

School Forum 27th June 2019
Progress Against Current Recovery Plan

Introduction

School Forum agreed a recovery plan that included a number of measures alongside the virement application. The following report demonstrates the progress that is being made against each agreed action.

Strengthening an inclusive and accountable culture

Action required	Progress to date	RAG Rating
<p>Establishment of a Peer to Peer Challenge system</p>	<p>The secondary peer to peer challenge group is well established with regular attendees. The group are pro-actively trying to seek solutions for young people that have vulnerabilities by the use of managed moves and support packages. Young people are being flagged at an earlier opportunity for behavioural needs, allowing a greater amount of planning rather than a permanent exclusion.</p> <p>Impact noted to date is:</p> <ol style="list-style-type: none"> 1. A reduction the number of students excluded in Terms 1 and 3. 2. An increased use of managed moves to prevent exclusion. 3. An increase in referrals to the Troubled Families team with each school nominating 8 children per term to receive focussed. support from the team's Youth Worker <p>An increase in the use of annual reviews to establish whether an EHCP can be amended to better meet need and maintain a place in a mainstream school.</p> <p>The primary phase peer to peer challenge group has been less impactful due to the attendance not being as frequent. Dan Hamer has written to all Headteachers regarding a proposed model of termly meetings with a CPD offer included.</p>	
<p>Revision of the Fair Access Protocol</p>	<p>The Fair Access Protocol has been revised to better meet the needs of vulnerable students and to clarify the circumstances under which the school can make a fair access representation. This is now out for consultation.</p> <p>At the same time the Lead for Student Services has issued guidance to the admissions team on in year admissions processes and the escalation pathway if a child is proving difficult to place.</p> <p>The teams are next looking to establish a system that identifies challenging year groups before places are offered. This will allow a dialogue between schools and with the LA and certainty for all that context is considered when placing.</p>	

Providing independent advice to parents	A specification has been designed and we have consulted with the Higher Needs Recovery Group and Secondary Headteacher group regarding the establishment of the service. The service will be commissioned from September 2019.	
Providing training and information to governors – including an SEND Audit	<p>The SEND audits are being conducted by Karen Gannon. The majority of schools have booked the SEND audit and those schools that have not signed up are being contacted by Dorothy Hadleigh. The SEND audits are being returned to the Local Authority and emerging themes are being pulled together. The thematic areas for development will form part of the training delivered through the SEND network.</p> <p>Dan Hamer provided an opportunity for Governor Training through the TTSA network. Unfortunately this was only taken up by very small numbers. This will be offered again and promoted. To provide in house training Dan has been attending governor review meetings and will provide in house training where appropriate.</p>	

Ensuring children and young people have access to alternative and bespoke provision

Action required	Progress to date	Trajectory
Exclusion recovery process	The mechanism for exclusion recovery have been adopted and are being used.	
Cost recovery for placements	Cost recovery has taken place for students or students have returned to their mainstream school. The recovery process has included a period of negotiation for individual pupils in year 10 and year 11. Where appropriate recovery is taking place for pupils being taught in the named provisions.	
Commissioned placement reductions	<p>The commissioned placement costs are rising due to sector pricing and demand. Individual packages are being reviewed and stepped down where appropriate. The Local Authority has to secure a commissioning resource to conduct further work.</p> <p>Dan Hamer is working with leadership at Burton Academy to establish clear expectations for reintegration to mainstream education from exclusion. Of 36 exclusions from the secondary sector this academic year to date, 10 have returned to mainstream.</p>	
Alternative provision within our local area.	The STEPS provision has been expanded and will accommodate additional children from September 2019. This provision will bring in £120k savings against current spend on placements.	

<p>Appropriate contribution from health and social care.</p>	<p>The education department continue to only contribute the necessary education cost towards a social care placement. Where need can be met on a local basis the education component is capped to the value.</p> <p>There are on-going conversations with Health regarding the DST forms and making representation for health funding. This is being considered on a CCG wide level and will take time to rectify. We are gathering intelligence from other Local Areas who are now re-charging Health for the delay in diagnosis and any interim costs that are occurred due to bespoke packages being put in place.</p>	
--	---	--

Ensuring the right children, achieve the right level of support, at the right cost

Action required	Progress to date	Trajectory
<p>Request for statutory assessment stemming demand</p>	<p>The request for statutory assessments continue to grow with a 20% increase since noted since January 2019. To meet demand a weekly rather than fortnightly panel has been convened. The panel has been observed by a neighbouring authority and thresholds considered appropriate. However there is an emerging theme that SEMH needs are address differently across Local Areas and may not result in the need for an EHCP.</p>	
<p>Element 3 top up and banding review.</p>	<p>A project initiation document outlining the process for banding has been created and agreed by the Higher Needs Recovery Group. Internal meetings are taking place to review the systems developed by a variety of LA's and these have been pulled together into an options/principles document. The internal meeting will now be extended to include SENCO's. Dorothy Hadleigh will be writing to Headteachers.</p>	

Recommendations

- School Forum note the position against the current recovery plan.
- School Forum members take action to share the position with all schools and request the engagement in partners in groups to develop expertise and stem demand.

Rachael Williams
Assistant Director Education, Learning and Skills