

## Impact Report for the Post of Head of Vulnerable Students Supporting Vulnerable Pupils

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### Context

The post holder has now be in post since January 2018. This is the first impact report on the role, providing School Forum with an overview of what has been achieved, what work is being conducted and the future priorities.

The report is split into sections

- Impact of the Head of Service against the Job Description
- Impact of the services that are managed by post
- Impact of the post on individual pupils, including financial management
- Impact of the post on strategic priorities and financial reduction

One of the first tasks of the new post was to manage expectations and create a common sense of purpose and shared understanding across the Local Area. The individuals and organisations making up the Local Area all have their own priorities and definitions of vulnerability and their own desired outcomes for the groups they have identified.

In order for the role to be successful it was important to create an understanding for all parties, of who would be the students supported by the Vulnerable Pupils Service. This definition will not be limited, but sets out what the service is able to directly offer and allow further work to address the situation for pupils outside the current provision

'For the purposes of targeting the work the Vulnerable Pupils Team are now focussing on students in these groups:.

1. Poor Attendance – Through the failure of adults to secure consistently good attendance in an appropriate setting.
2. Missing Education – Formally recorded as CME.
3. Fixed Term Exclusion – Beyond a single episode.
4. Permanent Exclusion
5. Diagnosed Medical Need – Below that which meets the threshold for an EHCP.
6. A Lack of Reintegration – Into mainstream education, 16+ transition or specialist setting.
7. Undiagnosed Need – Except that which is already subject to and RSA or EHCP.
8. Unregistered Provision – Whether sourced by the LA or another body.
9. Unsuitable EHE – Either through a lack of capacity in the supporting adults or a lack of clarity about the purpose of this education.

## **Impact of Head of Service against the Job Description**

The following section address the key duties of the job description and provides Schools Forum within an update in relation to performance against the initial purpose of the role.

### **3.3 To develop an extensive knowledge of the full range of services...**

This duty has been at the heart of early work. Many of the key stakeholders in Alternative Provision have been met and engaged in joint working to ensure that the offer meets need.

Work is ongoing with TSCB to provide a directory of AP services that settings can access in the certainty that these have been Quality Assured and had the appropriate safeguarding checks made.

### **3.5 To lead on the commissioning of bespoke arrangements..**

This has been a growing duty as commissioned Alternative Provision capacity is exceeded by demand. Arrangements have been made with On Track, Play Torbay, Torbay Youth Trust, Apricot, YMCA, SWIS and others. Joint funding with SEND colleagues has been used where possible.

### **3.6 To lead and be accountable for projects that seek to improve outcomes ...**

A bid was submitted to the Alternative Provisions Fund. This was not successful as the only 9 of 300 bids were taken forward.

Feedback was received from DfE stating that we had made a strong and clear bid but that it was felt to be too ambitious in its scope. I disagree as the scale of the challenge facing Torbay requires ambition and aspiration.

Work has been undertaken with the Youth Trust and Play Torbay to establish an edge of exclusion pilot. This has been undertaken to improve reintegration whilst improving outcomes for young people.

### **3.8 To take a lead role in challenging social care....**

Colleagues in most areas of Children's Social care have been engaged in the challenging of practice to better support individuals at risk of exclusion and schools. Strategic work is ongoing around Child Sexual Exploitation and Children Missing Education to ensure these groups are safeguarded and all partner organisations have as full a picture as possible.

Vulnerable Students Team members attend Early Help, Anti-Social Behaviour and Police Intelligence meetings. They also regularly attend Team Around the Family Meetings and encourage and support Social Care colleagues in understanding education provision and processes.

A strong relationship has been built with the Heads of Service within Social Care and joint approaches to Operation Turf and Tiger Bay are helping better responses to individual pupils and strategic planning.

### **3.9 To lead, manage and develop the EOTAS provision..**

The Head of Medical Tuition Service and Head of Service work closely together on planning for the registration of the service with DfE. Work is ongoing around staffing, the curriculum, the therapeutic offer, expanding primary provision, moving to appropriate accommodation and defining the role of the Hospital School.

### **3.11 To work closely with schools and colleagues to ensure appropriate plans are in place for vulnerable students.**

A Peer Challenge and Support Group has been established for Secondary Schools and three for Primary Schools. The early focus has been on consistency in planning and provision. There is a wide variation across the area and the work is at an early phase.

