Item 11

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Strategy for Vulnerable Learners – Championing better life chances for our most vulnerable learners

Recommendation

That the Children and Young People Overview and Scrutiny Committee consider the draft Vulnerable Learners Strategy.

1.0 Introduction

1.1 A key outcome of the Council's One Organisation Plan is that:

'Our young people are supported to meet their needs and aspirations'.

1.2 This is supported by the People Group Outcomes Framework where one of the Key Business Outcomes for the Learning and Achievement Business Unit is that:

'Children and young people achieve high standards and realise their full potential regardless of their circumstances or location (narrowing the outcome gaps for vulnerable groups)'.

1.3 Our Education Vision states that every child and young person in Warwickshire will:

- attend a good or outstanding school or setting;
- achieve well – whatever their starting point or circumstance; and
- go on to positive destinations so that, as they become young adults, they have an independent economic and social life.

1.4 The draft Vulnerable Learners Strategy (**Appendix A**) is one of the core drivers for the vision and provides a framework for the commissioning and delivery of education services and support for vulnerable children and young people. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our most vulnerable and disadvantaged groups.

1.5 Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life, especially those most vulnerable and disadvantaged.

1.6 Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance, but not all children and young people start from the same point and factors in some children's lives, such as poverty and family circumstances, can have a significant limiting effect on their achievement and attainment.

2.0 Definition

2.1 For the purposes of this Strategy, vulnerable learners are defined as children and young people at greater risk of poor educational outcomes. These include children and young people:

1) Being looked after or on the edge of Care
2) Eligible for the Pupil Premium
3) With Special Educational Needs / Learning Difficulties and Disabilities
4) Excluded or at risk of exclusion from school
5) From Gypsy, Roma and Traveller backgrounds
6) Missing education
7) Who have ill health (including mental health), including hospitalisation, affecting attendance at school
8) Whose lives have been affected by drug or alcohol abuse
9) Who are school age parents
10) Who are young carers
11) Who are offending or at risk of offending.

3.0 Background

3.1 Many children do well in our schools but a significant minority of children do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.

3.2 Warwickshire's performance data shows that the most vulnerable groups are those defined by the DfE as 'disadvantaged' (the DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA)) and those with Special Educational Needs. These are the key groups that Warwickshire should support and focus on. Whilst those pupils whose first language is not English and those from different ethnic groups face their own challenges, the data does not necessarily support significant underperformance by these groups.

<u>Disadvantaged Pupils</u>

3.3 The proportion of disadvantaged pupils achieving Level 4 or above in Reading, Writing and Maths at the end of Key Stage 2 was 59% in 2013, compared to 82% of other pupils. The Warwickshire 'gap' has grown by 2

percentage points (21% to 23%) in the past two years whilst the national gap has fallen by 1% (from 19% to 18%) over the same period of time.

Percentage of disadvantaged and other pupils achieving level 4 and above and level 5 and above in Reading, Writing and Maths

		R/W/M % achieving L4 and above		
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	60%	81%	21%
	2013	59%	82%	23%
Similar Councils	2012	58%	80%	22%
	2013	59%	81%	22%
England	2012	61%	80%	19%
	2013	63%	81%	18%

		R/W/M % achieving L5 and above		
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	9%	27%	18%
	2013	11%	29%	18%
Similar Councils	2012	8%	24%	16%
	2013	9%	26%	17%
England	2012	9%	24%	15%
	2013	10%	26%	16%

3.4 The gaps widen as pupils continue their schooling, with a difference of 32 percentage points in the attainment of 5+ GCSEs at A*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2013. The attainment of disadvantaged pupils achieving this KS4 measure has grown over the past 3 years up from 33% to 39%. However, the attainment of other pupils has matched this, up from 66% to 71%, maintaining the gap between the two groups.

Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A-C GCSES (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate*

% 5+ GCSEs at A*-C (or equivalent) including E&M		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	33%	66%	33%
	2012	36%	69%	33%
	2013	39%	71%	32%
Similar Councils	2011	31%	64%	33%
	2012	33%	65%	32%
	2013	35%	67%	32%
England	2011	36%	65%	29%
	2012	39%	66%	27%
	2013	41%	68%	27%

% achieving English Baccalaureate		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	5%	20%	16%
	2012	5%	22%	17%
	2013	7%	25%	18%
Similar Councils	2011	4%	18%	14%
	2012	4%	18%	14%
	2013	7%	25%	19%
England	2011	5%	19%	14%
	2012	6%	20%	14%
	2013	10%	28%	18%

Children with Special Educational Needs

3.5 The following data compares the performance of children with and those pupils that have no SEN at all. It is somewhat unfair to directly compare those children with statements to those without or those with no SEN, due to the differing SEN complexities of need that they have.

3.6 At the end of KS2 in 2013, just over a third of pupils with an SEN but without a statement achieved level 4 or above in Reading, Writing and Maths compared to 90% of those pupils with no SEN. This 55ppt attainment gap is 2ppts higher than the 2012 figure and slighter larger than the national gap of 50ppt. The difference in progress made by non-SEN pupils and SEN pupils without a

statement is not as great as the attainment gaps, with three quarters of pupils with SA or SA+ achieving expected levels of progress in Reading, Writing and Maths. However, this proportion is below that being achieved by SEN pupils in England and therefore the gaps in achievement for each of the subjects of Reading, Writing and Maths are a couple of percentage points higher in Warwickshire than at the National level.

Figure 10: Percentage of pupils achieving level 4 and above in Reading, Writing and Maths and expected progress at the end of KS2, by SEN status

3.7 At the end of KS4 in 2013, only a third of SEN pupils without a statement achieved 5+ A*-C GCSEs or equivalent, including GCSE English and Maths, compared to three quarters of those pupils with no SEN, equating to an attainment gap of 42%. The attainment of both groups of children is higher than comparative data nationally and our statistical neighbour average.

4.0 Roles and Responsibilities

4.1 It is the responsibility of the school or setting to be ambitious for all their children and to ensure that all children have the opportunity to enjoy, achieve and live independently. All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

4.2 In the context of increasing diversity of educational provision, with greater freedoms extended to schools and other education providers, it is the responsibility of the Local Authority to champion all learners by challenging schools and holding schools to account for improving outcomes and closing

the gap between the outcomes for vulnerable learners and their peers. It is, therefore, the role of the Local Authority to work across the early years foundation stage sector, primary and secondary schools to ensure that they share best practice and support the development of evidence-based approaches.

4.3 Our expectations of schools and the Local Authority approach to championing vulnerable learners are set out in the Vulnerable Learners Strategy.

5.0 Governance

5.1 The School Improvement Board, made up of headteachers and Local Authority officers, will monitor the day-to-day implementation of the Strategy.

5.2 The Strategy will be reviewed annually with the review available to the Children and Young People Overview and Scrutiny Committee as required.

5.3 The performance of disadvantaged pupils and children with special educational needs will be included in the annual performance report to the Children and Young People Overview and Scrutiny Committee.

5.4 The performance of Children Looked After will be reported annually to the Corporate Parenting Panel.

6.0 Resources

6.1 The Strategy will be delivered within existing resources, including the current staffing establishment.

6.2 There are two specific commitments within the Strategy for 'pump priming' funding for 2014/15. These commitments are as follows:

- £500,000 commitment to support bids from the school improvement Consortia; and
- £50,000 to support targeted schools to engage with the Achievement for All programme.

This funding has been allocated from within the existing Learning and Achievement budget.

7.0 Next Steps

7.1 Following feedback from the Overview and Scrutiny Committee, officers will consult with schools through headteacher and governor representative meetings and with service users and / or their families before developing a final strategy for approval.

7.2 In parallel with further consultation on and development of the Strategy, the Education and Learning Business Unit will develop an implementation plan setting out how the Strategy will be delivered.

7.3 The post-consultation version of the Strategy will be available for scrutiny by the Children and Young People Overview and Scrutiny Committee before it is approved.

