

Report to:

RESILIENT COMMUNITIES AND CHILDREN'S SCRUTINY COMMITTEE

Relevant Officer:

Diane Booth, Director of Children's Services

Date of Meeting:

7 February 2019

INCLUSION UPDATE

1.1 To provide an update on the implementation of the Inclusion Plan and the impact it is having on numbers of exclusions.

2.0 Recommendation(s):

2.1 To review the update and monitor the impact of work undertaken.

3.0 Reasons for recommendation(s):

3.1 To ensure that a suitable impact is being made and identify any areas for further improvement.

3.2a Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.2b Is the recommendation in accordance with the Council's approved budget? Yes

3.3 Other alternative options considered:

None.

4.0 Council Priority:

4.1 The relevant Council Priority is:

- Creating stronger communities and increasing resilience.

5.0 Background Information

5.1 The Blackpool School Improvement Board Inclusion Plan was written in January 2018 and adopted by the local schools, strategic partners and leaders in Blackpool. The aim of the plan is to address the prevailing issues in Blackpool.

These are –

- A high number of pupils are excluded from Blackpool schools, either for a fixed period or permanently.
- There is higher than average pupil absence from schools.
- High numbers of pupils are educated at home.
- Blackpool has challenging numbers of children in need and children on a child protection plan.
- Deprivation affects education life chances for Blackpool children.

A number of strategies have been put in place in Blackpool to make changes that directly improve the life chances of children and young people, based upon the initial outline in the inclusion plan.

- 5.2 ***We will investigate the reasons for the rise in elective home education, talking to young people, their parents and schools. The outcomes of the research will inform decisions about interventions later in the programme.***

This analysis has been completed. The largest stated reason is “Parental Choice”, with over 60% of the cases stating this as the primary reason.

- 5.3 ***We will test provision of school-based social care services with the aim of keeping more children in school by improving the pastoral support available to them so that they are better able to learn.***

Ongoing development of this project.

- 5.4 ***We will provide behaviour support to secondary schools to reduce challenging behaviour and enable more pupils to remain in mainstream education.***

External specialist training and support has been commissioned and this support is ongoing. Statistics suggest that behaviour in Blackpool schools is improving. (See Appendix 6(a)).

- 5.5 ***We will review alternative provision across Blackpool.***

This is an ongoing Department for Education project, funded through the Opportunity Area programme and full work is underway on evaluating the available provision and looking for gaps in Blackpool that need to be filled. A project officer has been confirmed and is beginning work.

- 5.6 ***We will agree with Blackpool School Improvement Board the scale and timing for the roll out of Department for Education programmes and pilots designed primarily to improve mental health and well-being amongst children and young people, making sure to co-ordinate our work with Headstart.***

Ongoing and still under discussion due to capacity issues within the system.

5.7 ***We will build capacity locally to improve Special Educational Needs and Disability (SEND) provision by training an experienced practitioner to become a SEND reviewer, and nominating a SEND regional leader in Blackpool.***

The SEND regional leader has been identified as Philip Thompson, Head of SEND for Blackpool Council.

The National Leader of Education in Blackpool is Keith Berry, Headteacher of Park Community Academy.

Three full SEND reviews have now been completed.

5.8 ***We will commission research, the Blackpool 'Community Wide Assessment', which will allow us to identify which groups of children will benefit most from a range of interventions. As part of this work we will seek views from families, parents and carers as to why children are missing school or being excluded. We will use this research to assess which interventions are most appropriate and whether we should target more activities at families and in the home learning environment.***

Completed. A summary of the main findings is detailed below -

Non-traditional bullying is evidently a key and ongoing issue for a number of children and young people in Blackpool. Quotes and feedback from them indicate that – in a number of cases – this affects attainment levels and Social, Emotional and Mental Health (SEMH) wellbeing.

Parents of Elective home educated (EHE) pupils repeatedly believe that their child's attainment would be enhanced by access to Blackpool schools' resources such as science labs or IT resources, during evening or weekend periods.

There continues to be a collective awareness of the pressures placed on Blackpool Pupil Referral Unit (PRU), with a belief that a reflex solution of referring an evidently troubled pupil to the PRU needed to cease/be challenged and that intervention initiatives within a mainstream school needed to be considered with an enhanced collective enthusiasm.

Prioritise support and the development/initiation of projects aligned to how bullying has adapted, particularly within the locality's high schools – including in order to maintain attainment and SEMH wellbeing.

Continue to be mindful of the influence that parents have with regard to EHE. Aligned to its incidence, the Partnership could also consider whether it might facilitate appropriate access to Blackpool schools' resources.

These points are all being mapped into planning in relation to the individual areas that are mentioned in the review.

5.9 ***From January 2018, we will start delivering targeted appropriate interventions to those groups of children and families who will benefit most, including those***

children at risk of not attending or being excluded from school. These interventions will draw on the 'Community Wide Assessment' (September 2017) and the joint research project with Norwich Opportunity Area on high exclusion rates (October 2017).

An Inclusion officer is now in post, employed within the School Standards, Safeguarding and Inclusion service area.

A Pupil Referral Unit outreach service and a re-integration programme is now in place.

Right to Succeed's REACH programme is in place, working with pupils who have speech, language and communication issues that are preventing full access to the school curriculum.

HeadStart are currently engaged in programmes in Blackpool.

6.0 *By September 2018, we will commence testing of new school-based social services support in at least four secondary and three primary schools.*

The tender has now been completed and a charitable partner has now been engaged.

6.1 *By April 2018, we will complete a review of Special Educational Needs and Disability and alternative provision in Blackpool. We will take action, where relevant, in response to the findings including training for mainstream schools in SEND starting after Easter 2017.*

Ongoing.

