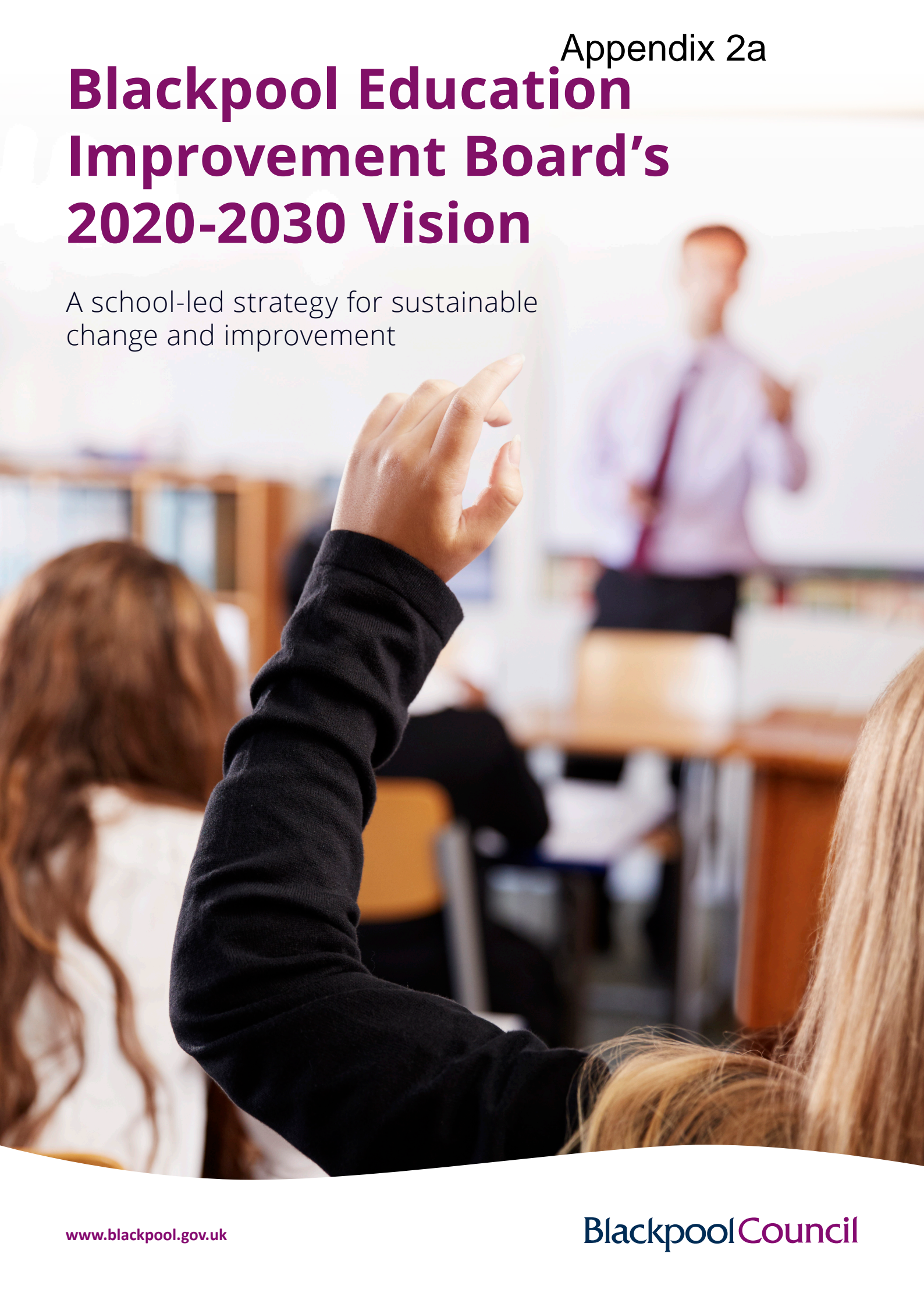


Blackpool Education Improvement Board's 2020-2030 Vision

A school-led strategy for sustainable
change and improvement



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Executive summary

This ten-year Educational Vision goes hand in hand with the Town Prospectus '2030 Agenda for Change'. A clear vision of how we will improve educational outcomes for children underpins everything we are striving to achieve for the residents and the town of Blackpool.

This Educational Vision highlights the need to focus on improving outcomes at all ages and phases, so that children thrive and achieve their potential in adulthood. The journey starts with the family and with pre-school settings. It continues through school, then college and into the world of training and work. If we all play our part in supporting this journey then children and families will flourish, along with our town. It is our collaborative endeavour that will make the difference.

The document sets out priorities and ways of working that will enable us to achieve this vision.

In summary, our collaborative effort is required to focus on:

- Improving outcomes by addressing **standards of literacy**. We want children to have good language and communication skills from an early age so that they thrive and are ready for school. We also want them to develop their literacy and oracy skills through their school years so that they can access the curriculum and become proficient readers, writers, and speakers. They will use these skills to love reading, pass examinations, enter the world of work and training, and achieve great things. We believe that we can all help with this endeavour. Not only in our schools and colleges but in our libraries, communities, homes, and businesses. You can sign up to our literacy pledge and help us achieve our ambitions.
- Promoting **inclusive practice**. We want children from Blackpool to attend school and college regularly and to benefit from everything that is on offer to them. We also want more Blackpool children taught in Blackpool schools and not educated out of the town, with fewer children excluded from school. For all pupils there will be appropriate provision, which means that they will gain success when they are adults. More children will be in education and training or in the world of work when they are older. You can help us to achieve this in so many ways. The inclusion strategy in this document sets out the details of how.
- **Developing a place-based approach** will encourage schools and agencies to work together in a geographical area, to build upon the assets and strengths of the communities, and to collaborate fully in tackling the shared challenges. In this way children and families will receive bespoke support for the needs in their neighbourhood and will play their own part in building better and stronger communities. This will require the **voice of the young person** to be not only heard, but listened to, and used to shape the services for their area. **Three geographical areas** have been identified. Schools and colleges are at the heart of this place based approach and will be working cross phase so that the early years settings, primary, secondary and post 16 providers share their practice to improve outcomes for children and young people in their area. This **place-based** approach will mean that schools will be working closely with the agencies in their area, to implement an early help approach to issues and challenges, and to collaborate so that children and families benefit and thrive. Wherever your place is in Blackpool, please get involved and be part of this approach.
- **Joining up** the different programmes and funding streams. Blackpool has benefited over recent years from a number of programmes and funding streams. Hopefully, through our '2030-Agenda for Change' there will be more of these in the future. We need to continue to ensure they these are joined up and coordinated. In this way we can maximise the resource to help us address Blackpool's priorities. We can support schools and communities in a bespoke way and help them to build capacity to share good practice and tackle issues collectively, and for themselves. We want to ensure the legacy of recent Opportunity Area, Better Start and HeadStart programmes is maximised and the benefits are felt for many years to come, so that families, communities and businesses do well, and Blackpool is a great place to live and work. We can all play our part in this.