Work has been undertaken with specific schools where concerns were expressed about behaviour management and exclusions were being considered as a control measure. In some circumstances this has reduced exclusion and identified specific need for some students that is being addressed through SEND processes and provision.

Across the area, specific challenges identified include:

1. The lack of differentiated behaviour management in some settings. This leads to potential failures to meet the need of groups and individuals.
2. A need to recognise that some behaviours are better met through education rather than exclusion and that this is explicit in guidance.
3. There is a need to promote the use of Individual Healthcare Plans for students struggling to attend school through medical or mental health needs.
4. Behaviour thresholds have been agreed by the Schools Forum but they are not being followed consistently.
5. Inadequate planning for managed moves that leads to a 50% failure rate and limits opportunity for the child to enjoy a fresh start.

### **3.12 To oversee the work of the Pupil Referral Panel. (PRP)**

Working with the Lead for Student Services the role of the PRP has been reviewed. Changes were consulted on and the new procedures are being implemented.

At Secondary, Behaviour Leads already met regularly to discuss students at risk of exclusion and plan approaches together. This work is being extended to all schools, reducing variation and ensuring students referred to PRP have had appropriate interventions and PRP is making decisions based on recommendations from professionals.

The Peer Support and Challenge Groups have terms of reference that have been distributed to all parties. This work will include sharing best practice, identifying training need and allowing an understanding of what capacity is needed to support schools.

The focus of PRP is now clearly defined with only those children and young people requiring an external solution being discussed.

### **3.15 To ensure that effective support and challenge are provided to professional staff in schools and governing bodies.**

Schools have been supported through changes in behaviour strategies through face to face support, challenging practice, engaging partners and the provision of bespoke support.

Others have been challenged regarding their processes around exclusion with face to face meetings and questioning.

Schools are increasingly inviting the Head of Service to attend Governors' Discipline meetings to provide guidance and advice on process and practice.

It is important to note that the purpose of the post is to reduce exclusions through, challenging practice, reminding colleagues of the support available, championing consistency, examining planning to prevent exclusion and ensuring funding is spent where it can be most effective.

It is not the intention to prevent any specific exclusion but colleagues must meet their responsibilities to take all possible steps to avoid this sanction whether it be fixed term or permanent.

**In addition to the role the post holder has led the team in the following areas that impact on the Higher Needs spend. The work is focussed on the cultural change needed in schools.**

### **1. Attendance**

The Attendance Improvement Officer (Lois Hamilton) has worked to:

- Increase the use of Education Supervision Orders to secure better attendance and engagement with schools and partner agencies.
- Deliver training to schools through responding to specific requests and through three training workshops supported by TSSA and Babcock LDP.
- Improve links with Social Care colleagues to better support Children Missing Education and safeguard those at risk of Child Sexual Exploitation.
- Develop weekly checks for those children reported as missing in the previous week.
- Redraft the policy for Children Missing Education.

### **2. Elective Home Education (EHE)**

- Visited all students open to Social Care as Child in Need or subject to a Child Protection Plan.
- Worked across Children's Services to identify those known to be EHE. This work has identified 350 students known to the local authority as EHE. (206 in the current year)
- Worked with parents to return to mainstream education those who either wish to do so or who are determined to not be delivering 'suitable' education.
- Worked with schools where students have been identified as EHE yet the Local Authority has not been informed.
- Redrafted the policy for EHE.
- Formed strong links with the EHE community and individual parents.
- Challenged and supported schools where EHE is not in the best interests of the child.

### **3. Medical Tuition Service (MTS)**

- Preparing the service for DfE registration working with the Project Planning Officer and TDA.
- Implementing a staffing plan that secures good outcomes for the children whilst meeting therapeutic need.
- Planning for transfer to the Parkfield site through working with the user group and public bodies.
- Developing the Primary phase offer to better meet this area of need.
- Building stronger links with the Hospital to better meet need.

### **4. Part Time Timetables (PTT)**

- Clarification has been sent to schools around the issuing of PTT.
- This has been backed by training for school leaders and attendance officers at the Attendance workshops.
- The PTT processes have been taken into the Vulnerable Students Team
- Processes around 6 weekly resubmission of PTT requests have been implemented.

The Outcomes for the post are being measured by both individual student and by strategy.