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Warwickshire County Council

Education and Learning

Strategy for Vulnerable Learners

Championing better life chances for our most vulnerable learners

2014 - 2016

Working for Warwickshire

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Appendix A: Warwickshire's Equality, Diversity and Inclusion Statement

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Introduction

Our Education Vision states:

Warwickshire will be forward looking in Education and Learning, wanting every child and young person to:

- attend a good or outstanding school or setting;
- achieve well—whatever their starting point or circumstance; and
- go on to positive destinations so that, as they become young adults, they have an independent economic and social life.

This strategy provides a framework for the commissioning and delivery of education services and support for vulnerable children and young people. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our most vulnerable and disadvantaged groups.

Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life. Especially those most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve and live independently. 'Our young people are supported to meet their needs and aspirations' is a stated aim in the One Organisation Plan.

Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance.

It is an important fact however that not all children and young people start from the same point and factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment.

Sir Michael Wilshire, HMCI has stated recently that:

"A large minority of children still do not succeed at school or college… This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential… exceptional schools can make up for grave disadvantages"

In the publication, *Unseen Children: access and achievement 20 years on* (2013), he goes on to say:

"Exceptional schools can change lives but we must understand how to use our potential for change effectively. Outstanding teaching is important but there is no evidence that outstanding schools are any better than others in narrowing the achievement gap. A much more holistic approach is needed. This is a call to action to every school regardless of your Ofsted inspection grade. Every school has a duty to break the cycle of poverty and every school has the potential to do so".

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Role of the School /Setting

It is the role of the school to be ambitious for **all** their children and to ensure that all children have the opportunity to enjoy, achieve and live independently.

Role of the Local Authority

To champion all learners by challenging schools and holding schools to account for improving outcomes for all learners and closing the gap between the outcomes for vulnerable learners.

It is therefore the role of the local authority to work across the early years foundation stage sector, primary and secondary schools to ensure that they share best practice and support the development of evidence – based approaches. They should plan targeted approaches to raise the aspirations of children from low – income families and engage parents in school life.

Recent changes in legislation confirm increasing diversity of educational provision with greater freedoms extended to schools and other education providers. Additionally the local authority now has a very different role and must evolve and adapt to this role to meet the needs of a more autonomous education system.

In a climate of financial austerity it is crucial that schools target any new resources for vulnerable learners into interventions that are proven to raise outcomes.

Who will this strategy support?

Vulnerable learners are defined as children and young people at greater risk of poor educational outcomes. These include children and young people:

1. being looked after or on the edge of Care
2. eligible for the Pupil Premium
3. with Special Educational Needs / Learning Difficulties and Disabilities
4. excluded or at risk of exclusion from school
5. from Gypsy, Roma and Traveller backgrounds
6. missing education
7. who have ill health (including mental health), including hospitalisation, affecting attendance at school
8. whose lives have been affected by drug or alcohol abuse
9. who are school age parents
10. who are young carers
11. who are offending or at risk of offending.

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Background

Many children do well in our schools, but a significant minority does not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.

Narrowing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children make good progress.

All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

Pupil Premium funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who are Looked After by the local authority (children who have been looked after continuously for more than six months), have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and children of service personnel.

The Pupil Premium has risen to £1.875 billion in 2013 – 2014, with schools attracting significant additional funding per disadvantaged child.

Why is this strategy needed?

Research evidence indicates that children and young people from vulnerable groups are at risk of poorer outcomes and life chances than their peers. Data available from Warwickshire School shows that children and young people from vulnerable groups perform less well than their peers and in some case the performance gap is widening.

This strategy has been developed at a time of significant change within the government's programme of reform, including the Children and Families Act (2014) and new SEN Code of Practice. New reforms will include changes to the way in

which some services are delivered and the local authority needs to be sufficiently flexible to respond to these challenges.

What makes a difference for Vulnerable Learners?

Children and young people living in poverty respond to classroom interventions that improve instructional processes and teaching methods. Children from deprived backgrounds respond positively to opportunities that raise their aspirations for learning and future success.

Parents and carers should be actively engaged by schools to support their child's development and learning. Breaking cycles of low aspiration and disenfranchisement with education is an important step for narrowing attainment gaps.