We hope this short summary rallies you to join us in our collective endeavour. Please take time to read this important document so that you can fully understand the role you can play in helping us bring this Educational Vision 2020- 2030 to life.

Neil Jack
Chief Executive



Cllr Lynn Williams
Leader of Blackpool Council



Introduction

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.” Kofi Annan

Blackpool’s children deserve the highest quality education. They deserve quality teaching, innovative curriculum delivery and caring, responsive pastoral care. If they receive these, they will have real, tangible opportunities to become a vital part of Blackpool’s resurgence as a town and to become the drivers of our change. Collectively or individually, they must bring their valuable skills to the workplace, building solid foundations for future generations. For too long Blackpool’s education system has been under-performing. We are now in a position of strength, where we can build upon the networks that we have formed and the combined expertise that a school-led system brings. We will continue to capture the passion and drive of everybody to better life-chances and to stabilise our community. The newly formed Children and Families Strategic Partnership and the wider expertise and challenge that it brings to Blackpool, will capitalise on the existing strengths in partnership working and a wider ambition for our town, bringing together our collective key priorities.

This vision for change sets out the direction of travel for Blackpool into the next decade. Our education system needs to grow and change sustainably, to ensure that all children can access the highest quality provision in Blackpool, where appropriate, reduce Out of Borough spend and ensure that the funding is available for Blackpool schools to spend on educating Blackpool children.

This is an ambitious vision as we are now in a position to drive forwards this change. Our Primary School standards have never been higher, with 94% of Primary Schools rated as Good or better by Ofsted. 50% of our Secondary Schools are rated as Good, with a realistic ambition for them all to be Good or better by 2023. Sixth Form provision is outstanding, as is our Special School sector. Our Pupil Referral Unit has been a Good school for a number of Ofsted cycles, with realistic aspirations to be Outstanding. We are also fortunate to have a thriving Higher Education provision and pathways for many young people into University for Undergraduate or Post-Graduate study.

With the prestige and recognition gained through our English Hub at St John Vianney Catholic Primary School and the Research School at St Mary’s Catholic Academy, Blackpool’s horizons have broadened. We also have an Outstanding School based Initial Teacher Training (SCITT) through the Fylde Coast Academy Trust and Teaching School and another highly regarded Teaching School in Blackpool Teaching School Alliance. Alongside the additional combined drive provided by the Opportunity Area programme, established in Blackpool since 2017, we now have the expertise and shared aspirations that will see Blackpool become what it needs to be, a beacon for change and a sustainable, quality place of education for Blackpool children and families.

Diane Booth
Director of Children’s Services



An introduction from Blackpool Education Improvement Board

In 2015 I was privileged to work with leaders in Blackpool to co-design a school-led system to bring about improved outcomes for children in Blackpool. In 2016 the Blackpool School Improvement Board and Strategy was launched. This school led system has developed over the years and the positive impact is recognised in this document. There is still much to do. The Education Vision and Strategy 2020-30 sets out the ambitious plan for the next ten years of improvement. The strategy has been developed with school leaders, and I know it will be delivered through their relentless collaborative endeavour.

I hand over the role of Chair with deep pride and admiration. The collective effort of schools and agencies in Blackpool has been a triumph. I know this collaboration will continue to grow and bring about further improvements for children and families in Blackpool. They deserve no less.

I will be constantly watching and cheering from the sidelines.

Maxine Froggatt

Blackpool School Improvement Board Chair 2016-2020



The Blackpool School Improvement Board (BSIB) was developed in 2015 to improve outcomes for children, particularly in the town's secondary schools. The school improvement strategy, which underpins the work of the BSIB, is based on a collaborative and cross phase approach to raising achievement and improving inclusion.

Leaders from both primary and secondary schools work collaboratively in a school led, asset-based approach. Together they share good practice from within and outside of Blackpool. Their ultimate shared focus is to ensure that all children in Blackpool receive a positive, inclusive and inspiring educational environment in which they can succeed and achieve.

As the school led approach has developed over the five years, so too has the BSIB structure. The secondary and primary/special Headteachers groups are strongly aligned with BSIB to drive the two cross phase priorities of improving literacy and inclusive practice. Uniquely, in Blackpool, Chief Executive Officers (CEOs) from the seven Multi Academy Trusts meet to provide a collective strategic drive under the umbrella of BSIB. And the resource of the two local Teaching Schools, a Research School and English Hub come together, with other hubs, as one School Improvement Partners group to jointly deliver the two BSIB priorities.

More recently, the development of a place based, multi-agency approach overseen by a Children and Families Partnership Board, has strengthened these arrangements. The move to three local zones of multi-agency delivery, strengthens even further the collaborative effort and aligns the work with the Opportunity Area, Better Start and HeadStart. It places schools at the heart of delivering improved outcomes for children and families in Blackpool, alongside key partners.

The school improvement strategy is now an integral part of a town wide drive to improve outcomes for children and families in Blackpool. Robust governance arrangements oversee the ambition and the approach.

Frank Norris

Blackpool School Improvement Board Chair 2020 onwards



An introduction from Blackpool Opportunity Area

Since its launch, the Opportunity Area (OA) programme has been helping to create a level playing field for all young people by increasing opportunity and outcomes for all, but with a particular focus on the most disadvantaged.

