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Members of the public are welcome to observe from the public gallery

Education Inclusion Scrutiny Inquiry Panel

Summary: This is an agenda pack for a meeting for the Education Inclusion Scrutiny Inquiry taking place on the 29 November 2016. The main items being discussed is about education Inclusion. Background reports are included.

Date: 29 November 2016

Time: 4.30pm

Venue: Meeting Room 235, Guildhall, Swansea (Pre-meeting for Panel Members at 4.00pm)

Members of the Panel:

Cheryl Philpott (Convener)

Fiona Gordon

Nick Davies

Hazel Morris

Wendy Fitzgerald

Ceinwen Thomas

Linda Tyler Lloyd

Agenda also sent to:

Cllr Jennifer Raynor, Lindsay Harvey, Nick Williams

AGENDA

No.	Item
1.	<p>Education Inclusion Inquiry Impact Report and follow up on progress</p> <p>In attendance to discuss progress will be: Cllr Jennifer Raynor (<i>Cabinet Member Education</i>) Lindsay Harvey (<i>Chief Education Officer</i>) Nick Williams (<i>Head of Learner Support Services</i>)</p> <p>Attached are:</p> <ol style="list-style-type: none">1. Impact Report from Cabinet Member2. Original Cabinet Response3. Original Scrutiny Inquiry Report (see link to report)
2.	<p>The Panel will discuss their thoughts on progress and then agree the feedback they wish to make to the Cabinet Member and Scrutiny Programme Committee.</p>

***Please note members should declare personal and prejudicial interests and party whipping in the usual manner

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Report of the Cabinet Member for Education

EDUCATION INCLUSION SCRUTINY PANEL - 29 NOVEMBER 16

IMPACT REPORT: SCRUTINY INQUIRY INTO EOTAS

Purpose	To help the Scrutiny Inquiry Panel to assess the impact of their report "High Aspirations - <i>How are services being improved for those children and young people who need or are at risk of being educated other than at school?</i>
Content	This report deals with the twenty recommendations related to the impact of the inquiry: 1. What has changed since the report was presented to Cabinet? 2. Have the agreed recommendations been implemented? 3. What has been the impact of the scrutiny inquiry?
The Scrutiny Inquiry Panel are being asked to	<ul style="list-style-type: none">• Consider the contents of the report• Reach conclusions about the impact of the inquiry
Lead Councillor(s)	Cabinet Member for Education , Councillor J. Raynor
Lead Officer(s)	Lindsay Harvey, Chief Education Officer
Report Author	Nick Williams, Head of Learner Support Service

1. Introduction

1.1 The Education Scrutiny Inquiry Panel undertook an in-depth inquiry between 2014 and 2015. This final report is attached at Appendix A. The Cabinet Member response and action plan are attached at Appendix B.

1.2 The reporting timeline of the inquiry is as follows:

Commenced	27 March 2015
Agreed by the Scrutiny Programme Committee	12 October 2015
Presented to Cabinet	19 November 2015
Cabinet Response agreed	21 January 2016

1.3 The final stage of the scrutiny inquiry process is the follow up. It is at this point that the original panel reconvenes in order to assess the impact of the work.

1.4 The purpose of this report is to assist the panel as it seeks to answer the following three questions, each of which will be dealt with in detail below:

- What has changed since the report was presented to Cabinet?
- Have the agreed recommendations been implemented?
- What has been the impact of the scrutiny inquiry?

2. What has changed since the report was presented to Cabinet?

2.1 The inquiry report highlighted the following as the key measure of impact:

- improved academic and attendance outcomes.

2.2 Since the inquiry concluded the following changes [to the measure] have taken place

- Estyn conducted a monitoring visit to Swansea PRU in March 2016. At that time, Estyn judged that sufficient progress had been made by the PRU to enable them to recommend that the PRU be removed from the any category of follow-up by Estyn. The PRU, therefore, returns to the normal cycle of inspection by Estyn;
- a more cohesive approach to working with children and young people who need, or were at risk of needing, EOTAS services;
- future plans recognise that the fabric and suitability of the buildings used to house EOTAS services must be improved; and
- pupil voice should for this group of vulnerable children and young people has become much stronger.

3. Have the agreed recommendations been implemented?

3.1 In responding to the inquiry an action plan was drawn up showing what steps would be taken to implement all of the scrutiny recommendations agreed by Cabinet (Appendix B).