### Work with individual students to reduce specific costs

The following table provides a detailed breakdown of the pupils that have been supported by the post. Although the table lists the cost savings associated with the work commissioned, it is also important to note that the package were designed on a bespoke basis to ensure better pupil outcomes.

Gender	Reason	PX Reason	Yr Grp	Package	Provider	Cost	Equip Commissioned Cost
M	Failed MM on 1st PX	Persistent Disruption	9	3 days a week tuition pending place in AP	Riviera Tuition	£ 972.00	£ 6,000.00
M	OOA Transfer Into Torbay	OOA Transfer	10	3 days a week tuition pending place in AP	Riviera Tuition	£ 720.00	£ 6,000.00
M	PX - Not suitable for mainstream	Misuse of Digital Media	10	3 days a week tuition pending place in AP	Riviera Tuition	£ 720.00	£ 6,000.00
M	PX	Drugs and Alcohol Zero Tolerance	11	None	None	£ -	£ 6,000.00
M	Return from EHE Fair Access Refusal		7	3 days a week therapeutic	OnTrack	?	?
F	Risk of PX	Persistent Disruption / Assault	9	3 days a week therapeutic	Adelong/Brixham	£ 3,750.00	£ 6,000.00
F	PX - Not suitable for mainstream	Persistent Disruption / Assault	8	3 days a week therapeutic	Apricot	£ 14,845.46	£ 6,157.89
M	Refused EHE - Not suitable for mainstream	Persistent Disruption / Assault	2	4 days a week therapeutic	Play	£ 2,160.00	£ 6,000.00
M	Prevent a PX	Threats with a Weapon	6	Targetted Help Referral	Play / YOT	£ 1,500.00	£ 3,000.00
M	Prevent a PX	Persistent Disruption / Assault	4	Rtn to Devon PRU	YMCA	£ 990.00	£ 2,052.63
M	OOA Transfer Into Torbay	Persistent Disruption / Assault	7	Unknown		£ 3,500.00	£ 6,500.00
M	Prevent a PX	Assault with a Weapon	4	Play Torbay Pilot / YMCA	Play / YMCA	£ 1,620.00	£ 2,052.63
F	Encourage reintegration to Mainstream	Persistent Disruption	10	Play Torbay Pilot / YMCA	Play / YMCA	£ 3,600.00	£ 4,618.42
M	Support EHE until EHCP completed		7		Unknown		
M	Support School until EHCP completed	Persistent Disruption	1	SWIS		£ 1,500.00	£ 1,539.47
F	Fair Access Request			Work with Devon EWS to maintain KEVICS	KEVICS	£ -	£ 6,500.00
M	Fair Access Request			Place offered at mainstream	StCM	£ -	£ 6,500.00
M	Support School until start at Chestnut	Persistent Disruption	1	EHE		EHE	EHE
						£ 35,877.46	£ 74,921.04
						£ 21,032.00	£ 68,763.15

## Strategic work to specifically reduce financial pressures.

The following work has been carried out and recommendations made to reduce the financial pressures in the High Needs Budget.

Creation and Chairing of the Peer Support and Challenge Groups to support schools in taking all reasonable steps before consideration of an exclusion.	(£Unknown)
Work with Troubled Families to target their support for students at risk of exclusion.	(£Unknown)
Amendment of the Fair Access Protocol to create a 3% allowance for the reintegration of children from alternative provision.	(£Unknown)
Introduction of a Readiness for Transition template to establish clearly when students are ready to reintegrate	(£Unknown)
Create a clear expectation that processes and procedures are followed to ensure consistency and clarity around alternative provision and fair access requests.	(£Unknown)
Increase in recoupment to MFG plus personal components rather than AWPU.	(£20,000est)
Charging for assessment places in Burton Academy	(£97,500est)
Recouping for Elective Home Education places	(£370,000est)
Charging for Medical Tuition Service places	(£180,000est)
Establishment of a Pilot to better prepare students for reintegration to mainstream school.	(£22,500est)
Provision of Enhanced bases to support excluded and SEMH primary pupils.	(£20,000est)
Working across the Peninsular to establish common SLA's and tariffs for specific need	(£ anticipate 10%)
Working with South Devon College to establish a vocational offer that schools can access. Broadening the curriculum whilst students remain on roll.	(£Unknown)

With three significant pieces of work to be measured using year on year data the projected reduction in pressure will be £710,000 per annum.

