

AGENDA MANAGEMENT SHEET

Name of Committee **Children, Young People and Families Overview and Scrutiny Committee**

Date of Committee **23rd April 2008**

Report Title **Review of Inclusion Strategy**

Summary This report summarises the developments within each of the workstreams of the Inclusion Strategy, now embedded in the Children and Young People's Plan. Key priorities are identified, where appropriate.

For further information please contact: Liz Holt
Assistant Head of Service – SEN & Inclusion
Tel: 01926 742342
lizholt@warwickshire.gov.uk

Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

- Education and Inspections Act 2006
- CYP&F O&S Committee report 20.7.06
- Cabinet report 7.12.06
- Strategy for the Inclusion of Pupils with Emotional, Behavioural and Social Difficulties, November 2006

CONSULTATION ALREADY UNDERTAKEN:

Details to be specified

Other Committees ☐

Local Member(s) ☐

Other Elected Members ☒ For information:
Cllr Heather Timms
Cllr Richard Grant
Cllr John Whitehouse

- | | |
|---------------------------------|---|
| Cabinet Member | <input checked="" type="checkbox"/> For information:
Cllr Izzi Seccombe |
| Other Cabinet Members consulted | <input checked="" type="checkbox"/> For information:
Cllr John Burton |
| Chief Executive | <input type="checkbox"/> |
| Legal | <input checked="" type="checkbox"/> Diane Nation – no comments to make |
| Finance | <input type="checkbox"/> |
| Other Strategic Directors | <input type="checkbox"/> |
| District Councils | <input type="checkbox"/> |
| Health Authority | <input type="checkbox"/> |
| Police | <input type="checkbox"/> |
| Other Bodies/Individuals | <input checked="" type="checkbox"/> Michelle McHugh, Scrutiny Officer – comments incorporated in the report |

FINAL DECISION

YES

SUGGESTED NEXT STEPS:

Details to be specified

- | | |
|---|--------------------------------|
| Further consideration by this Committee | <input type="checkbox"/> |
| To Council | <input type="checkbox"/> |
| To Cabinet | <input type="checkbox"/> |
| To an O & S Committee | <input type="checkbox"/> |
| To an Area Committee | <input type="checkbox"/> |
| Further Consultation | <input type="checkbox"/> |

Children, Young People and Families Overview and Scrutiny Committee – 23rd April 2008

Review of Inclusion Strategy

Report of the Strategic Director for Children, Young People and Families

Recommendation:

That the Committee scrutinise the activity outlined within this report which provides up-to-date information about the developments within the Inclusion Strategy.

1. Introduction

- 1.1 The Inclusion Strategy, launched in December 2006, set out the Local Authority's proposals to work with schools, parents, partner agencies and local communities to reduce the high levels of pupil exclusion, to improve provision in schools, to improve the co-ordination of external support and to increase the capacity in special school provision.
- 1.2 The Strategy originally comprised 18 workstreams. These have now been embedded in the Children and Young People's Plan (CYPP). The projects and tasks sit within, or are linked to, Programme 310 of the CYPP *Promoting Social Equity*.
- 1.3 *Promoting Social Equity* seeks to achieve the following outcomes:
 - Schools will be better able to meet the needs of pupils who are vulnerable and disadvantaged, including those with emotional, social and behavioural difficulties.
 - There will be a reduction in the number of permanent exclusions.
 - Well co-ordinated provision will be available for excluded pupils.
 - Parents will be able to access Parenting Programmes.
 - Early Years practitioners will be supported to identify and meet the needs of children 0-5.
 - Nurture Groups will be developed to support Key Stage 1 children in the most deprived super output areas of the County.

- Learning Support Units will be developed to assist in the management of pupils' needs; they are designed to prevent permanent exclusion and provide supported reintegration for pupils.
- The National Programme for Specialist Leaders of Behaviour and Attendance will be further developed and co-ordinated through Learning & Behaviour Support Service (LABSS) with input from Child & Adolescent Mental Health Services (CAMHS), Educational Psychology Services (EPS) and Pupil Reintegration Unit (PRU).
- School Partnerships will be developed to improve the management of behaviour in local areas.
- Outcomes for children, young people and families will be improved through the development of the Enhanced Support Network (ESN).
- The changing role of special schools will support the inclusion of children and young people with special educational needs in mainstream settings.