The collaboration between the OA, Local Authority, schools and voluntary organisations is now starting to bear fruit, with the number of pupils in Ofsted rated 'good' secondaries trebling from 1,196 in August 2017 to 3,831 in December 2019. But there is still more to do, and the OA will continue to focus investment on the priorities established three years ago which align completely with the priorities set out in this document:

Priority 1: Raise attainment and progress in Blackpool's schools - The OA has invested in improving the quality of teaching, and in tools to improve the understanding and use of data across the school system, to monitor pupil progress. Our KS3 Literacy project has seen a positive improvement in reading in many secondary schools and momentum will be maintained throughout the current academic year.

Priority 2: Support for vulnerable children and families to improve attendance and outcomes and reduce exclusions from school –We have helped to create a more robust system of interlinked support around the school, and within the school, and the partnerships developed between secondary schools through our projects are already contributing to a significant reduction in exclusions. We expect these improved inclusion levels to be maintained, despite the additional challenges posed by the Covid pandemic.

Priority 3: Improve advice and support for young people when moving between schools/colleges and into work - We have made strong progress with our commitment to support young people when moving between school/college and into work. More schools are meeting key Gatsby Benchmarks, and we have enhanced online resources better to inform young people of their career and employment options. We anticipate increased usage of the online platform this year leading to further reduced NEET (children not in employment, education or training) levels.

As chair of the Blackpool OA, I urge all stakeholder organisations to work together delivering this education strategy, creating system change and lasting improvements to the life-chances of all our young people.

Graham Cowley

Chair of Blackpool Opportunity Area



We are ambitious for Blackpool children and families

“Children are the priority. Change is the reality. Collaboration is the strategy.”

Judith Billings

This Education Vision and Strategy 2020-30 sets out the ambitious plan to improve outcomes for children and families even further.

- The strategy identifies two key priorities for the collaborative endeavour. Improving outcomes by addressing standards of literacy and promoting inclusive practice.
- The strategy builds on cross phase working. Primary and secondary schools working together on improving outcomes for children by developing shared curriculum and approaches, particularly in literacy.
- It emphasises the place-based approach through the development of three geographical areas and the communities of schools and agencies within them. The work of the Children and Families Partnership will provide a clear and strategic support help to drive this asset-based approach.
- The strategy ensures the extension of Opportunity Area funding into Year 4 builds capacity and sustainability for a school led approach to strengthen and grow.
- It ensures the voice of the child is heard so that co-creation of vision, policy and programmes becomes a way of working in Blackpool.
- The co-production of the strategy ensures robust handover arrangements to the new Independent Chair of the Blackpool School Improvement Board. This facilitates seamless transition and maintains the momentum for the school led system, ensuring any future Teaching Hubs are aligned with the vision and ambition for Blackpool schools.

This vision will be re-considered bi-annually if national and local developments require it.



Our priorities

Our town-wide priorities are to improve Literacy and to promote inclusion.

These will:

- Reduce the numbers of children who are NEET (not in employment, education or training).
- Improve the levels of attainment and progress for children across the town.
- Reduce the numbers of pupils who are excluded from schools.
- Improve attendance.



Our aspirations for Blackpool schools



A recent journey of improvement but with still much to do

The Council's Town Prospectus '2030 Agenda for Action' makes clear the scale of the educational challenge. This vision and strategy for change fits into the town-wide priority two, which is **"creating stronger communities and increasing resilience"** and seeks to build real capacity within the school-led system so that the Council can act as a facilitator in the improvement of all educational settings.

The quality of the education provision in Blackpool is improving and Primary outcomes have never been better. Standards in the Secondary sector are also improving, with four of our eight Academies rated as good or better by Ofsted. There is also greater ambition for all and a more targeted programme of support and intervention than in recent years. These improvements have reinforced our commitment to the principle of local schools for local children. We know that when Blackpool children stay within Blackpool they generally achieve well and often better than when they access education, for whatever reason, outside of the town.

It is our belief that Blackpool children should be educated in a local school and we do our utmost to make the experience relevant, enjoyable and of the highest quality. We judge their experiences in terms of how well they do educationally and emotionally and how well they grow in terms of their personal development and ability to cope in their future lives. We are proud of the many children and young people who are a credit to their families, their schools and to the town.

The improvements in our schools in recent years, as shown by Ofsted judgements, is down to a dogged determination to enable children and young people to succeed. The quality of teaching and leadership have never been better, but we know that this has not always been the case, so some children and young people need further help to catch up so that they achieve their full potential. Schools are collaborating more, and this has created a more coordinated approach to improvement that has created a sense of optimism and a shared common purpose across schools.

We know that the local authority and all partners within the Blackpool School Improvement Board must provide a clear vision and strategy for the future. This is the only way that we can ensure that all children and young people achieve their full potential and 'no Blackpool child is left behind'. We believe schools and colleges should be at the forefront of the delivery of these services, wherever possible. The local authority can provide the oversight and establish the framework for the relationships with a wide range of service deliverers, but the system must provide the answers, through co-production, collaboration and support. We are therefore setting out Blackpool's shared view of the vision, strategy and framework for school improvement and a school-led system in this document.