Primary Schools have only permanently excluded one child in 2018/19 to date vice 4 in 2017/18 – (£60,000 pa approx.)

Secondary Schools continue to exclude at an average rate of 1 child a week. A higher rate than 2017/18

## Next Steps for the Post are:

The culture around exclusion, off rolling and students not being admitted into schools is the most significant challenge facing Torbay.

A fragmented education sector with competing priorities and a focus on external 'success measures' limits opportunity for too many.

The post holder will be the lead officer for implementing the High Needs Recovery Group changes as they are agreed.

The next steps are based on three areas;

1. Creating a pressure to include through charging, challenge and support.
2. Creating provision for schools to access before exclusion is considered.
3. Sharing data with schools and partner agencies to create transparency.

<b>Pupil Referral Panel</b>	Continue to implement the changes to the panel and supporting structure	Embed the Peer Support and Challenge Groups for Primary
		Complete implementation of the new PRP structure.
		Seek opportunities to include Social Care in this work – possibly through the Access to Resources Panel.
<b>Elective Home Education</b>	Review the work in this area in light of the current DfE consultation and increasing numbers.	Employ a temporary EHE Officer to increase the capacity to challenge and reintegrate.
		Take the draft EHE policy to members for approval and publication.
		Create a standard visit notes and decisions system maintained by the Business Support post holder.
		Work with the EHEO to better engage the community with a view to reducing workload through common understanding of 'feasible' and 'suitable & effective'
		Develop café style events for those families who are assessed as providing sufficient and suitable education. This will allow 'light touch' monitoring and reduce pressure on staff and families alike.
<b>Attendance</b>	Introduce a training programme for schools	Develop training to meet local need that is delivered by Torbay staff and uses existing providers.
	Develop the use of Education Supervision Orders	Continue to promote these as a way of improving attendance through better engagement of families and partner agencies.
	Review policies	Draft and circulate a new CME policy.
		Review policy around unauthorised absence and develop a reporting system that meets the DfE guidance of 'regular'
	Challenge schools that make no referrals to the AIO for intervention, penalty notices or prosecution.	Draft a document for Schools Forum outlining standard expectations of schools for the effective management of attendance.
		Create and implement an auditing tool for visits to schools where attendance is a cause for concern.
	Prepare for DfE registration	Work with the Education Service Project Officer and Head teacher to follow the project plan.

<b>Medical Tuition Service</b>		Work with TDA to ensure a smooth transition to the new accommodation.
		Work with the staff on Louisa Carey Ward to better link Hospital School work to student need and effective discharge planning.
<b>Part Time Timetables</b>	Create a consistent and compliant service.	Transfer PTT systems to the BSO
		Create an effective system for timely review
		Create an audit system to challenge practice.
		Work with Social Care to identify PTT where the LA has not been notified.
<b>Data</b>	Create a system that identifies students and settings that are 'at risk'.	Continue to develop ways in which the Vulnerable Pupils Workbook can be used to identify safeguarding risks.
		Work to identify systems that can automate through reports much of the work currently undertaken by the projects officer.
	GDPRS	Complete the assets register and privacy notices for each element of the service.
<b>Alternative Provision</b>	Sufficiency Planning	Work to provide a permanent provision for Primary 6 <sup>th</sup> Day provision.
		Identify the key areas where there is insufficient provision and work with Schools Forum to address these.
		Visit other authorities to learn how they address the current pressures.
	Purpose	Propose a common understanding of the purpose of AP and how/when it is accessed.
	SLAs	Clarify the SLAs for AP providers and the associated Outreach
	Reintegration	Identify the reasons for managed moves failing and plan to address these through the peer groups.
		Work with SDC to identify a vocational offer for schools.
		Apply the 3% criteria agreed by Schools Forum
Create a managed transfer protocol.		
		Complete the reintegration pilot project and implement lessons learned in a broader project.
<b>Reducing Exclusion</b>	Multi Agency Working	Work with Social Care to identify common areas of need that, if addressed, would prevent exclusion.
		Promote exclusion and non-attendance at schools as criteria for escalation of Social Care support in line with declared policy.
	Supporting Schools	Promote and support the use of IHPs
		Challenge 'no excuses' behaviour policies where these lead to a disproportionate effect on specific groups.

**Dan Hamer**

**Head of Service for Vulnerable Students**