1.4 For the purposes of this review report, activity is reported under the following headings:

Exclusions
Area Behaviour Panels
Nurture Groups
Learning Support Units
Special Schools
Training for schools
Provision of Parenting Support

2. Exclusions

Comparative data –

Table 1 – Fixed Period Exclusions: 1st September to 31st March

Area	2006/07	2007/08
Central	502	484
Eastern	562	501
North Warwickshire	199	175
Nuneaton & Bedworth	626	805
South	475	362
County total for period	2,364	2,327
County total for whole year	3,617	N/A

Table 2 – Permanent Exclusions: 1st September to 31st March

Area	2006/07	2007/08
Central	24	17
Eastern	17	16
North Warwickshire	10	7
Nuneaton & Bedworth	31	30
South	9	7
County total for period	91	77
County total for whole year	130	N/A

Table 3 – Fixed period exclusions of more than 5 days

Area	Autumn term 2006/07	Autumn term 2007/08	Spring term 2007/08
Central	15	2	1
Eastern	57	8	14
North Warwickshire	1	0	1
Nuneaton & Bedworth	44	2	3
South	24	1	1
Warwickshire PRU	1	1	0
County total	142	14	20

- 2.1 The Education and Inspections Act 2006 changed the provision that must be made by schools and by the local authority for excluded children. From September 2007 the legislation requires that full-time educational provision is made available to any excluded pupil, from the sixth day of exclusion. In the case of fixed period exclusion, the responsibility falls upon the excluding school, and in the case of permanent exclusion it falls upon the local authority (via the Pupil Reintegration Unit). The Act also made it a legal duty for parents to ensure that their excluded child is not found in a public place without good reason during school hours, during the first five days of the exclusion. Schools are required to work in area partnerships to improve behaviour and attendance, and to make available sixth day provision when required.
- 2.2 A varied picture of implementation is emerging across Warwickshire. In rural areas and at primary phase, schools in the county have largely opted to make reciprocal arrangements, so that children are not involved in travelling long distances to access alternative provision. One secondary school has come to an agreement to be the local provider for itself and its feeder primaries. Other schools are choosing to use 'internal exclusion' as an alternative measure.
- 2.3 As a result of the implementation of these new measures, the LA can report a significant reduction in fixed period exclusions across the county. The Eastern Area shows the greatest number of these exclusions. One Eastern Area school is acting as an area resource for sixth day provision, and accounts for 6 out of 8

of the exclusions in the Autumn term 2007 and 13 out of 14 in the Spring term 2008. This would suggest that having an 'exclusion facility' on site makes it more likely that a school will put in place longer exclusions. However, the impact on the child in these cases may be less in that they continue to attend the same site. There is no indication that the use of fixed period exclusions of less than 5 days has resulted in earlier permanent exclusion.

- 2.4 During the Autumn term 2007, there was a significant reduction in permanent exclusions. The data for the Spring term 2008 showed a slight increase but overall figures are lower than last year. Clearly there is still work to be done, but the LA can report a downward trend.
- 2.5 Improvements have been made to the process of monitoring exclusions, which include monitoring of exclusions of looked after children to ensure appropriate steps are being taken to support these young people.
- 2.6 Updated local guidance on exclusions has been sent out to all schools and governing bodies, and information about new responsibilities under revised legislation and guidance has been disseminated widely. The implementation of sixth day provision will be carefully monitored and progress is reported to the Regional Adviser for the National Strategies. The LA is able to track sixth day provision for exclusions of more than 5 days, and termly reports will be made to Area Behaviour Panels, so that good practice can be developed and problems identified.