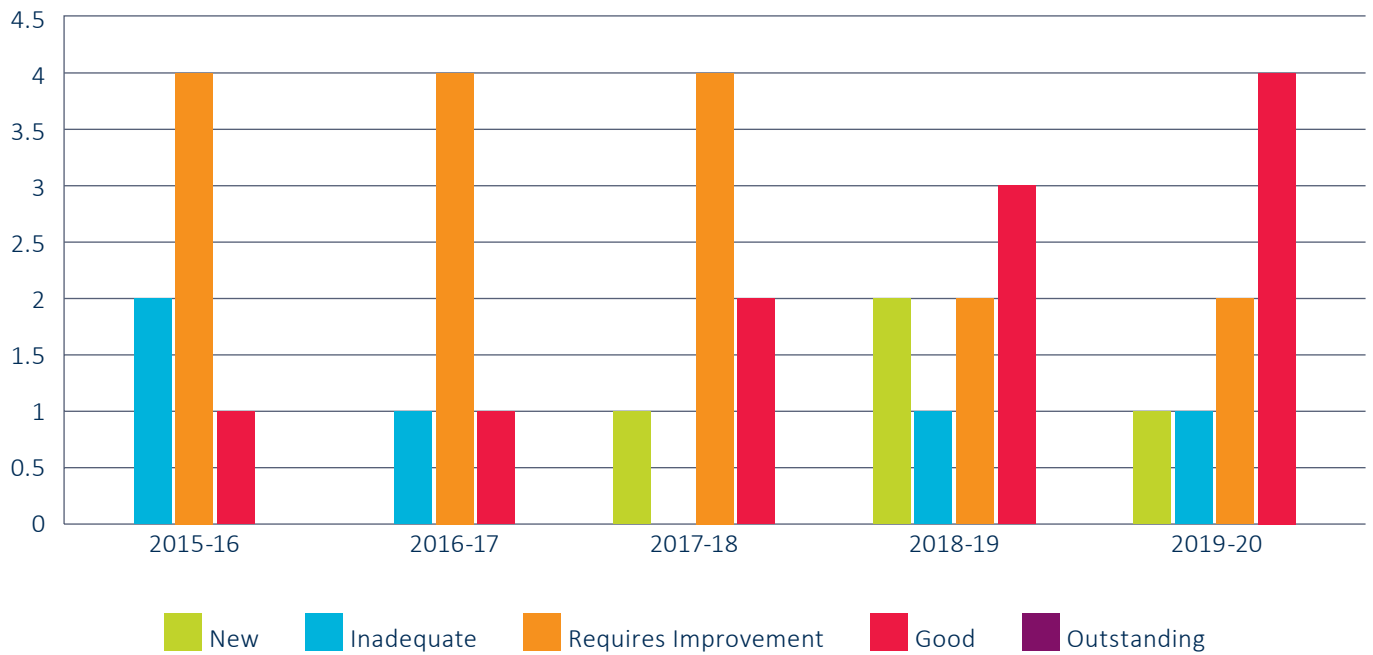


The Blackpool context



Ofsted judgements 2015-2020

Blackpool Secondary Academies Ofsted judgements 2015 to 2020



Blackpool Primary Schools Ofsted judgements 2015 to 2020



Blackpool Education Improvement Board - Governance and overview

Blackpool Education Improvement Board provides a town-wide overview of the two current key priorities of raising standards in literacy and promoting inclusion. Additionally, it reviews town-wide performance on a termly basis and reviews the impact of cross-phase “area” activity on Blackpool schools.

Blackpool School Improvement Board is chaired by an independent person and sets the town-wide direction for improvement and sets the town-wide priorities, as agreed with schools and partner agencies. The group includes representatives from Academies, Maintained and Voluntary Aided schools, the Department for Education, Regional Schools Commissioner, Further Education providers, the Local Authority and other school improvement agencies such as the English Hub and the Research School.

The role of Blackpool School Improvement Partners Group

BSIP provides a town-wide programme of training linked into regional and national best practice, aligned to the Blackpool priorities and supporting Blackpool schools who are identified as requiring improvement. It is a subgroup of the Blackpool School Improvement Board and includes Teaching Schools, Research School and English Hub, Maths Hubs, Computing Hubs and other agencies.

The role of Blackpool Secondary Headteacher Group

BSHG provides oversight, challenge and support across the Secondary Academy sector, focusing upon the town-wide priorities of literacy and inclusion, as well as town-wide performance.

The role of Blackpool Multi Academy Trust CEO group

BMCEO provides oversight, challenge and support across the Primary, Special and Secondary Academy sectors, focusing upon the town-wide priorities of literacy and inclusion, as well as town-wide performance.

The role of Blackpool Primary and Special Headteacher Group

BPSHG provides oversight, challenge and support across the Academy and Alternative Provision sectors, focusing upon the town-wide priorities of literacy and inclusion, as well as town-wide performance.

The role of Joint Consultative Group

JCG provides an opportunity to communicate with the Local Authority about any issues within the system and to facilitate solutions to these issues.

The role of School Forum

School Forum provides financial oversight and challenge to the Local Authority in relation to local funding formulas, budget allocations and commissioning of places in Special Schools and Alternative Provision.



Blackpool Education Improvement Board Governance Structure

Blackpool Children and Families Strategic Partnership Board

Blackpool Education Improvement Board

Strategic Board for sharing Blackpool wide challenges, solutions and evaluation of progress towards aims in strategic plan

All schools represented through appointed representatives to set strategic goals. Currently meets half termly

Primary and Special Headteacher Group

Secondary Headteacher group

School forum

Multi Academy Trust CEO Group

Group comprised of Star, Bright Futures, Cidari, BEBCMAT, LA, FCAT, Blackpool MAT, Zest, Mulberry, AtC

Purpose: To unlock strategic problems blocking progress and commission support from SIPs if necessary.

Currently meets half-termly

School Improvement Partners (SIPs)

Group comprised of Blackpool Teaching School Alliance, Fylde Coast Teaching School Alliance, English Hub, Star, Local Authority and Research School

Purpose: To work collaboratively in addressing the key issues for school improvement in Blackpool with practical support and CPD.

Currently meets half-termly

Cross phase area 1 - North Blackpool

St Teresa's
Anchorsholme
Norbreck
Westcliff
Montgomery
St Bernadette's
Kinraig
Bispham Endowed
Moor Park
Langdale
Unity

Cross Phase Area 2 - Central

Aspire
Highfurlong
Holy Family
Layton
Westminster
Boundary
St Mary's
Christ the King
St John's
St Kentigern's
Woodlands
Park
Revoe
Gateway
St John Vianney

Cross Phase Area 3 - South

Stanley
Waterloo
St Cuthbert's
Baines
St George's
Thames
Armfield
Hawes Side
Marton
Highfield
Roseacre
Our Lady of the Assumption
St Nicholas
Lotus School

Schools at the heart of our community

Schools are at the heart of our community and they provide essential support for children and families in Blackpool. Their provision of high quality Early Help is essential to Blackpool's improvement journey, reducing the numbers of children subject to child protection plans and reducing the numbers of children in care. Without this support many of the children in our schools will be unable to reach the expected standard of health and development.