3.2 The table at Appendix C shows progress against each recommendation and specifically:

- the Cabinet decision in respect of each recommendation;
- the action taken / proposed to implement the recommendations;
- the responsible officer(s); and
- timescales involved.

4. What has been the impact of the scrutiny inquiry?

- the inquiry has raised the profile of the issue in question;
- the inquiry has improved understanding/awareness;
- the inquiry has provided useful research/evidence; and
- there has been a positive impact from the implementation of the recommendations as a whole.

Background papers

Cabinet Response report (Cabinet 21 January 2016)

Education Inclusion Scrutiny Report (Cabinet 19 November 2015)

Contact officer

Nick Williams (01792 636558)

APPENDIX B

Report of the Cabinet Member for Education

Cabinet – 21 January 2016

RESPONSE TO THE REPORT OF THE EDUCATION INCLUSION SCRUTINY INQUIRY PANEL

Purpose:	To outline a response to the scrutiny recommendations and to present an action plan for agreement
Policy Framework:	None
Reason for Decision:	To comply with the requirements of the Council Constitution.
Consultation:	Legal Services, Financial Services
Recommendation(s):	It is recommended that the response as outlined in the report and related action plan be agreed.
Report Author:	Lindsay Harvey (Chief Education Officer)
Finance Officer:	Stephanie Williams
Legal Officer:	Sue Rees
Access to Services Officer:	Sherill Hopkins

1. Introduction

- 1.1 The Education Inclusion Scrutiny Inquiry report was submitted to Cabinet on the 19 November 2015 after the Education Inclusion Scrutiny Inquiry Panel completed a detailed inquiry into Education Inclusion. The scrutiny report is attached as Appendix A.
- 1.2 Having considered the contents of the scrutiny report, and specific recommendations made, advice to Cabinet on whether it should agree, or not agree, with each recommendation is detailed in this report.
- 1.3 Cabinet is also asked to consider, for each of the responses, any relevant policy commitments and any other relevant activity.

2. Response to Scrutiny Panel recommendations

Recommendation 1

A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour

matters into the future. This strategy should:

- a) form part of the overall education strategy and provide a clear way forward for the whole education service;
- b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils;
- c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people;
- d) have clear aims and targets for reducing the number of children and young people using EOTAS provision;
- e) be developed in partnership with schools and other stakeholders including children and young people;
- f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour; and
- g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.

Relevant Policy Commitments:

14. Raise educational standards and the performance of all schools and pupils in Swansea
15. Implement a programme of sharing best practice between teachers and schools
16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- Options for the delegation of funds back to mainstream secondary schools to enable them to reduce referrals to EOTAS are being explored
- Working party to plan the EOTAS restructure being set up, to include a range of stakeholders including primary and secondary heads and representatives of services for children and young people (CYP)

New actions following from the recommendation:

- A Behaviour Plan and Strategy is to be developed for the local authority
- EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the Accelerated Implementation Plan (AIP) and the recommendations from the Scrutiny Inquiry Panel report

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 2

The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:

- a) stipulate clear lines of responsibility and detail desired outcomes;
- b) be challenged and driven forward by the PRU Management Committee;
- c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective

<p>of children and young people;</p> <p>d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends);</p> <p>e) ensure that it has a whole system approach to children and young people with social and emotional difficulties; and</p> <p>f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services.</p>
<p>Relevant Policy Commitments:</p> <p>14. Raise educational standards and the performance of all schools and pupils in Swansea</p> <p>15. Implement a programme of sharing best practice between teachers and schools</p> <p>16. Explore ways of improving pupil engagement and attendance</p>
<p>Action already being undertaken:</p> <ul style="list-style-type: none"> • Post Inspection Action Plan (PIAP) and AIP are driving improvements in the PRU. • The new Management Committee has established subgroups and provides increased levels of support and challenge to PRU leadership with a focus on outcomes. • Mainstream colleagues have been supporting PRU staff with the PRU curriculum and assessment regime.
<p>New actions following from the recommendation:</p> <ul style="list-style-type: none"> • An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report.
<p>Cabinet Member Comments: Any issues not covered above</p> <p>Recommendation is AGREED</p>

<p>Recommendation 3</p>
<p>The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.</p>
<p>Action already being undertaken:</p> <ul style="list-style-type: none"> • Feasibility of secondments has been explored with challenge advisers and mainstream schools and is an option after the Estyn monitoring visit in spring term 2016
<p>New actions following from the recommendation:</p> <ul style="list-style-type: none"> • An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report. • This plan could include secondments from primary and secondary schools.
<p>Cabinet Member Comments: Any issues not covered above</p> <p>Recommendation is AGREED</p>

