

Schools Forum

5th December 2013

Secondary Area Behaviour Partnerships – Update on progress in 2012/13

Recommendation

The Schools Forum is recommended to:

- Note the progress of Area Behaviour Partnerships in making provision for excluded pupils and in doing so reducing both permanent and fixed-term exclusions

Introduction

1. Members of the Forum will be aware that the Council has a statutory duty to provide for excluded pupils but the new approach seeks to devolve the operational responsibility for managing provision for excluded pupils to schools organised into four Area Behaviour Partnerships (ABPs). The devolved responsibility and budget also allows ABPs to use £2.4m of devolved resources flexibly to prevent exclusion.
2. Schools Forum in March 2012 agreed to allocate the £2.4m to ABPs on a formula basis according to FSM ever 3 for the academic year 2012/13. This level of funding remained the same in 2013/14 and the 2014/15 allocation of the DSG will be presented to the Schools Forum in March 2014.

Pupils with complex and acute needs

3. Since September 2012, there has been an agreement between the Council and chairs of ABPs that secondary aged pupils described as having “complex and acute needs” will not be placed in schools but will be educated by alternative providers and their progress will be overseen by the Head of Vulnerable Groups and the Virtual School.
4. At the Schools Forum in June 2013, agreement was reached on how a proportion of funding allocated to ABPs for the academic year 2013/14 will be de-devolved to the Head of Vulnerable Groups and the Virtual School for educating “complex and acute needs” pupils.

5. For the academic year 2012/13, no funding had been allocated for such pupils.

Allocations to ABPs

6. The four ABPs have used different strategies to decide how to spend their 2012/13 allocations. These are illustrated by the table below

	Alternative Education Provision incl EIS	Transport e.g. taxis to AP	School based provision incl AWPU recharges	Other incl coordinator & CLM	Total
Central	£111,112	£9,442	£445,186	£28,456	£594,196
	19%	2%	75%	5%	
East	£181,390	£44,452	£104,682	£23,971	£354,495
	51%	13%	30%	7%	
North	£468,662	£31,231	£623,154	£29,110	£1,152,157
	41%	3%	54%	3%	
South	£86,294	£10.00*	£111,479	£59,095	£256,879
	34%	0%	43%	23%	
Total	£847,458	£85,135	£1,284,501	£140,632	£2,357,727
	36%	4%	54%	6%	

* transport usually paid by home school in this area

7. The use of Alternative Provision increased during 2012/13. This reached a maximum

of 188 pupils accessing this through either full-time or part-time placements in June 2013. Details are given in the table below

Area	Number of Students in Full-Time AP			Number of Students in Part-Time AP			Total		
	Nov 2012	March 2013	June 2013	Nov 2012	March 2013	June 2013	Nov 2012	March 2013	June 2013
Central	6	3	7	33	29	34	39	32	41
East	10	19	19	0	2	3	10	21	22
North	18	26	35	6	20	19	24	46	54
South	2	2	2	5	10	18	7	12	20
PRU legacy etc.	4	3	36	3	11	15	7	14	51
Total	40	53	99	47	72	89	87	125	188

Impact

8. The new approach has seen a steep decline in the number of permanent exclusions. In 2010/11 there were 88, this fell to 32 in 2011/12 and in 2012/13 the total was only 20. (figures include primary, secondary and special)
9. There has also been a substantial decline in fixed-term exclusions
Details are given in the table overleaf:

ABP	2010/11 (Aut & Spr terms only)	2011/12 (Aut & Spr terms only)	2012/13 (Aut & Spr terms only)
Central	320	258	268
East	568	555	323
North	799	711	377
South	330	222	190
Total	2017	1746	1158

10. ABP chairs report that the new approach has enabled more young people at risk of permanent exclusion to gain appropriate qualifications and progress to some form of education, employment or training when they leave school. The overall proportion of 16-18 year olds who are not in education, employment or training has fallen from 5.2% in 2010, to 4.5% in 2011 and 3.6% in 2012. The numbers of excluded pupils and those at risk of exclusion not progressing into a positive destination has fallen substantially
11. ABP chairs report that the approach is having number of other benefits. For example, ABP funding has enabled many schools to strengthen internal systems and arrangements to support pupils without the need to commission alternative provision. Chairs report that these changes have led to improvements in pupil behaviour across schools.
12. ABP chairs also report some concerns about the current arrangements:
- Support for Key Stage 3 pupils – some schools have had difficulty meeting the needs of a small number of KS3 children with very challenging behaviour.
 - Gaps in KS4 Alternative Education Provision - there is insufficient provision particularly in the South and Eastern areas and not enough to meet the needs of some young people with very challenging behaviour.
 - There are sometimes difficulties when the In-Year Fair Access Protocol (IYFAP) is used to allocate a vulnerable pupil a school place at the same time as the ABP is looking to place a pupil in the same school.
- In addition, the current arrangements to provide an education to “complex and acute needs” pupils need to be reviewed so that a solution for 2014/15 may be found and confirmation of the continuing use of FSM ever 6 years as the basis of the allocation of funding to the 4 ABP’s.

13. A meeting involving chairs of ABPs, coordinators and WCC officers will be held on 10th December to draw up proposals which address these concerns. These proposals will be presented to the schools forum in March to consider.

Conclusion

14. The use of funds by ABPs has led to a significant reduction in the number of permanent exclusions and also a fall in fixed-term exclusions. There is also some evidence that the work of ABPs is enabling more pupils to progress to positive post-16 destinations and contributing to improved behaviour across secondary schools.
15. Whilst head teachers wish to continue to make use of ABP funding to adopt flexible approaches to meet the needs of pupils at risk of exclusion, there are some concerns about how to meet the needs of some KS3 pupils, some gaps in range of alternative provision available, and conflicts with IYFAP arrangements. In addition, a long-term plan to meet the needs of “complex and acute needs” pupils needs to be agreed. A group of ABP chairs, coordinators and WCC officers will meet on 10th March and agree proposals to be considered by the Forum in March 2014.

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