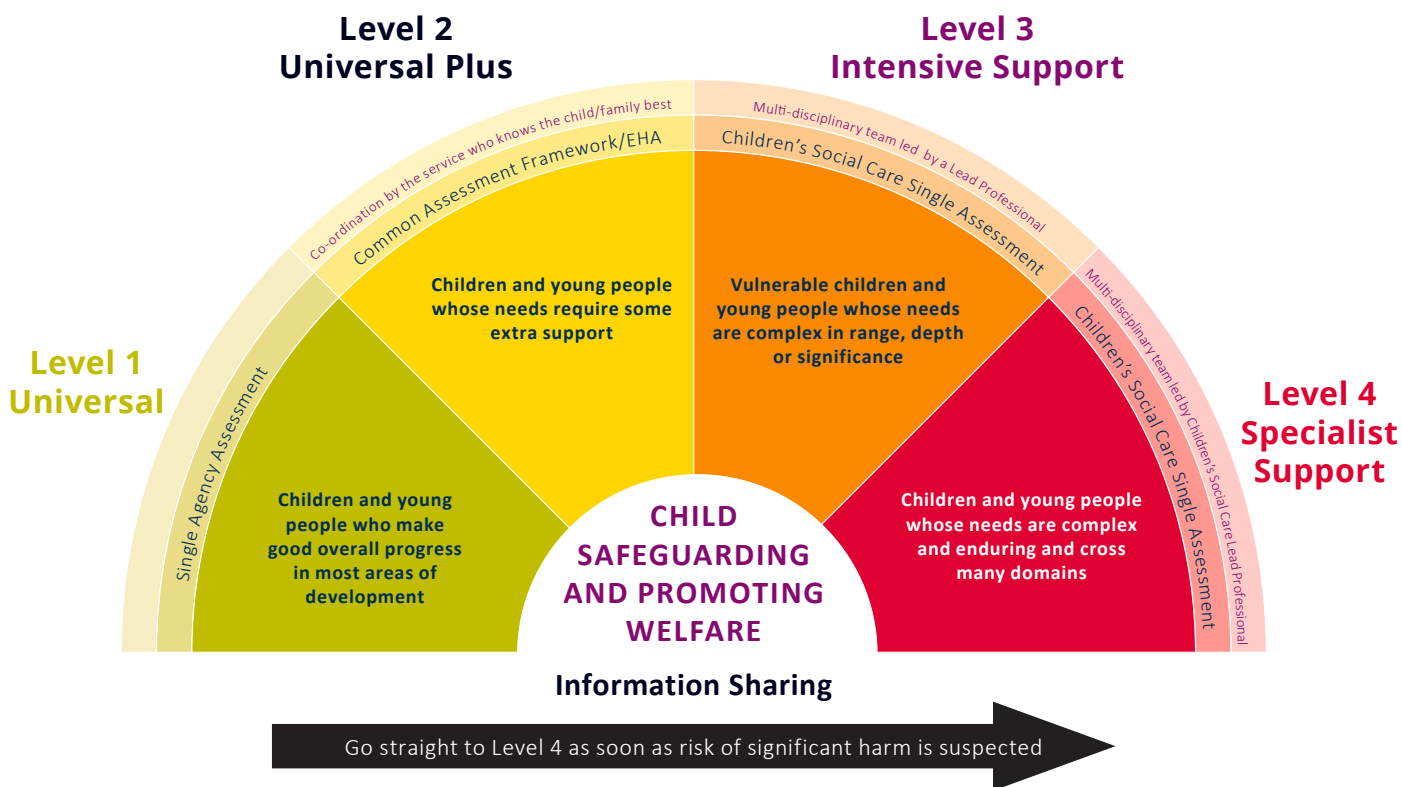
An essential action in ensuring that this level of support is available to children and families in Blackpool is to strengthen the level of understanding amongst teachers and school staff about the provision of effective and timely Early Help that prevents escalation through the statutory levels of intervention and maintaining support at the level of Universal Services. This will be provided through easily accessible, high-quality training which develops in-depth understanding of the Blackpool Families Rock practice standards and the Early Help offer available to families through schools, charities, community organisations and Blackpool Council.

Blackpool Council provides dedicated support for this through the Social Care advice line, the newly appointed Early Intervention and Safeguarding advisor and through our partner organisations such as School to Home Support. By supporting schools to provide essential Early Help services we can create greater stability within our schools and communities. This will eventually become a place-based approach to Early Help, creating a more efficient offer for all.

The current offer is detailed through the FYI Directory, which can be found at www.fyidirectory.co.uk

The aim is to create **stronger families and resilient communities** and to **use education as a promoter of resilience**.

Levels of Need - At a Glance



Trauma informed schools

Understanding individual pupil contexts

Pupils come from a variety of backgrounds and households and it is imperative that schools understand the context in which pupils live and the circumstances of their daily lives. Many different factors can influence the ability of a pupil to learn, self-regulate or be resilient. Domestic violence, neglect, household substance abuse and bereavement are just some of the things that can lead to trauma, which affects the way that the brain develops, or the emotional and psychological response to stimulus and the school environment.

High quality pastoral care, mental health first-aid, counselling, referrals into specialist services and restorative approaches to relationships can all help to settle pupils into schooling and to help them to progress.

Combined with contextual safeguarding information, awareness raising for pupils and training for staff, we will ensure that our schools meet Blackpool's wider needs, socially and intellectually, whilst remaining as places of safety and stability for pupils and families.



How we will work together to improve our schools



Cross phase areas for improvement

Schools are grouped into geographical cross-phase “areas”. This allows relevant community and demographic data, such as indices of multiple deprivation, to provide peer to peer and school to school support and to drive forwards our town-wide priorities.