Recommendation 4
It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise).
<p>Relevant Policy Commitments:</p> <p>14. Raise educational standards and the performance of all schools and pupils in Swansea</p> <p>15. Implement a programme of sharing best practice between teachers and schools</p> <p>16. Explore ways of improving pupil engagement and attendance</p>
<p>Action already being undertaken:</p> <ul style="list-style-type: none"> • Head of PRU has presented to cross-phase headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends Swansea City and County Association of Secondary Heads (SCCASH) meetings
<p>New actions following from the recommendation:</p> <ul style="list-style-type: none"> • Primary and secondary school headteachers to be encouraged to explore ways in which joint working could take place as part of a local authority Behaviour Plan and Strategy, as well as part of the development of school to school support.
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 5
It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to key stage 3, this should include: <ul style="list-style-type: none"> • a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service; • schools keep in regular communication with the child through for example a weekly update discussion a process be developed that will bring all those people who can help with; and • the reintegration of the child together providing a holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.
<p>Relevant Policy Commitments:</p> <p>14. Raise educational standards and the performance of all schools and pupils in Swansea</p> <p>15. Implement a programme of sharing best practice between teachers and schools</p> <p>16. Explore ways of improving pupil engagement and attendance</p>
<p>Action already being undertaken:</p> <ul style="list-style-type: none"> • The majority of Foundation Phase, key stage 2 and key stage 3 pupils have planned, regular reintegration to their mainstream schools • There is good communication between mainstream schools and PRU

staff in the majority of cases.
New actions following from the recommendation: <ul style="list-style-type: none"> Clearly defined entry and exit plans need to be developed A Behaviour Plan and Strategy is to be developed
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 6
It investigates the possibility of a more formalised holistic Team Around the Family type approach for all children and young people using EOTAS services.
Relevant Policy Commitments: 16. Explore ways of improving pupil engagement and attendance
Action already being undertaken: <ul style="list-style-type: none"> Initial discussions with CYP Services Manager to establish feasibility of such an approach being undertaken Person-centred planning is being introduced across the PRU.
New actions following from the recommendation: <ul style="list-style-type: none"> A Behaviour Plan and Strategy is to be developed.
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 7
Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.
Relevant Policy Commitments: 12. Adopt a new dynamic relationship with the schools, further education colleges, Swansea's two universities and employers. 16. Explore ways of improving pupil engagement and attendance.
Action already being undertaken: <ul style="list-style-type: none"> PRU support staff attend meetings of the Gower College (GCS) Autistic Spectrum Disorder (ASD) steering group. Planning meetings to discuss the NEET agenda, involving senior staff at GCS and the PRU planned in Spring Term 2016. EOTAS staff have established good working relationships with GCS staff and support learners for the first term in further education.
New actions following from the recommendation: <ul style="list-style-type: none"> Explore using EOTAS staff to support GCS tutors and learners for longer periods and for more work around wellbeing. Set target to reduce drop-out rates to help reduce NEETs.
Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 8

The use of restorative practice should be encouraged and used where possible in EOTAS provisions.

Relevant Policy Commitments:

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- All PRU staff have been trained in Restorative Practice (RP)
- RP used routinely across the PRU to promote positive relationships

New actions following from the recommendation:

Actions already in place as above

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 9

The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.

Relevant Policy Commitments:

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

No current activities

New actions following from the recommendation:

- Train all EOTAS staff and external providers in UNCRC principles

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 10

Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.

Relevant Policy Commitments:

15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:

- Head of PRU has presented to cross-phase headteachers' meeting regarding the role and purpose of EOTAS
- Head of PRU now attends SCCASH meetings

<p>New actions following from the recommendation:</p> <ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed
<p>Cabinet Member Comments: Any issues not covered above</p>
<p>Recommendation is AGREED</p>

<p>Recommendation 11</p>
<p>An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.</p>
<p>Relevant Policy Commitments:</p> <p>15. Implement a programme of sharing best practice between teachers and schools</p> <p>16. Explore ways of improving pupil engagement and attendance</p>
<p>Action already being undertaken:</p> <ul style="list-style-type: none"> • The School Improvement Team already monitors training needs through its visits to schools
<p>New actions following from the recommendation:</p> <ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed • Training plan to be developed on the basis of collated information from the School Improvement Team in line with the Strategy
<p>Cabinet Member Comments: Any issues not covered above</p>
<p>Recommendation is AGREED</p>

