, the ethos of inclusion is shared widely between schools and LSUs are providing a first tier of intervention. LSU in existence before Sept 2011 (Kineton, Shipston, Studley, Alcester) After Sept 2011 (Stratford) – coming on stream after Easter 2011 = Henley, St Benedicts Money has also been allocated on a trial basis to create early intervention provision working within Stratford College, which is complimentary to in fill courses. The students referred to this provision have been students at the end of Year 9/beginning of Year 10 that were likely to not complete KS4. We have been closely evaluating this work during the course of this year, and whilst successful for students, we are evaluating the long term value for money of such provision.</i></p>					
Number of LSUs operating prior to Sept 2011:		4	Total number of LSUs operating since Sept 2011:		5
2.	Managed transfers are working well in our area.	Strongly agree	Agree	Disagree	Strongly disagree
			<input checked="" type="checkbox"/>		
<p><i>Please describe how managed transfers are working in your area commenting on where it has worked well and where barriers have been</i></p>					

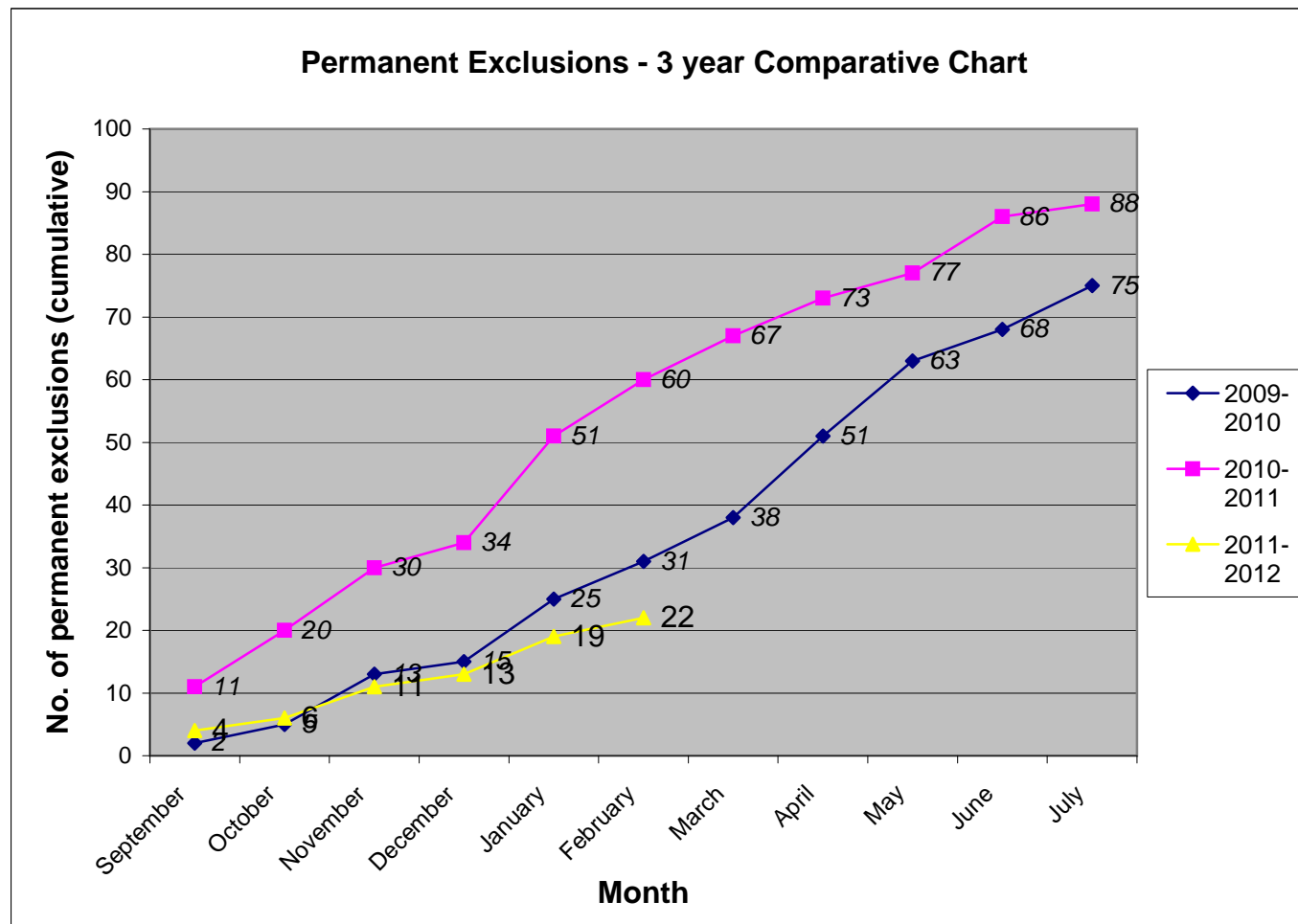
	<p><i>identified.</i></p> <p><i>This is an area of strength between schools in the local area and the speed at which students are rehomed is improving. However, cross border movement is more complex. When a Southern area student makes a preferred choice for a school in another area, it is not always transparent or clear why their request may be declined. Schools are becoming more open to the idea of having hard to place students on their roll eg late Year 11 arrivals through IYFAP, provided they are given sufficient resources to provide suitable provision.</i></p>								
3.	<p>Alternative provision is meeting the needs of pupils who cannot be supported in mainstream school.</p> <table border="1" data-bbox="1603 341 2136 432"> <tr> <td data-bbox="1603 341 1738 400">Strongly agree</td> <td data-bbox="1738 341 1872 400">Agree</td> <td data-bbox="1872 341 2007 400">Disagree</td> <td data-bbox="2007 341 2136 400">Strongly disagree</td> </tr> <tr> <td data-bbox="1603 400 1738 432"></td> <td data-bbox="1738 400 1872 432"></td> <td data-bbox="1872 400 2007 432"></td> <td data-bbox="2007 400 2136 432"></td> </tr> </table>	Strongly agree	Agree	Disagree	Strongly disagree				
Strongly agree	Agree	Disagree	Strongly disagree						
	<p><i>Please state which alternative providers you have worked with (if any), how these arrangements have worked and what how they are meeting the needs of the young people involved.</i></p> <p><i>I agree with this statement for some students and disagree for others. This therefore reflects the nature of difficulty that some young people face in accessing provision that will engage them. We have worked with PAYP, Stratford College, Skidz Banbury, Hybrid Arts and 1:1 Tutors. What is difficult, is ensuring access to a broad range of curriculum areas to ensure vocational interest as well as literacy and numeracy. There are not yet as many options in the Southern area that other more urban areas appear to be able to access.</i></p>								