Each cross-phase “area” will also have a designated Local Leader of Education. These LLEs will be designated, inducted and trained by a local teaching school and will receive a school-improvement grant that can be allocated to the specific priorities of the area in which they are working, focusing upon the town-wide priorities of literacy and inclusion. The designation of LLEs will be through an application and selection process through the teaching schools.

Local leaders of education (LLEs) have made and continue to make a significant contribution to supporting schools since the programme was introduced in 2008. LLEs provide a range of school-to-school support and coaching and mentoring for head teachers.

In Blackpool we are fortunate to be able to designate and train these leaders through our existing Teaching Schools.

Local cross-phase “area” headlines, strengths and concerns will be shared, with details of the support available through Teaching Schools and BSIB partnership arrangements, including details of available National Leaders of Education / Specialist Leaders of Education who can be commissioned. Details of expected Ofsted inspections for the year will also be made available. LLEs will report activity through their respective Headteacher meetings and then through Blackpool School Improvement Board.

**Cross Phase Area 1 -
North Blackpool**

**Cross Phase Area 2 -
Central Blackpool**

**Cross Phase Area 3 -
South Blackpool**

Local Leaders of Education

Cross phase areas

Blackpool Education Improvement Board Cross Phase Areas

- North
- Central
- South

Blackpool Schools

- Primary
- Secondary
- All through
- Special



Place-based working

Although Blackpool is geographically small, many different challenges exist within its boundaries. It is extremely difficult to produce or implement a town-wide solution to a problem when such variations are present, which often require bespoke approaches. Our schools serve our wider community, but often pupils do not travel very far from the area in which they live. Only a small percentage of pupils travel to school using public transport, with most walking or cycling.

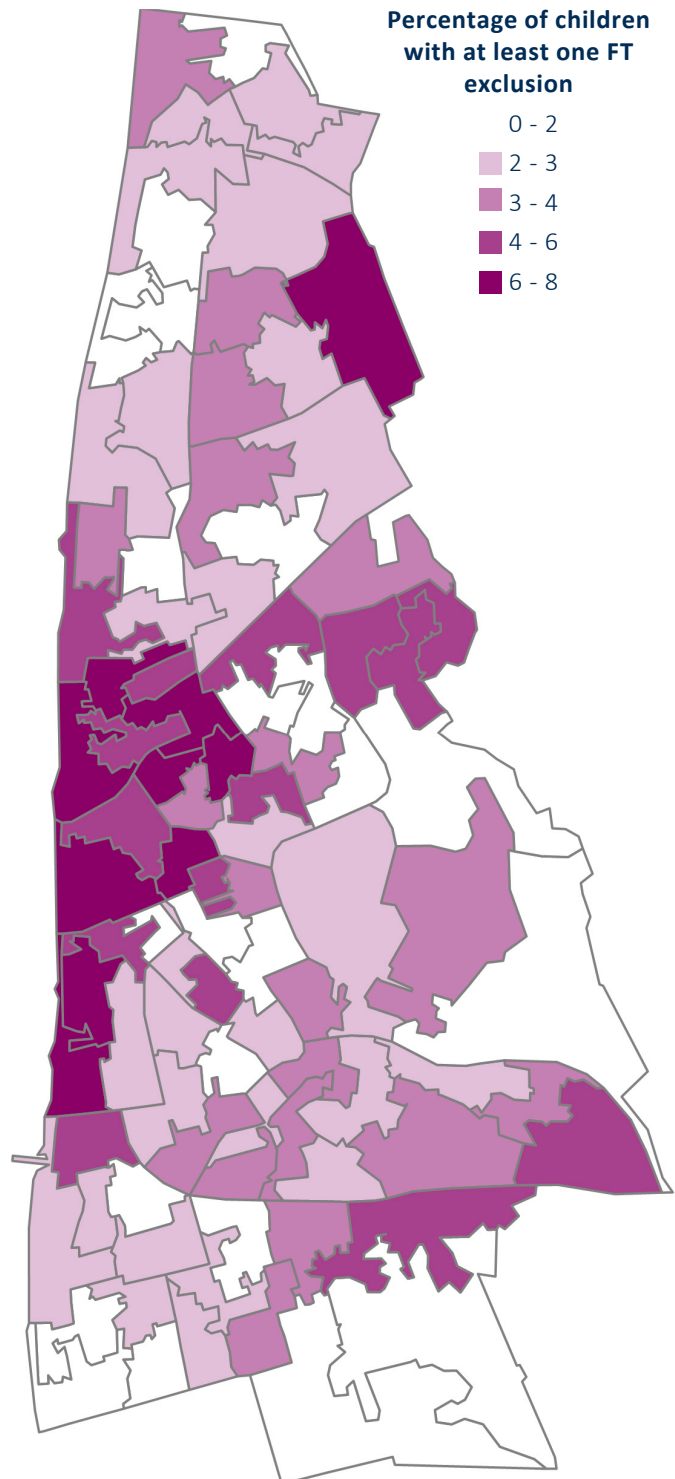
By working to break down town-wide issues through a specific focus upon “place-based” working, it is possible to address the key educational barriers within that area and to improve the life-chances of the residents within specific wards, or streets in Blackpool. This will allow significant progress to be made by the pupils who benefit from this action. Effective Early Help for families and a community policing approach that builds relationships and focuses upon diversion from crime and restorative action to strengthen communities are the building blocks of this approach. A strategic investment in community infrastructure, housing and facilities is also vital.

At a post-code level it is possible to identify trends and patterns in attendance, behaviour / exclusion and SEND, amongst other factors that can be linked into service delivery approaches and an early help offer and targeted support for families. This involves the effective linking and interrogation of multi-agency databases and effective recording of multi-agency early help and intervention to build up a picture of need and a directory of successful actions and supportive strategies.

By working strategically to understand the communities and families that each area and group of schools serve, we will dispel the notion that there is a uniform approach that can be imposed upon a school community or a community of people and deliver a bespoke offer that flexes with the changing needs and characteristics of that area, always focusing upon our town-wide priorities of inclusion and literacy.