<p>Recommendation 12</p>
<p>PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.</p>
<p>Relevant Policy Commitments:</p> <p>15. Implement a programme of sharing best practice between teachers and schools</p>
<p>Action already being undertaken:</p> <ul style="list-style-type: none"> • PRU core subject leaders attend Head of Department meetings • PRU leads are also made aware of training offered to schools by the local authority
<p>New actions following from the recommendation:</p> <ul style="list-style-type: none"> • Extend to involve a wider range of PRU staff in local authority training.
<p>Cabinet Member Comments: Any issues not covered above</p>
<p>Recommendation is AGREED</p>

<p>Recommendation 13</p>

A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.

Relevant Policy Commitments:

15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:

- Some PRU staff have mainstream school 'buddies' to help them keep up to date with developments
- Key mainstream staff have provided support for the key stage 3, key stage 4 PRU curriculum and assessment strategies

New actions following from the recommendation:

- Extend the buddy system to involve a wider range of staff

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 14

It ensures all primary schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.

Relevant Policy Commitments:

14. Raise educational standards and the performance of all schools and pupils in Swansea
16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- All primary schools have access to Vulnerability Assessment Profile (VAP) data for their schools

New actions following from the recommendation:

- Primary headteachers to work closely with the City and County of Swansea School Information Team in use of VAP+ and 'My Learners'

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 15

An assessment of specialist teaching facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.

Relevant Policy Commitments:

14. Raise educational standards and the performance of all schools and pupils in Swansea
16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- The local authority maintains an SEN/ALN Development Plan which is kept under six monthly review to confirm updates/changes to planned places in specialist provision. This plan will be reviewed in conjunction with the new Head of Service, Nick Williams, when he is in place in February 2016, as an action independent of the EOTAS restructure.

New actions following from the recommendation:

The recommendation as it stands seems out of context and does not relate directly to EOTAS issues.

It is not clear from any of the evidence or matters cited in the report why this is a recommendation, unlike the other recommendations in the report which have a clear linkage to investigations, evidence and findings.

Cabinet Member Comments: Any issues not covered above

Recommendation is **NOT AGREED**

Recommendation 16

The EOTAS Pathways Service:

- a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy;
- b) improve consistency, quality assure and develop the sustainability of external providers;
- c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings;
- d) ensures robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in; and
- e) review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.

Relevant Policy Commitments:

14. Raise educational standards and the performance of all schools and pupils in Swansea

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- Challenge adviser has provided extended support to improve outcomes
- External providers are monitored by Agored Cymru and Pathways Manager
- External provider monitored by Estyn with successful outcome
- Programme of lesson observation by Head of PRU and challenge adviser is in place using ERW Support and Challenge Framework
- Safeguarding audit undertaken with no issues
- Service level agreement and tendering documentation reviewed by

local authority procurement officer and Head of PRU
<ul style="list-style-type: none"> • New actions following from the recommendation: • A Behaviour Plan and Strategy is to be developed • Develop an EOTAS action plan after the Estyn monitoring visit in spring term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report • A new 14-16 service for young people with emotional and behavioural difficulties (EBD) will be developed as part of the EOTAS restructure
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 17
Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.
Relevant Policy Commitments: 16. Explore ways of improving pupil engagement and attendance
Action already being undertaken: <ul style="list-style-type: none"> • Head of PRU is working with Corporate Building Services team to source possible sites for PRU • Head of PRU has visited three sites to establish suitability for purpose (two sites were inappropriate but one site could be adapted to accommodate some PRU provision)
New actions following from the recommendation: <ul style="list-style-type: none"> • Estimate for costs of improvement of Brondeg site to be established by Corporate Building Services Department • Investigate possibility of other sites (such as primary school buildings that have become or will become, vacant) being used for PRU provision
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 18
The different parts of the Education Department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.
Relevant Policy Commitments: 14. Raise educational standards and the performance of all schools and pupils in Swansea 15. Implement a programme of sharing best practice between teachers and

schools
Action already being undertaken: No further action other than that identified above
New actions following from the recommendation: <ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed • Develop an EOTAS action plan after the Estyn monitoring visit in spring term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 19
Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.
Relevant Policy Commitments: 15. Implement a programme of sharing best practice between teachers and schools
Action already being undertaken: <ul style="list-style-type: none"> • Schools whose referrals need improvement are being identified and the Head of PRU has started to visit these schools in a supportive and advisory capacity in order for them to improve their referral processes • Head of PRU has presented to cross-phase headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings
New actions following from the recommendation: <i>Any actions already in train or proposed</i> <ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed • As part of the Strategy, a Communication Plan is also developed
Cabinet Member Comments: Any issues not covered above
Recommendation is AGREED