Strong and visionary leadership, provided by head teachers, is often the driving force behind improving outcomes for children living in poverty.

Consciously or otherwise, leaders and managers develop cultures around them. They may articulate what they believe is important but their behaviours show what really matters to them and are modelled by others across the organisation. What is tacitly accepted or ignored also impacts on the behaviours of others. Effective leaders model a strong and consistent alignment between what is said and what is done. Schools are often clear about their values and beliefs. The most effective ensure that these carry through to the behaviours of every member of staff and every pupil.

Culture is particularly powerful as it is likely to have the greatest impact on the most disadvantaged and vulnerable learners. The explicit development of a culture conducive to success is a key responsibility of all headteachers and senior leaders.

Promoting an inclusive learning school environment is likely to have the greatest impact on the most disadvantaged and vulnerable learners. A learning environment which label pupils entitled to FSM as less able, undeserving or lacking commitment ensures pupils are likely to be further disadvantaged. By contrast, a learning environment which insists that everybody values individuals and personal opportunity builds self – belief and focuses on the core business of learning, is likely to increase success. The development of an inclusive learning environment is a key responsibility of all headteachers and senior leaders and is outlined in the Equality, Diversity and Inclusion Statement. (Annex 1)

Research evidence shows the central importance of the quality of teaching in enabling all children – especially those from disadvantaged backgrounds – to succeed. As well as excellent individual teaching practice, consistency in approach

within each school is also important, so that each child's experience is consistently excellent from lesson to lesson and the key learning experiences are constantly reinforced. Every school should have a clear teaching and learning policy which identifies its key practices and strategies for securing consistently high standards of teaching and ensure that it is providing the right support for teachers to deliver that consistency.

Facts, Figures and Findings

Warwickshire's performance data shows that the most vulnerable groups are those defined by the DfE as 'disadvantaged' (free school meal eligible and/or looked after) and those with Special Educational Needs. These are the key groups that Warwickshire should support and focus on. Whilst those pupils whose first language is not English and those from different ethnic groups face their own challenges, the data does not necessarily support significant underperformance by these groups.

1. Disadvantaged Pupils (Free School Meal Children, Looked After Children and Service Children)

In terms of performance (attainment and progress), it is clear that pupils eligible (or that have been eligible) for free school meals and/or are looked after are amongst the most vulnerable. When comparing Key Stage 2 and Key Stage 4 data, these 'disadvantaged pupils', as defined by the DfE, underperform compared to their peers. The DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA).

Percentage of disadvantaged and other pupils achieving level 4 and above and level 5 and above in Reading, Writing and Maths

		R/W/M % achieving L4 and above		
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	60%	81%	21%
	2013	59%	82%	23%
Similar Councils	2012	58%	80%	22%
	2013	59%	81%	22%
England	2012	61%	80%	19%
	2013	63%	81%	18%

		R/W/M % achieving L5 and above		
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	9%	27%	18%
	2013	11%	29%	18%
Similar Councils	2012	8%	24%	16%
	2013	9%	26%	17%
England	2012	9%	24%	15%
	2013	10%	26%	16%

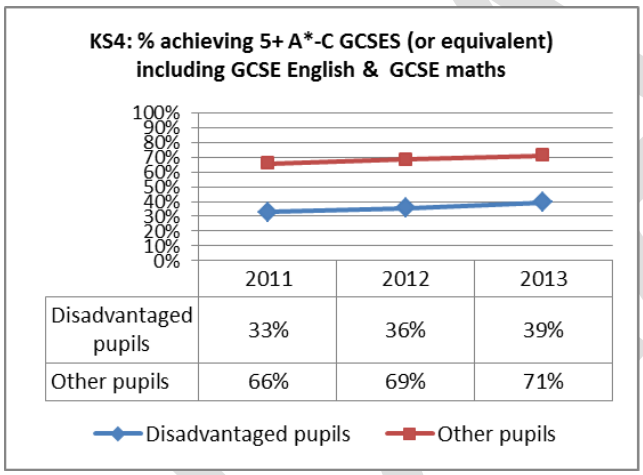
The disadvantaged 'gap' for Key Stage 2 pupils achieving Level 4 or above in Reading, Writing and Maths has grown by 2 percentage points (21% to 23%) in the past two years whilst the national gap has fallen by 1% (from 19% to 18%) over the same period of time. Encouragingly, the attainment of disadvantaged pupils achieving above the nationally expected level (achieving a Level 5) has increased by 2% between 2012 and 2013; however the attainment of other pupils has also

increased maintaining rather than 'closing' the gap, which holds at 18%. At this level nationally, the gap has grown by 1%, from 15% to 16%, however it still remains lower than Warwickshire's gap.