Schools must be effectively resourced to meet these needs or be able to work in collaboration with other providers to meet these needs.

Cross-phase collaboration is therefore at the heart of this endeavour.



Early years



The Early Years Foundation Stage and school readiness

Good communication and language skills combined with strong social and emotional skills are essential for children to be effective learners throughout life and achieve their potential and improve their life chances.

All children in Blackpool must have access to high quality inclusive pre-school experiences and education, enhancing and improving their learning outcomes throughout their education.

Research which tracked children from 1997 through to their educational and developmental outcomes at 16 years old continues to drive and shape current government policy. The report demonstrated how pre-school experience continues to influence the outcomes of young children most significantly:

- The quality of pre-school experience predicted both total GCSE scores and English and Maths grades. Quality education was also linked to better pro-social behaviour and lower levels of hyperactivity. The quality of pre-school experience was especially important for children whose parents have low qualifications.
- Attending a high quality pre-school, experiencing a longer duration, or attending settings of higher quality all predicted a greater likelihood of following an academic pathway post 16.

Key findings from Ofsted’s good practice survey, “Teaching and play in the early years-a balancing act?” (July 2015) included:

- Accurate assessment of children’s starting points was based on constant reflection about what was deemed typical for each child given their chronological age in months. Where we observed this to be most effective, staff entered into frequent discussion, within and between providers, to check and agree their judgments. This included the frequent sharing of information between parents, other pre-school settings and health visitors.
- Collaboration between early years’ providers was key to securing a higher quality of teaching and play. We found that where schools and settings shared a site, were directly managed by one overarching leader or had entered into a professional network with others in the locality, expertise was shared effectively to allow all early years professionals to learn from the best. Many had become early years’ hubs for their area, championing the importance of early education and raising the quality of learning and development. This high quality provision and collaboration must be achieved and available to all.



The Early Years Foundation Stage and school readiness

No child should be disadvantaged by not being able to attend a good quality early years provision, ensuring their 'readiness' for school.

Collectively we will continue to focus on achieving the three overarching outcomes of Social and Emotional development, Communication and Language development and Diet and Nutrition.

In their first few years most children learn to walk and run, speak and communicate, relate to others and explore learning through play. For all children, including those for whom these skills are more difficult, realising and reaching their full potential is the goal and these are the key elements of "school readiness".

- By the age of five children should be ready to make the most of the wealth of opportunities available to them at their next stage of learning and development.
- Ensuring all children make good progress in the early years requires a good understanding of their development, the early identification of any problems, and support for these children through universal and more specialist services.
- The quality of early years and childcare provision is second only to the quality of parenting in shaping how well children do in the early years.

It's our ambition that everyone who works with expectant mums, and 0-4 year olds in Blackpool will be supported by colleagues during this period of systems transformation through training opportunities and resources.

What will this mean for Children?

Children

- Will have an increased Good Level of Development at the Early Years Foundation Stage and will attain in line with National expectations
- Will not achieve to a lesser degree if they receive Early Years Pupil Premium compared to those not receiving Early Years Pupil Premium
- Will receive high quality preschool education in settings that are judged to be good or outstanding
- Will achieve successful outcomes as a result of early intervention

If we can collaborate effectively across all early years settings to provide the highest quality provision and transition into school, we will see real change in outcomes by the age of 16.

What will Professionals do?

Professionals

- Will develop a clear pathway for parents and professionals that promotes a common understanding of child development and how this can be supported
- Will establish a robust transition protocol to support children's' move onto statutory education including the sharing of data
- Will develop a school readiness definition to improve readiness for school for all children with particular regard to disadvantaged and vulnerable children at age 5
- Will provide high quality learning environments and all settings engaged in a Quality Mark
- Will achieve and maintain a "Good" or above Ofsted judgement
- Will develop self-confidence and resilience in children through high quality inclusive play and experiences.
- Will provide a support and challenge function within and to settings in order to develop and continually improve practice
- Will develop training materials, opportunities and practice to support providers in implementing changes in practice that will impact on children's outcomes
- Will track cohorts of children to monitor progress ensuring children at a disadvantage are fully supported
- Will use their best endeavours through the graduated approach to make sure that children with SEND get the support they need.
- Will initiate a whole family Early Help Assessment where needed and coordinated a plan to meet identified needs.

To ensure that we achieve this we will designate local leaders of early years education to advise and link to our private nursery providers.

Literacy



Our priority - Literacy - From cradle to grave

Ensuring that everyone who lives in Blackpool is confident at speaking, listens well (oracy), enjoys reading and writing (literacy) clearly are big ambitions and a big task.

We know that many adults often wish they could read and write better and talk in public more confidently. They understand that these skills help us to enjoy life more, enable us to understand new ideas and help us to put forward our own thoughts and dreams. They also understand that being confident in oracy and literacy can help us secure a good job and even help us start up our own business. So, being good at speaking and listening and reading and writing are important in many ways and their impact is felt throughout everyone's lives.

Becoming literate starts very early on. Children experience a wide range of words and conversations and are encouraged to join in with nursery rhymes and are shown how to handle books. The role of adults in the family is crucial because they are the child's first and most important teacher. If adults are not confident in speaking and listening, reading and writing it will impact on the child. This is why we have called our approach from 'Cradle to Grave' because to improve oracy and literacy across the town we will need to mobilise everyone from the youngest to the oldest. As they say, it is never too late to start!

We have momentum but need to improve further

Much good work is underway including a successful Literacy Project for younger students in secondary schools, Betterstart literacy family learning and considerable efforts of an English Hub. Blackpool Libraries have always been at the heart of local communities across the town but recently they have redoubled their efforts so that they become 'the living room of the community'.

The town has many amazing businesses including some with a national and international reputation for excellence. These businesses contribute much to the fabric of our town providing employment and driving innovation. They require confident and ambitious employees with strong literacy and oracy skills. But, we also know that new businesses require these skills as well so the town's future is truly at stake.

So, we have much good work going on but every early years setting, school, college, father, mother, carer, child, student, resident knows they can improve their speaking and listening and reading and writing skills.