3. Area Behaviour Panels

- 3.1 Area Behaviour Panels operate across the county; secondary panels operate across four geographical areas and primary panels across two areas. The Panels are evolving in line with the Department for Children, Schools and Families' guidance regarding School Partnerships and are influenced by the role out of the Enhanced Support Network (ESN) across the County. The ESN project officer and Admissions section are invited to attend the Panel meetings and the latter will be monitoring the placement of pupils under the In Year Fair Access Protocol – progress on this protocol will be reported separately later this year.
- 3.2 A process to support the managed transfer of pupils has been developed by the Pupil Reintegration Unit and Panel meetings record the movement of individual pupils. The outcomes will be reported at the end of the Summer term 2008. Funding is available to Area Panels and has been used to support pupils whose behaviour is a cause for concern and for whom a managed transfer is appropriate. Progress with managed transfers, together with impact on exclusion figures, will be carefully monitored.
- 3.3 Area Behaviour Panels are encouraged to focus on locality-based solutions, and regular reporting and feedback of what is working in other areas, and other Local Authorities, should support the development of collaborative working over time.

- 3.4 A Behaviour Review of the Pupil Reintegration Unit (PRU), the Learning and Behaviour Support Service (LABSS) and the service for the Education of Children Out of School (ECOS) was commissioned during the Autumn term 2007, to re-examine the delivery of behaviour services. From April 2008, the Early Intervention Service will build on the existing Enhanced Support Network and bring together LABSS, PRU and potentially other services within the Directorate to bring about change in:
- the workforce, leading to new ways of working that promote positive outcomes for children and young people
 - developing enhanced networks of professional co-operation through the use of integrated working tools such as the Common Assessment Framework and Contact Point
 - aligning service provision on a local accessible basis through Extended Service Clusters
 - commissioning provision where gaps have been identified.
- 3.5 Key priorities have been identified and include the reintegration of pupils from the PRU to mainstream schools, provision for permanently excluded pupils and the availability of alternative curriculum arrangements for pupils with significant and complex emotional, behavioural and social difficulties.

4. Nurture Groups

- 4.1 Based on well documented, psychological research and theory, a Nurture Group is a small supportive class of 10-12 children, usually in a mainstream primary school, providing a secure, predictable environment where the varying developmental needs of the pupils are catered for. Pupils attend regularly for a substantial part of each day. Focus is on emotional and social development as well as academic progress. This preventative intervention is time-limited. Pupils remain on their mainstream class roll with the expectation that they will return to their class in 2-4 terms.
- 4.2 Four schools in the county's most deprived super output areas were identified in Phase 1 to receive funding to develop and sustain Nurture Group provision from September 2007. A further four schools have now been identified for Phase 2. Accredited "4 day" training is funded by the LA and delivered by the Nurture Group Network.
- 4.3 The Nurture Group Steering Group meets on a termly basis and has produced guidance for all schools – "Warwickshire Nurture Groups – Policy, Principles and Practice".
- 4.4 Phase 1 schools have received monitoring visits during the Autumn and Spring terms and will receive a visit during the Summer term to evaluate this first year of implementation of funded provision. Schools are supported by the Educational Psychology Service and LABSS, and practitioners from these services will contribute to the evaluation of the provision. The progress of individual children will be tracked using the Nurture Group Network's Boxall

Profile and this will, in due course, provide evidence of the longer term impact of this provision.