Recommendation 20
Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.
Relevant Policy Commitments: 16. Explore ways of improving pupil engagement and attendance
Action already being undertaken:

<ul style="list-style-type: none"> • Each Centre has a school council that meets regularly • Each Centre has a strategy for eliciting suggestions and comments around wellbeing that children and young people can use confidentially and anonymously
<ul style="list-style-type: none"> • New actions following from the recommendation: • Develop an EOTAS action plan after the Estyn monitoring visit in spring term 2016 to build on the progress made by the Accelerated Implementation Plan that includes learner voice and the recommendations from the Scrutiny Inquiry Panel report
<p>Cabinet Member Comments: Any issues not covered above</p>
<p>Recommendation is AGREED</p>

2.1 An action plan for the agreed recommendations attached as Appendix B.

3. Equality and engagement implications

3.1 Any recommendation that leads to a proposal or change will be subject to an Equality Impact Assessment screening and, if required, a full Equality Impact Assessment report incorporating any relevant engagement activities and taking full account of Children's Rights.

4. Legal implications

4.1 There are no specific legal implications arising from this report. However legal advice should be sought as necessary when implementing the recommendations.

5. Financial implications

5.1 The availability of finance for this application of this policy is based on the likely levels of future budgets, the medium term financial plan and the Sustainable Swansea – Fit for the Future budget strategy. It is anticipated that the behavioural review savings target of £340k for EOTAS in 2015-2016 will not be met and further savings are currently under consideration.

5.2 Any additional capital funding required for accommodation changes would require a separate FPR7 report to commit the scheme to the capital programme.

APPENDIX C

Scrutiny Inquiry of Education Inclusion Scrutiny Panel 'High Aspirations'

How are services being improved for those children and young people who need or are at risk of being educated other than at school?

Recommendation	Action already being undertaken	New Action Proposed	Timescale	Responsible Officer
<p>1. A specific part of the education strategy is developed that will provide a steer for the local authority, schools and education other than at school (EOTAS) on how it will deal with behaviour matters into the future. This strategy should:</p> <ul style="list-style-type: none"> h) form part of the overall education strategy and provide a clear way forward for the whole education service i) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils j) ensure school staff are upskilled to be better able and prepared for working with difficult and 	<ul style="list-style-type: none"> • Workshop to elicit view of all stakeholders held in May 2016 • Options paper produced as a result of this workshop to be submitted to Cabinet December 2016 • PRU leadership working more collaboratively with mainstream schools • PRU out of an Estyn category March 2016 • PRU now has a School Improvement Plan 	<ul style="list-style-type: none"> • Appoint a new Head of PRU / BSU • A new City and County of Swansea (CCoS) Wellbeing and Behaviour Plan and Strategy will be drawn up • Appoint new leadership for the PRU in accordance with approved structure • Notify stakeholders as part of the consultation 	<p>Dec 2016</p> <p>July 2017</p> <p>June 2017</p> <p>Jan 2017</p>	<p>Lindsay Harvey (LIH)</p> <p>Head of Pupil Referral Unit (PRU)/ Behaviour Support Unit (BSU)</p> <p>Head of PRU/BSU</p> <p>Nick Williams (NJW)</p>

	<p>challenging young people</p> <p>k) have clear aims and targets for reducing the number of children and young people using EOTAS provision</p> <p>l) be developed in partnership with schools and other stakeholders including children and young people</p> <p>m) ensure school governing bodies are kept in the loop and understand the issues around behaviour</p> <p>n) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.</p>	<p>as would be expected from a mainstream school with clearly measurable outcome. This links to the operational plans for the education department.</p>	<p>process</p> <ul style="list-style-type: none"> The new Wellbeing and Behaviour Plan and Strategy for will include a staff training plan, a briefing for governing bodies and promote a 'behaviour champion' in each school. 	<p>July 2017</p>	<p>Head of PRU/BSU</p>
<p>COMPLETED – Strong progress</p> <p>Progress: Workshop event was successful in engaging a wide range of stakeholders (including pupils) in future planning of the service. New options paper completed according to the recommendations of this workshop. First attempt at appointing a Head of PRU/BSU was unsuccessful, post has been re-advertised and appointment will be made in early December for an April 2017 start.</p>					
2.	<p>The EOTAS action plan should be similar to a School Improvement Plan and it must:</p> <p>a) stipulate clear lines of</p>	<ul style="list-style-type: none"> New SIP has been developed taking into account outstanding issues 	<ul style="list-style-type: none"> Intervention Board to cease after autumn term 2016 as 	<p>Oct 2016</p>	<p>NJW</p>