The disadvantaged 'gap' for pupils at the end of Key Stage 2 making expected progress from Key Stage 1 increased slightly in Reading and Writing between 2012 and 2013 and remained static at 10 percentage points in Maths. Compared to Warwickshire, at a National level higher proportions of disadvantage pupils are making expected progress in all three of the subjects of Reading, Writing and Maths.

The gaps widen as pupils continue their schooling, with a difference of 32ppts in the attainment of 5+ GCSEs at A*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2013. The attainment of disadvantaged pupils achieving this KS4 measure has grown over the past 3 years up from 33% to 39%. However the attainment of other pupils has matched this, up from 66% to 71%, maintaining the gap between the two groups.

Figure 5: Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A-C GCSES (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate*



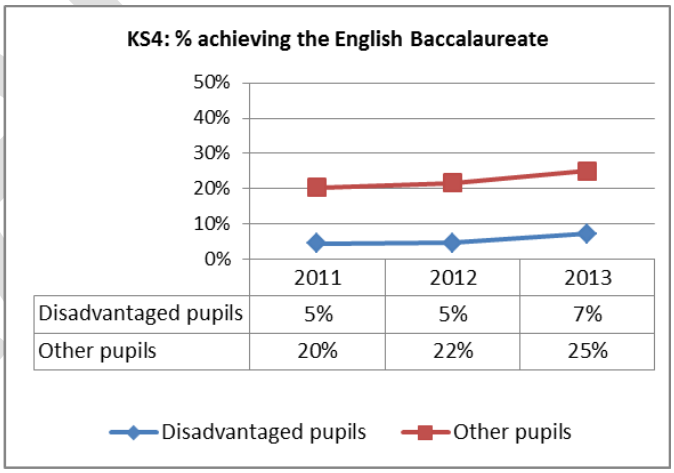


Figure 6: Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A-C GCSES (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate*

% 5+ GCSEs at A*-C (or equivalent) including E&M		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	33%	66%	33%
	2012	36%	69%	33%
	2013	39%	71%	32%
Similar Councils	2011	31%	64%	33%
	2012	33%	65%	32%
	2013	35%	67%	32%
England	2011	36%	65%	29%
	2012	39%	66%	27%
	2013	41%	68%	27%

% achieving English Baccalaureate		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	5%	20%	16%
	2012	5%	22%	17%
	2013	7%	25%	18%
Similar Councils	2011	4%	18%	14%
	2012	4%	18%	14%
	2013	7%	25%	19%
England	2011	5%	19%	14%
	2012	6%	20%	14%
	2013	10%	28%	18%

The proportion of disadvantaged pupils making expected progress between Key Stage 2 and Key Stage 4 is lower in Warwickshire than at a National level for both English and Maths; 54% of disadvantaged pupils in England achieved the expected progress in Maths compared to the lower 47% in Warwickshire. Although the percentage of disadvantaged pupils making expected progress between these two key stages has been on the rise in recent years, so too has the progress being made by other pupils; thus, whilst the gap in achievement has narrowed slightly in English it has remained the same at 30 percentage points for Maths.

2. Children with Special Education Needs and Disabilities (SEND)

The following data compares the performance of children with and those pupils that have no SEN at all. It is somewhat unfair to directly compare those children with statements to those without or those with no SEN, due to the differing SEN complexities of need that they have. However, all groups have been included to demonstrate the gaps that exist and it may be more beneficial to focus on the gaps between those children with SEN School Action and School Action Plus and non-SEN pupils.