4.	<p>What barriers remain to reducing exclusions and improving provision for those who are excluded?</p> <p>Effective, easily accessible and flexible 6 day provision that is vfm. Knowledge of alternative providers and a wide range of different types of providers. In particular, in the Southern Area, travelling costs remain a significant barrier for some as public transport links are poor. This can significantly increase the cost of the most appropriate alternative provision.</p>								
5.	<p>Please add a case study as an example of how devolved funding has been used to improve outcomes for a child in your area.</p> <p>A Year 9 student who brought a knife into school which was the end of a number of serious events for the young person. This led to a managed move which was supported by finance to enable effective TA support at point of transition. Funding also allowed more effective recognition of underlying needs. The young person is successful in new placement.</p> <p>A Year 11 student who had already been PermX from a previous school and was now on his second school in the area. In his current school he entered into a drugs deal on the site. He has been provided with high level 1:1 support as a further managed move was not in his best interest. This will ensure he can finish Year 11 and gain his examinations.</p> <p>A Year 10 student who is attending College vocational provision and has found an expertise in Catering. He is also accessing literacy and numeracy. Whilst he still exhibits similar behaviour traits, he is far more successful in a different vocational environment.</p> <p>A Year 10 high student with high level learning and mental health needs. He has been provided with a course at Stratford College, some time at Hybrid Arts and the associated travelling expenses to make his provision highly personalised.</p>								

Permanent exclusions to date 2011-2012

Count of School		month						Grand Total
Type	School	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	
Academy	Bilton					1		1
	Nuneaton Academy	1						1
	Stratford High	1						1
	Rugby High School				1			1
	Alcester Academy						1	1
Academy Total		2			1	1	1	5
Primary	Weddington Primary	1						1
	Canon Maggs				1			1
	Bishops Itchington Primary					1		1
	Wellesbourne Primary						1	1
Primary Total		1			1	1	1	4
Secondary	Bilton	1						1
	Harris		1			4		5
	Round Oak		1					1
	Campion			1				1
	Nicholas Chamberlaine			2				2
	Queen Elizabeth			1				1
	Etone College			1				1
	Kingsbury						1	1
Secondary Total		1	2	5		4	1	13
Grand Total		4	2	5	2	6	3	22

2011/2012 Permanent exclusions (year to date)

Count of Area		
Phase	Area	Total
Secondary	Central	2
	East	8
	North	6
	South	2
Secondary Total		18
Primary	Central	1
	North	2
	South	1
Primary Total		4
Grand Total		22



Please note: 2010-2011 and 2011-2012 data includes permanent exclusions from Academies which are not attributable to the LA in reports to the Department of Education.