	<p>responsibility and detail desired outcomes</p> <p>b) be challenged and driven forward by the PRU Management Committee</p> <p>c) that pupil voices are heard in the development of this way forward</p> <p>endeavouring to produce a vision of something better from the perspective of children and young people</p> <p>d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)</p> <p>e) ensure that it has a whole system approach to children and young people with social and emotional difficulties</p> <p>f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services</p>	<p>from PIAP and AIP</p> <ul style="list-style-type: none"> • SIP has been approved by the PRU Management Committee (MC) • Pupil voice included in self-evaluation processes during SIP development 	<p>PRU is no longer in an Estyn category and MC fully understands it's key role and responsibilities</p> <ul style="list-style-type: none"> • PRU SIP to be evaluated half termly and reported to MC • MC to continue to monitor and challenge progress with outcomes • Proposed future structure will reduce PRU caseload from 159 to 98 over 5 years • Proposed future structure to include purpose built accommodation to facilitate delivery of sector leading practice 	<p>Dec 2016</p> <p>Jan 2017</p> <p>July 2021</p> <p>July 2018</p>	<p>Head of PRU/BSU</p> <p>Chair of MC</p> <p>Head of PRU/BSU</p> <p>LIH</p>
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COMPLETED – Strong progress					
Progress: The new PRU SIP addresses all the issues and plans for improved academic and wellbeing outcomes for pupils whilst challenging the MC.					
3.	The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated	<ul style="list-style-type: none"> Interim Heads of two centres appointed in Spring and Summer Term 2016. A head and deputy headteacher from CCoS primary schools. This had a positive impact Mainstream leader seconded to post of Head of Centre at Arfryn for 2016-2017 academic year from Birchgrove Comprehensive School 	<ul style="list-style-type: none"> Subject lead teachers to attend school subject network groups Explore more opportunities for secondments 	<p>March 2017</p> <p>July 2017</p>	<p>Head of PRU/BSU</p> <p>Head of PRU/ BSU</p>
COMPLETED – Strong progress					
Progress: Successful appointments made and provided good leadership in their centres as evidenced by ERW core visit 1. Opportunities for more secondments being explored					
4.	It encourages joint working between/across schools when	<ul style="list-style-type: none"> Head of PRU has presented 	<ul style="list-style-type: none"> Primary and secondary 	July 2017	Head of PRU/BSU

	<p>looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise)</p>	<p>to cross-phase headteachers' meeting regarding the role and purpose of EOTAS</p> <ul style="list-style-type: none"> • Head of PRU now attends Swansea City and County Association of Secondary Heads (SCCASH) meetings 	<p>school headteachers encouraged to explore ways in which joint working as part of the new Wellbeing and Behaviour Plan and Strategy.</p> <ul style="list-style-type: none"> • Secondary schools allow PRU to use specialist curricular facilities • Three mainstream headteachers are members of the Management Committee and continue to provide support, advice and curricular facilities 	<p>March 2017</p> <p>Oct 2017</p>	<p>Head of PRU/BSU</p> <p>NJW</p>
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COMPLETED – Strong progress

- **Progress:** Managed move process has been discussed with SCCASH and discussions are ongoing. Options paper produced

and submitted to Cabinet December 2016 includes proposals for enhanced joint working.