Figure 9: Percentage of pupils achieving level 2 and above in Reading, Writing and Maths at KS1 by SEN status

There has been an improvement in the proportion of children with SEN but without a statement achieving level 2 or above across the KS1 subjects, consequently narrowing the gap in the attainment of this expected level over the last 3 years when compared with children with no SEN. For example, the percentage of SA and SA+ children achieving L2+ in Reading increased from 58% in 2011 to 67% in 2013, narrowing the attainment gap with those non SEN children from 39ppts to 31ppts. The greatest gap remains in the subject of Writing at 40ppts. The attainment gap

between these two groups of pupils is smaller than our statistical neighbour and national averages.

At the end of KS2 in 2013 just over a third of pupils with an SEN but without a statement achieved level 4 or above in Reading, Writing and Maths compared to 90% of those pupils with no SEN. This 55ppt attainment gap is 2ppts higher than the 2012 figure and slighter larger than the national gap of 50ppt. The difference in progress made by non-SEN pupils and SEN pupils without a statement is not as great as the attainment gaps, with three quarters of pupils with SA or SA+ achieving expected levels of progress in Reading, Writing and Maths. However, this proportion is below that being achieved by SEN pupils in England and therefore the gaps in achievement for each of the subjects of reading, writing and maths are a couple of percentage points higher in Warwickshire than at the National level.

Figure 10: Percentage of pupils achieving level 4 and above in Reading, Writing and Maths and expected progress at the end of KS2, by SEN status

At the end of KS4 in 2013, only a third of SEN pupils without a statement achieved 5+ A*-C GCSEs or equivalent, including GCSE English and Maths, compared to three quarters of those pupils with no SEN, equating to an attainment gap of 42%. The attainment of both groups of children is higher than comparative data nationally and our statistical neighbour average. Although the progress being made in English and the progress in Maths between KS2 and KS4 by SEN children without statements and those children with no SEN is higher than their national counterparts, the gap between the two groups of pupils is wider than at the end of KS2.

We expect schools to support disadvantaged children by:

- rigorously use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate;
- accepting no excuses;
- taking time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly;
- evaluating, celebrate and share success;
- supporting school transitions;
- providing strong and visionary leadership

We also expect schools to make effective use of the Pupil Premium to:

- raise pupil aspirations using engagement/aspiration programmes;
- develop social and emotional competencies;
- intervene early and effectively, track progress and change approaches where necessary;
- focus on transition, one-to-one tuition and progressive development of language and literacy skills;
- search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning.

http://educationendowmentfoundation.org.uk/toolkit/

We expect schools to support children with SEND needs by:

- ensuring that, to the best of their endeavours, the necessary provision is made for any pupil who has SEND
- ensuring that where the headteacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
- ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
- ensuring that a pupil with SEND and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- reporting to parents on the implementation of the school's policy for pupils with SEND
- having due regard to the statutory guidance within the current SEND Code of Practice when carrying out duties toward all pupils with SEND
- ensuring that the school notifies parents of a decision by the school that SEND provision is being made for their child

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The Local Authority will support disadvantaged children by:

- using performance data to analyse where the educational gaps are across the County in order to inform work with all schools as well as targeting resources and capacity where the gaps are the most significant;
- monitoring the progress of all children looked after by the Local Authority through the PEP process;
- embedding reviews of 'gap' data in agendas for Learning Improvement Officer visits to all maintained schools;
- supporting schools to identify effective strategies for narrowing the gap, including through the dissemination of good practice examples and research;
- providing funding in 2014/15 to target schools to engage with the Achievement for All programme;
- challenging the way in which schools and other educational settings use pupil premium funding to raise aspirations and to ensure accelerated progress and attainment for the most vulnerable;
- undertaking Pupil Premium Reviews;
- sharing 'gap' data with Consortia to support a partnership approach to narrowing gaps;
- ensuring good practice is shared amongst schools and settings and broker or, where appropriate, commission expertise for school to school support; and
- providing funding in 2014/15 to support consortia projects which are designed to narrow the gap.