5. Learning Support Units

- 5.1 In its November 2006 report ***Evaluation of the impact of learning support units***, Ofsted commends Learning Support Units (LSUs) as school-based centres for pupils who are disaffected, at risk of exclusion or vulnerable because of family or social issues, that provide short-term teaching and support programmes tailored to meet the needs of pupils to improve behaviour, attendance or attitude to learning. Their aim is to keep pupils in school and working while issues concerning them are managed, and to help re-integrate them into mainstream classes as quickly as possible.
- 5.2 In January 2007, as part of the 2007/08 budget process, the Schools Forum approved an increase in funding of £135,000 to establish three LSUs in Warwickshire secondary schools, based in the county's most deprived Super Output Areas.
- 5.3 The three schools targeted in Phase 1 (2007/08) were Manor Park, Ash Green and Nicholas Chamberlaine. LSU Managers are supported by LABSS to develop a best practice model in their schools and all schools with LSUs (i.e. including those who self fund) receive visits to discuss the practice and impact of the provision. It is expected that LSUs will reduce the high rate of permanent exclusion that has been seen in recent years and provide supported re-integration when pupils are excluded.
- 5.4 Monitoring records for each of the schools have so far included the requirement for schools to set clear targets for the reduction of exclusions, targets to increase student attainment, details of how the LSU fits with existing pastoral arrangements throughout the school day, how a range of support options can be accessed by pupils across key stages, and how parents will be supported. A good practice guide is currently being produced and will be available to all secondary schools.
- 5.5 Outcome data is limited at this stage although none of the three schools with LSUs has reported fixed period exclusions of more than 5 days.
- 5.6 Phase 1 schools also reported the following outcomes in December 2007:
- Facilities have been enhanced i.e. staffing increased, venues established and/or developed.
 - A reduction in permanent and fixed term exclusions has been initiated.
 - Increased confidence and competence of staff working with challenging students.
 - More consistent, proactive practice to promote positive learning behaviour of students.

- Clear links to procedures in use in county PRU bases to provide continuity of support.
 - Increased staffing and consistency of school based behaviour support.
- 5.7 One of the schools in receipt of Phase 1 funding used this to further develop its existing provision and reports:
- "exclusion rates have been reduced since the establishment of the LSU and the enhanced base. 96 students have received LSU support since 2000 with only 17 students having been permanently excluded since the establishment of the LSU".*

6. Special Schools

- 6.1 The Assessment, Statementing and Review Service currently commissions River House School to provide individual pupil packages for students in KS4, giving access to an appropriate, alternative curriculum, and extending the LA's capacity to make provision for pupils. The majority of these pupils have been permanently excluded and have been receiving provision through the PRU. In addition, a number of secondary schools have commissioned River House School to provide support for individual pupils to maintain their mainstream placement.
- 6.2 There is a need to reduce the number of placements made out of Authority for pupils with emotional, behavioural and social needs, and the development of individual packages of this nature will support target. This is a key priority for joint work with the newly created Early Intervention Service and River House School, and there is a need to consider the role of mainstream and special schools in supporting pupils.

7. Training for schools

- 7.1 A comprehensive training plan has been developed in consultation with SEN & Inclusion support services and teachers' unions. The plan will be made available to schools, teachers' unions and partner agencies in the Spring term 2008 and any related strands of training will continue to be identified and mapped through this area of work in the Children and Young People's Plan. Training options address whole school systems for governors, senior managers and curriculum leaders, training for classroom practitioners, and targeted training at an individual pupil level.
- 7.2 The National Programme for Specialist Leaders of Behaviour and Attendance is a high level professional development programme based on national standards. It offers qualifications and a range of accreditation pathways to teachers and other professional staff who wish to develop specialist skills and knowledge in order to support the inclusion and attendance of learners presenting with emotional behavioural and/or social difficulties. Applications for

the 2007 pilot were received in January 2007, with study days following in February and June 2007, and the Spring term 2008.

8. Provision of Parenting Support

- 8.1 Family Support Workers have been established in early years settings across all areas in the county offering early intervention and preventative support to families.
- 8.2 A training programme and database with details of all groups offering parenting programmes and training for early years practitioners are in place, and parenting groups are being offered in all Children's Centres. This will increase the availability of accurate information for parents and early years settings. Evaluations of practitioner courses covering Inclusion, Autistic Spectrum Disorder and target setting are positive.
- 8.3 A programme of early years support has been negotiated with Children's Centres, Parenting Forums, Crisis Housing Associations and Social Care to target the most vulnerable and hard to reach communities throughout the county.

9. Recommendation

Members are asked to scrutinise the developments and outcomes described in this report.

MARION DAVIS
Strategic Director for Children,
Young People and Families

Saltisford Office Park
Ansell Way
Warwick

11th April 2008