5.	<p>It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to key stage 3, this should include:</p> <ul style="list-style-type: none"> • a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service • schools keep in regular communication with the child through for example a weekly update discussion a process be developed that will bring all those people who can help with • the reintegration of the child together providing a holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial. 	<ul style="list-style-type: none"> • 80% of Foundation Phase and key stage 2 pupils have planned, regular reintegration to their mainstream schools and are working towards a full-time return • 33% of key stage 3 pupils have planned, regular reintegration to their mainstream schools and are working towards a full-time return • There is good communication between mainstream schools and PRU staff in the majority of cases 	<ul style="list-style-type: none"> • Clearly defined entry and exit plans need to be developed • A Wellbeing and Behaviour Plan and Strategy is to be developed • The proposed future model for the PRU will reduce caseload number from 159 to 98 over five years • The proposed future model for includes the allocation of a lead worker 	<p>March 17</p> <p>July 2017</p> <p>July 2021</p> <p>Oct 2017</p>	<p>Head of PRU/BSU</p> <p>Head of PRU/BSU</p> <p>Head of PRU/BSU</p> <p>Head of PRU/BSU</p>
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COMPLETED – Satisfactory progress

- **Progress:** Improved mainstream reintegration for Primary aged SEBD pupils. Options paper produced and submitted to Cabinet November 2016 includes proposals for the commitment to reintegrating young people back into school from EOTAS.

6.	It investigates the possibility of a more formalised holistic team around the family type approach for all children and young people using EOTAS services	<ul style="list-style-type: none"> • Discussions with CYP Services Manager to establish feasibility of such an approach being undertaken. • Participation in the Wellbeing commissioning review • Person Centred Planning has been introduced across the PRU 	<ul style="list-style-type: none"> • A Wellbeing and Behaviour Plan and Strategy is to be developed • Options paper suggests this new model of service delivery • The plan and strategy will include a new model of working using lead workers to support young people and their families 	July 2017 Nov 2016 Sept 2017	Head of PRU/BSU LIH Head of PRU/BSU
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COMPLETED – Limited progress

Progress: Options paper produced and submitted to Cabinet December 2016 includes proposals for a more formalised holistic team around the family type approach.

7.	Gower College is encouraged to develop a mechanism to support those learners who require more	<ul style="list-style-type: none"> • PRU support staff attend meetings of the 	<ul style="list-style-type: none"> • Explore using EOTAS staff to support GCS 	July 2017	Head of PRU/BSU
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	<p>support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced</p>	<p>Gower College (GCS) autistic spectrum disorder (ASD) steering group</p> <ul style="list-style-type: none"> • Planning meetings to discuss the not in education, employment or training (NEET) agenda, involving senior staff at GCS and the PRU planned in spring term 2016 • EOTAS staff have established good working relationships with Gower College Swansea staff and support learners for the first term in FE 	<p>tutors and learners for longer periods and for more work around wellbeing</p> <ul style="list-style-type: none"> • Set target to reduce drop-out rates to help reduce NEETs • GCS staff deliver Welsh Baccaureate skills certificate 	<p>July 2017</p> <p>Sept 2017</p>	<p>Head of PRU/BSU</p> <p>Head of PRU/BSU</p>
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COMPLETED – Satisfactory progress

Progress: Some operational work streams have taken place. Strategic work needs further development.

8.	The use of restorative practice should be encouraged and used where possible in EOTAS provisions.	<ul style="list-style-type: none"> • All PRU staff have been trained in Restorative Practice (RP) • RP used routinely across the PRU to promote positive relationships 	<ul style="list-style-type: none"> • Reduction in exclusions arising from use of RP to be tracked across the PRU 	July 2016	Head of PRU/BSU
<p>COMPLETED – Strong progress</p> <p>Progress:</p>					
9.	The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.	<ul style="list-style-type: none"> • Some PRU staff trained in UNCRC principles • PRU pupils included in local authority pupil voice events • Pupil voice contributed to PRU self-evaluation process 	<ul style="list-style-type: none"> • Train all EOTAS staff and external providers in UNCRC principles • PRU pupils to be included in LA pupil voice events • Future proposed model will have pupil voice integral to provision planning 	July 2017	Head of PRU/BSU

COMPLETED – Satisfactory progress					
Progress: Programme of staff training continuing					
10.	Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision	<ul style="list-style-type: none"> • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings 	<ul style="list-style-type: none"> • Wellbeing and Behaviour Plan and Strategy is to be developed • Consultation with SCCASH, YCA • Visits to schools to support improved EOTAS referrals 	<p>July 2017</p> <p>March 2017</p> <p>Sept 2016</p>	<p>Head of PRU/BSU</p> <p>NJW</p> <p>Head of PRU/BSU</p>
COMPLETED – Strong progress					
Progress: Awareness raising with mainstream schools continuing					
11.	An analysis of training needs for staff across schools in CCoS be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders	<ul style="list-style-type: none"> • School Improvement Team already monitors training needs through its visits to schools 	<ul style="list-style-type: none"> • A Wellbeing and Behaviour Plan and Strategy is to be developed • Training plan to be developed on the basis of collated information from the School 	<p>July 2017</p>	<p>Head of PRU/BSU</p>