The Local Authority will support children with SEND by:

- using performance data to analyse where the educational gaps are across the County in order to inform work with all schools as well as targeting resources and capacity where the gaps are the most significant;
- monitoring the progress of all children looked after by the Local Authority through the PEP process;
- challenging the ways that schools use resources to support children with SEN to ensure that provision has an impact on outcomes;
- embedding reviews of 'gap' data in agendas for Learning Improvement Officer visits to all maintained schools;
- providing funding in 2014/15 to target schools to engage with the Achievement for All programme;
- ensuring a sufficiency of provision for pupils with SEN and review it annually
- publishing information on SEND funding and provision
- monitoring the progress of children with SEND
- providing information, support, advice and guidance to parents of children with SEND including the provision of a statutory Parent Partnership Service and Mediation Service
- publishing information about the local offer, i.e. what is *expected* to be available for children and young people with SEND 0-25
- making arrangements for the statutory assessment of pupils, where agreed, and maintain and review statements of SEND and/or EHC Plans

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Targets (also see Business Plan)

Business Unit Outcome	Measures	Targets				
		2013/14	2014/15	2015/16	2016/17	2017/18
1.2 Children & young people attend & enjoy childcare & education through all phases from early years to post-16	Reduction in the number of permanent exclusions from school	20	15	15	15	15
1.3 Children & Young People achieve high standards & realise their full potential regardless of their circumstances or location (narrowing the outcome gaps for vulnerable groups)	Closing the Gap - Attainment: Key Stage 2 (Primary): % point gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths	18%	15%	10%	5%	0%
	Closing the Gap - Attainment: Key Stage 4 (Secondary): % point gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving 5 or more A*-C grades inc Eng&maths	25%	15%	10%	5%	0%
	LAC children achieving level 4 at KS2 in English	70%	72%	73%	74%	75%
	LAC children achieving level 4 at KS2 in maths	70%	72%	73%	74%	75%
	LAC achieving 5 A*-C at GCSE including English and maths	30%	35%	40%	45%	50%
	% young people who were in receipt of FSM at academic age 15 who attain level 2 qualification by the age of 19	67%	70%	72%	74%	75%
	% young people who were in receipt of FSM at academic age 15 who attain level 3 qualification by the age of 19	41%	45%	49%	51%	53%

Governance Arrangements:

The School Improvement Board, made up of headteachers and Local Authority officers, will monitor the day to day implementation of the Strategy.

The Strategy will be reviewed annually with the review available to the Children and Young People Overview and Scrutiny Committee as required.

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The performance of disadvantaged pupils and children with special educational needs will be included in the annual performance report to the Children and Young People Overview and Scrutiny Committee.

The performance of Children Looked After will be reported annually to the Corporate Parenting Panel.

Appendix A

Warwickshire's Equality, Diversity and Inclusion Statement

Legal Status

The Children and Families Bill (2013) and the SEN Code of Practice (0 – 25) requires us to provide and promote inclusive education.

The Equality Act 2010 requires public bodies to meet general and specific duties.

General duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Specific duties:

- Collect and publish Equality Information
- Analyse data and use analysis to prepare and publish equality objectives

We also recognise our duties under the following:

- Education and Inspection Act 2006
- UN convention on the Rights of the Child
- UN Convention of the Rights of People with Disabilities
- Human Rights Act 1998

Our Statement of Intent

Warwickshire County Council recognises that in order to be totally inclusive we must in – bed the requirements of the Equality Act 2010 into our every day practices. Although our inclusion agenda covers learners who may not typically be recognised as being discriminated against they all have protected characteristics and therefore covered by equalities legislation.

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Promoting inclusive, fair and diverse education is a key strategic aim of Warwickshire County Council's People Group, and is everyone's responsibility. This Statement sets out what we mean by Inclusion, Equality and Diversity and who it impacts on.

The following groups have been identified as key recipients in terms of the provision of the Inclusion Strategy

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are Missing education
- Have ill health, including hospitalisation, affecting attendance at school
- Are Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Are offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Gifted and talented

The following groups have been identified as having protected characteristics under the Equality Act 2010.

