

EDUCATION INCLUSION SCRUTINY INQUIRY PANEL

Date: 23 October 2014

Time: 4.00 pm (pre-meeting at 3.30pm)

Venue: Meeting Room 3 (2.2.7) Civic Centre

Members of the Panel:

Cheryl Philpott (Convener)	Wendy Fitzgerald
Fiona Gordon	Linda Tyler-Lloyd
Nick Davies	Sarah Joiner (Co-optee)
Hazel Morris	Dave Anderson-Thomas (Co-optee)
Ceinwen Thomas	

Copy of Agendas for information to:
Arwyn Thomas – Corporate Director Education

AGENDA Education Inclusion Inquiry Panel

No.	Item
1.	Notes and background information from previous meeting on 27 March 2014
2.	Independent Review of Education Other Than at School Service <i>In attendance will be:</i> Arwyn Thomas – Chief Education Officer
3.	Next Steps a. The Panel to discuss and make views/comments which will be incorporated in a Conveners letter to the Cabinet Member b. The Panel also to discuss i. Whether the external review has covered all the issues you have about the service and that no further work needs to be done by the inquiry panel? <u>or</u> ii. What further scrutiny activity is necessary? Possible options may include for example: ongoing monitoring by the by the schools performance panel or work into an aspect of the service that you feel has not been adequately covered by the external review. (<i>The recommendations for further work will then be reported to the scrutiny programme committee for agreement</i>).

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Education Inclusion Scrutiny Inquiry

Summary of previous work completed by the Panel

a) Background

Councillors previously planned to carry out an inquiry into Education Inclusion, particularly education other than at school, which was due to start in April. This issue was highlighted as a concern by the recommendation arising from the recent local authority education services for children and young people Estyn Inspection which stated that we need to *'improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools'*.

However this inquiry was put on hold while an external review of these services was being undertaken. The Inquiry Panel believed rather than duplicating work already taking place they would wait until the external review was complete and is ready to report its findings; the Panel were told that this was due to happen in autumn.

The Panel agreed to reconvene at this time with a meeting to consider the findings of the external review. It was agreed it will then report its views and judgements on how scrutiny should progress to the Scrutiny Programme Committee.

b) Original inquiry brief:

b) Why this topic is important?

- We must ensure that we help every child meet their full potential by ensuring that every child can access effective education whilst they are unable to attend school.
- Legislation in the UK prohibits discrimination in education and supports inclusive education. The UK also has obligations under international human rights law to provide inclusive education for all children.
- The need for equality of opportunity and the right of children and young people to receive high quality education, no matter where that education may be delivered – as set out in the United Nations Convention on the Rights of the Child (Article 28) which has been fully adopted by the Welsh Government.
- Young people receiving education outside school are one of the categories most at risk of becoming not in education, employment or training (NEET).
- Recommendation arising from recent Estyn Inspection *'improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools'*.

b) What is the key question?

'Why do some children require education other than at school and what can be done to improve their education?'

c) *What are the possible lines of inquiry?*

- a) How well do the learning experiences in Education Other Than At School (EOTAS) meet the needs and interests of learners?
- b) What are our statutory requirements in relation to educating children other than at school?
- c) What is the nature of the EOTAS cohort
- d) What is the current spend on EOTAS and how does this compare with mainstream education?
- e) How do other local authorities provide this service, do they provide it to the same level, how much do they spend per pupil? How does the regional agenda affect this service?
- f) How do we work across the council and with our partners to facilitate the best service possible?
- g) What are the policy commitments / key priorities in this area currently? How well are we working to deliver on these priorities?
- h) Are there any barriers to further improvement in this area?

Relevant outcome measures

School Achievement

Relevant attainment data for the EOTAS cohort of children (eg: L1 and L2)
It will also be important to look at some of the softer outcome indicators which impact on the young people's capacity to function in society.

c) Notes from the Education Inclusion Panel held on 27 March 2014

In attendance:

Cllr Cheryl Philpott (Convener)
Cllr Fiona Gordon
Cllr Hazel Morris
Cllr Wendy Fitzgerald
Cllr Linda Tyler-Lloyd
Sarah Joiner (Co-optee)
Robin Brown (Head of Education Inclusion)
Sharon Davies (SEN Manager)
Sara Faye (EOTAS Pathways Senior Support Worker)
Michelle Roberts – Scrutiny Officer

Points noted from the discussion

The Panel were given copies of the draft Terms of Reference for the departmental review and agreed to refocus the inquiry based upon this so their work is not duplicated. When the review is complete they wish to see outcomes and are willing to do any work needed that will 'add value' to this piece of work.

The Panel met with the SEN Access to Services Manager and the EOTAS Pathways Senior Support Worker to look at a selection of case studies that represent children and young people who are or have been on different Pathways. The following was noted:

- EOTAS Pathways sit at the far end of the Continuum of Need
- Diverse and every child is different so case studies give an idea of the different issues
- Everything in Pathways is based children's choice including both academic and vocational. Individuals have unique timetables and young person's interest is at the centre, it is flexible to keep them engaged. Work with and consult young person to ensure their voice is heard.
- Zero tolerance for failure, we do not give up on anyone.
- Value our partnerships with other organisations and commissioning is central. We have pushed providers to up their game so young people come out with more tangible outcomes i.e.: level 1 which is equivalent to GSE's
- Home Tuition service has 6 tutors and also commission academic. Move to tuition in small groups. Also have tutors based in Leap and Brondeg site
- Accommodation in Brondeg is now ok, support workers cleaned and sorted it out so it is now a nice environment
- Teaching and learning is monitored by Estyn and also by the exam boards for example BTEC.
- Support workers take on pastoral role as well. 1 support worker on average has 20 cases although that varies depending on the knowledge and experience of each worker and the type of cases they are allocated.
- Support Workers work a traffic light system with cases Red means intensive support etc.
- All support workers trained in Restorative Practice and they work this way although many young people worked with do not have the construct to work in this way.
- Maintain relationship with young person if in prison and encourage them to continue with education and take exams
- NEET take poor for this cohort, often not ready for college and fall out to training. There seems to be little pastoral support for these young people 16+. This transition period needs addressing. Difficulty being that up to 16 years support is statutory but this is no longer the case once they reach 16+.
- Many of these young people are not emotionally aware at 16. Most young people have someone there to provide support, advice and guidance; many of these young people do not have this.
- Post 16 picture is frustrating because young people often fall out of education and employment due to lack of support and end up NEET.
- Important to address this, it is a poverty issue and relates to breaking the cycle of unemployment and deprivation in some of our communities.
- This needs to be address as they are Swansea core NEETS. The Keeping In Touch Team (KIT) work well with the mainstream of young people but not with this group.

Actions arising from the meeting

1. Site visit to Pathways to be arranged when inquiry progresses
2. The Panel to wait for the outcome of the departmental review into the service in order to avoid duplication of work for officers
3. Once departmental review complete panel to reconvene to decide on how they wish to progress
4. The issue of support of EOTAS young people 16+ being forwarded to Arwyn for inclusion in the departmental review.