			Improvement Team in line with the Strategy		
COMPLETED – Limited progress					
Progress: This will be an integral part of the Wellbeing and Behaviour Policy and Strategy and vital in upskilling staff in CCoS schools					
12.	PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools	<ul style="list-style-type: none"> PRU core subject leaders attend Head of Department meetings PRU leads are also made aware of training offered to schools by the local authority 	<ul style="list-style-type: none"> Extend to involve a wider range of PRU staff in schools subject network meetings 	Dec 2016	Head of PRU/BSU
COMPLETED – Strong progress					
Progress: All PRU staff now have access to subject network meetings.					
13.	A mechanism for developing links between mainstream schools and EOTAS	<ul style="list-style-type: none"> Some PRU staff have mainstream 	<ul style="list-style-type: none"> Extend the number of PRU staff attending 	Dec 2016	Head of PRU/BSU

	staff is developed in order to improve communication and share training opportunities, experience and good practice	<p>school 'buddies' to help them keep up to date with developments</p> <ul style="list-style-type: none"> • Key mainstream staff have provided support for the key stage 3, key stage 4 PRU curriculum and assessment strategies 	<p>subject network meetings in mainstream schools</p> <ul style="list-style-type: none"> • Secondary schools allow PRU to use specialist curricular facilities 	March 2017	Head of PRU/BSU
COMPLETED – Satisfactory progress					
Progress:					
14.	It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early	<ul style="list-style-type: none"> • All primary schools have access to Vulnerability Assessment Profile (VAP) data for their schools 	<ul style="list-style-type: none"> • Primary headteachers to work closely with the CCoS Information Team in use of VAP+ and 'My Learners' 	Oct 2016	LIH

COMPLETED – Satisfactory progress					
Progress: Improved use of VAP by primary schools to identify vulnerable learners in their cohorts					
15.	An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency	<ul style="list-style-type: none"> The LA maintained an SEN/ALN Development Plan to confirm updates/changes to planned places in specialist provision. as an action independent of the EOTAS restructure 	<ul style="list-style-type: none"> The LA self-evaluation report considers the future needs and provision for SEN/ALN. Priorities are identified in the Additional Learning Needs Unit (ALNU) Operational Plan 	Dec 2016	NJW
COMPLETED – Satisfactory progress					
Progress:					
16.	The EOTAS Pathways Service: a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy	<ul style="list-style-type: none"> Challenge Adviser has provided extended support to improve 	<ul style="list-style-type: none"> A Wellbeing and Behaviour Plan and Strategy is to be developed Develop an 	July 2017	Head of PRU/BSU

		Head of PRU			
COMPLETED – Satisfactory progress					
Progress: Options paper produced and submitted to Cabinet December 2016 includes proposals for EOTAS Pathways. Progress is now dependent on timescales of the PRU restructure.					
17.	Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas	<ul style="list-style-type: none"> • Head of PRU is working with Corporate Building Services Department to source possible sites for PRU • Head of PRU has visited three sites to establish suitability for purpose Two sites were inappropriate but one site could be adapted to accommodate some PRU provision 	<ul style="list-style-type: none"> • Estimate for costs of improvement of Brondeg site to be established by Corporate Building Services Department • Investigate possibility of being used for PRU provision 	<p>Oct 2016</p> <p>Oct 2016</p>	<p>Louise Herbert-Evans (LHE)</p> <p>LHE</p>

19.	<p>Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.</p>	<ul style="list-style-type: none"> • Schools whose referrals need improvement are being identified and the Head of PRU has started to visit these schools in a supportive and advisory capacity in order for them to improve their referral processes • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings 	<ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed making a referral and the graduated response • As part of the Strategy, a Communication Plan is also developed • Head of PRU to visit schools with inappropriate referrals and / or documentation 	<p>July 2017</p> <p>July 2017</p> <p>July 2017</p>	<p>Head of PRU/BSU</p> <p>Head of PRU/BSU</p> <p>Head of PRU/BSU</p>
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		implementation of refurbishments to buildings	events organised by the LA		
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COMPLETED – Strong progress

Progress: Use of pupil voice in planning curriculum and learning environment has significantly improved. Pupils now participate in LA organised 'Learner Voice' events and 'Incentivising Attendance' schemes.