6.2 *Reduction of special school placements*

Through the SEND service, this is under review.

There are 454 pupils in Special Schools from a total of 19,289 pupils in education. (2.3%)

6.3 *An SEMH free school will open in Blackpool in September 2019*

A sponsor was identified by Easter 2018.

Blackpool council will "self-build" to facilitate the process, bringing down high-needs block spending and educating more Blackpool pupils in Blackpool.

The new School will open in September 2020.

6.4 *Single gatekeeping arrangements for the PRU and pupils who meet In Year Fair Access Panel criteria*

All admissions to the Pupil Referral Unit (Educational Diversity) must now go through the Blackpool school admissions team and through In Year Fair Access Panel (IYFAP).

There are 248 pupils on roll / 258 this time last year, but the demographic has changed due to SEND placements, who would previously have been placed out of area.

Of these, 64 are dual rolled and are expected to return to their main schools within a short time-frame.

6.5 *Remodelling the financial plan in relation to the High Needs budget*

An updated financial plan for the High Needs funding has been presented to the funding forum in Blackpool on 15 January 2019.

This is still forecasting a sizeable deficit.

6.6 *Inclusion officer*

An inclusion officer is now based within the LA teams, and is actively supporting schools to prevent exclusions.

6.7 *Headline figures relating to Inclusion*

Numbers of Fixed Term Exclusions – Down 26% since 2017/2018 Academic Year.

Days lost to Fixed Term Exclusions – Down 35% since 2017/2018 Academic Year.

Permanent Exclusions – 12 Permanent Exclusions compared to 25 Permanent Exclusions at the same time last year.

Does the information submitted include any exempt information? No

7.0 *List of Appendices:*

Appendix 6(a)– Inclusion data

8.0 *Legal considerations:*

8.1 There are no legal issues to consider.

9.0 *Human Resources considerations:*

9.1 There are no relevant human resource issues to consider.

10.0 *Equalities considerations:*

10.1 All children are entitled to a good quality of teaching in the school of parental choice.

11.0 Financial considerations:

11.1 There are no financial considerations in relation to this report.

12.0 Risk management considerations:

12.1 The only risk issues relate to school community cooperation with projects aimed at promoting inclusion.

13.0 Ethical considerations:

13.1 No specific considerations in this report.

14.0 Internal/ External Consultation undertaken:

14.1 None required currently.

15.0 Background papers:

15.1 None.

Appendix 6(a) – Inclusion data

PERMANENT EXCLUSIONS						
Total for 2016-17 = 45			December 2018 = 7			
Total for 2017-18 = 44						
Running Total for 2018-19 = 12*						
School	KS		Totals	Number dereg to EHE	Name	School
Aspire	KS3	3	3	11		Montgomery
	KS4	-				Montgomery
Highfield	KS3	-	-	6		Aspire
	KS4	-				Aspire
Montgomery	KS3	4	5	4		Aspire
	KS4	1				St George's
South Shore	KS3	2	2	6		South Shore
	KS4	-				
St George's	KS3	1	2	3		
	KS4	1				
St Mary's	KS3	-	-	-		
	KS4	-				
Unity	KS2		-	11		
	KS3	-				
	KS4	-				
Ed Diversity	KS3	-	-	2		
LCC Schools						
			6	3		

EDUCATIONAL DIVERSITY Numbers in Centres as at 8 January 2019

SERF PROVISION					
	No attending	Capacity		No attending	Capacity
Bispham Smile Centre	7	8	Mereside – Pathways	6	8
Boundary	12	16	Pegasus	14	12

On Roll	PEGASUS	ORACLE	SPECIALIST	ATHENA	HHM	TOTAL
Yr 11		20	29 (2)	28 (1)	7 (2)	84
Yr 10		26	15 (1)	16 (2)	9 (3)	66
Yr 9	34 (2)	5		12 (1)	2 (2)	53
Yr 8	13 (2)			9 (3)		22
Yr 7	1			2 (1)	1	4
Yr 6	7 (1)				1 (1)	8

Yr 5	5 (2)					5
Yr 4	2				1	3
Yr 3						
Yr 2						
R / Yr 1						
Total	62	51	44	67	21	245
Capacity	70	50	60	75	15	270

* Numbers in brackets = children with an EHCP

Pegasus	Willows & Oxford	Athena	Home & Hospital
Oracle	KS4	HMM	Home Tuition
Specialist	Atlas/VALT		

In Year Fair Access Referrals Year 2018-19

Total Referrals 2016-17 = 69 (including 2 students who did not go on roll until the 2017-18 period)

Total Referrals 2017-18 = 58 (including 6 students who did not go on roll until the 2018-19 period)

Current Yearly Total of Referrals = 34

Closed Referrals = 21

Provision	KS	2018-19 To date	2017-18	2016-17
Mainstream	KS2	-	7	31
	KS3	5		
	KS4	2		
Ed Diversity	KS2	-	9	17
	KS3	4		
	KS4	5		
Left area/missing out		-	4	10
LAC Residential		-	-	-
EHE		-	2	1
Over School Age/CME		-	-	3
No offer (LCC resident)		-	-	-
Reintegrations		5		

Active Referrals = 12

Name	Identified Provision
	Montgomery
	Montgomery
	Kincraig
	South Shore
	South Shore
	Aspire
	Ed Div
	Highfield
	South Shore
	Montgomery
	St Mary's

Reintegration Active Referrals = 3* (incl 2 c/f from 17/18 period *)

	St Mary's
	Unity
	Aspire