- Age
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership

Inclusion is concerned with the identification and removal of barriers to the ambition, participation and effectiveness of all children and young people. There needs to be an emphasis placed on groups of learners that may be at risk of under achievement, exclusion or marginalisation. For inclusion to move forwards successfully there needs to be engagement with 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 long –term strategies.

Equality is concerned with providing a level playing field so that all children and young people have an equal chance to succeed and reach their full potential.

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Diversity is concerned with recognising that our communities are made up of different people, accepting those differences and respecting them. Diversity therefore needs to be reflected in our service provision.

The removal of barriers is essential to success of Inclusion, Equality and Diversity. We recognise these barriers in terms of ambition, participation and effectiveness.

'Ambition is concerned with expecting and wanting the very best for all our learners. This includes where children and young people are educated, whether they attend regularly and arrive punctually. In line with government policy, we believe that learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not appropriate, 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. Children, young people and their parents, have a right to express their views about educational matters that affect them. We have a responsibility to listen to, and learn from, those views.
'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. Achievement, therefore, includes academic attainment, but is a much broader concept and cannot be measured by tests alone. Finally, we believe that promoting inclusion, equality and diversity is a "whole – service" issue. This Statement, therefore, has implications for everything that the Local Authority, its schools and Early Years providers do. We are committed to evaluating our progress towards becoming more inclusive and in particular, we will collect information that relates directly to the "ambition" "participation" and "effectiveness" for all children and young people with an emphasis on those learners who we believe may be at risk of under – achievement and not fulfilling their aspirations or potential.

Aims

Our starting point is the Warwickshire Equality, Diversity and Inclusion Statement, and more specifically we aim to:

Ambition

- Reduce the number of children and young people educated outside a mainstream setting.
- Ensure that children with protected characteristics are not over-represented in certain areas and that they are recognised within the groups identified in our inclusion strategy.
- Ensure that all children 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 attending specialist provision are provided with access to appropriate mainstream experience, in line with the wishes of the children and their parents.
- Improve the attendance and punctuality of these children, wherever they are educated.

Participation

- Ensure that children and young people feel included, they are listened to and that their contributions are valued, wherever they are educated.
- Ensure that provisions and services are respectful to children and young people and that they are fully consulted on educational matters that directly affect them, taking account of their developmental age and background.
- 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

- Improve the educational achievements of children and young people across the whole curriculum.
- Ensure that children and young people experience success in their education by having their achievements recognised, recorded and celebrated.

Removing Barriers to Achievement

Early Intervention

- Health and social care organised around the needs of children and their families, with better information sharing and assessments leading to early intervention.
- Parents having access to good quality childcare and early years provision in their local community.
- Schools with the skills and resources to enable them to take prompt action to help children who are falling behind their classmates.
- Teachers and early years staff spending more time supporting early intervention approaches.

Removing Barriers to Learning

- Schools with the confidence to innovate and with the skills and specialist support they need to meet the needs of all pupils successfully.
- Special schools providing education for children with the most severe and complex needs and sharing their specialist skills and knowledge to support inclusion in mainstream schools.
- Schools working together to support the inclusion of all children from their local community, backed up by specialist support from the local authority and health services, working in multi–disciplinary teams.

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- Parents with confidence that, in choosing a local mainstream school, their child will receive a good education and be a valued member of the school community.

Raising Expectations and Achievement

- All teachers having the skills and confidence, and access to specialist advice where necessary, to help vulnerable learners to reach their potential.
- Improved data giving parents and teachers a clearer picture of how well children working below age – related expectations are progressing.
- Young people able to follow courses which build on their interests and aptitudes and lead to recognised qualifications.
- Vulnerable learners actively involved in decisions about their education and options post – 16 and having real opportunities for progression, training and work.

Delivering Improvements in Partnership

- Schools regularly reviewing the effectiveness of their provision, with LAs providing support and challenge where concerns are raised.
- Parents with greater confidence that vulnerable learners needs will be met in school.
- Greater integration of education, health and social care to meet the needs of children and families.

This statement should be read in conjunction with the Inclusion Strategy and the Equality Toolkit for schools.

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