We are ambitious because we love Blackpool and we want all of its residents, regardless of age, to benefit from the joy, discovery and understanding that comes from strong oracy and literacy skills.



How we are tackling the issue

We have identified six areas to focus on that will ensure oracy and literacy improves across the town.



1, 2 and 3: Delivered largely by early year settings, schools and Colleges

4: Delivered largely by the Library Service

5: Largely delivered by secondary schools, Colleges, Blackpool Adult Community and Family Learning and Library Service

6: Delivered by all partners and agencies

Blackpool's literacy pledge

Every person and organisation to commit to the following:

You

- I will promote literacy and oracy with all those I meet and live with
- I will lead by example so I will set myself a reading challenge per week and will let others know about it and when I achieve it
- I will encourage all young people and children I have regular contact with to read often and I will, if appropriate, accompany them to the library
- I will consider undertaking training on how better to support children and young people in literacy and oracy

Your organisation

- I will promote literacy and oracy with all those I work with to ensure that Blackpool becomes a better place to live, work and play.
- I will encourage the company and/or people I work with to create a plan for encouraging the employees and their families to read more for pleasure
- I will encourage my employer to emphasise the enjoyment of reading in a public space
- I will use Blackpool's Literacy Logo on all communications from the business



Inclusion

A photograph of two young people in school uniforms (white shirts and dark ties) standing in front of a whiteboard. They are both holding markers and appear to be actively engaged in writing or drawing on the board. The person in the foreground is smiling broadly, looking towards the whiteboard. The background is bright and slightly out of focus, suggesting a classroom or meeting room environment.

Our priority - Inclusion - Blackpool's vision for exceptional SEND and alternative provision

Within the population of children and young people in Blackpool a significant proportion require additional help and support to achieve their full potential. Many of these children and young people are successfully educated in their local school whilst others require more specialist support and guidance.

It is our belief that Blackpool children should be educated in a local school. Collectively, we do our utmost to make the experience relevant, enjoyable and of the highest quality. We judge a child's experience of education not only by how well they do educationally, but also how well they develop emotionally and grow personally, developing an ability to cope in their future lives and becoming resilient. We are proud of the many children and young people who are a credit to their families and to the town.

The perceptions of Blackpool and the quality of the education that they receive are changing. There is greater ambition and more targeted support and intervention than in recent years. These improvements have reinforced our commitment to the principle of local schools for local children. We know that when Blackpool children stay within Blackpool they generally achieve well and often better than when they have to access specialist provision out of borough.

We know that we must collectively provide a clear vision and strategy for the future. This is the only way that we can ensure that all vulnerable children and young people achieve their full potential and 'no Blackpool child is left behind'. We believe that schools and colleges should be at the forefront of the delivery of these services, wherever possible. The local authority must have oversight and establish the framework for the relationships with a wide range of service deliverers. We are setting out our view on the vision, strategy and framework in this consultation document.

We believe that we need to work with all interested and relevant partners to further improve the provision for children with special educational needs and disabilities and those with high needs, within the town.



The vision we have is simple

All children and young people must have the right support and opportunities at the right time, so that they become resilient, happy and successful in their adulthood.

Blackpool is committed to early intervention and prevention, providing early help in a timely way so that the needs of local children and young people do not increase. Making sure that we identify needs early and provide the right support, is key to improving outcomes for children and young people.

We want the journey from childhood to adolescence and through to adulthood to be a good and positive experience for every child and young person. We want them to be given the right information, advice and guidance in the right way and at the right time depending on their needs. We want young people's experience of adolescence to be one where taking informed risks, making choices, being challenged and challenging boundaries is about the journey in adulthood.

We want to provide a well-planned continuum of provision from birth to age 25. This means high quality, well-integrated services across education and health and social care, which work closely with young people, their parents and carers to meet individual needs without unnecessary bureaucracy or delay. This will be in universal and mainstream settings wherever possible and where more specialist help is needed, we will aim to provide the majority of this in Blackpool.

We must extend the range of specialist provision available within our secondary schools, under their leadership and we want to increase the specialist support that is available through specialist teachers and resourced provision in our primary schools. Our intention is to delegate as many resources and as much funding to schools as possible so that they are able to take a much stronger lead across the spectrum of educational provision within Blackpool, rather than the Council acting as the sole commissioner. We believe that we can achieve this whilst maintaining the Council's statutory duties.





But we are under no illusion, there remain some important problems and issues to resolve together to enable us to achieve our ambition of excellent local schools for all local children and young people.

- The Dedicated Schools Grant (DSG) will heavily overspend and runs the risk of failing some vulnerable children in the medium term.
- The government has made clear it will expect robust plans to eradicate any overspend over time. If this is not achieved there is the potential of the government removing control of the grant.
- The proportion of the DSG grant spent on ‘Out of Borough’ placements, top up payments and placements in Blackpool for children and young people with SEND is very high.
- Blackpool’s excellent special schools are full with limited opportunities to increase capacity.
- Pupil referral provision in Blackpool is strong but largely focused on admitting children and young people into the Pupil Referral Unit.
- Despite strong Special Educational Needs Resource Facility (SERF) provision and a strong Pupil Referral Provision, we need to ensure that they are even more successful in reintegrating local children back into their local schools.
- The range of local alternative provision is currently limited, resulting in some young people being educated outside of the town at great expense and with, at times, disappointing outcomes.
- There is limited specialist, short term provision, including ‘medical’ provision, in the town where children can be ‘dual registered’.

We want to harness the collective knowledge and experience of every stakeholder in Blackpool and to work in partnership, with real tenacity, agreeing and then delivering the changes that we must make. The way forwards must be a collaborative Blackpool solution that draws on the best practice available locally and nationally.

In supporting all vulnerable children in Blackpool, the Council must ensure:

- A. That there is sufficient quantity, quality and range of provision available.
- B. That the available provision is used effectively bearing in mind financial constraints, all parties’ legal responsibilities and the agreed strategic direction.
- C. That the local provision is judged as being effective because of the way that it responds to local needs, because of the outcomes achieved by the children and young people and because best value is assured.

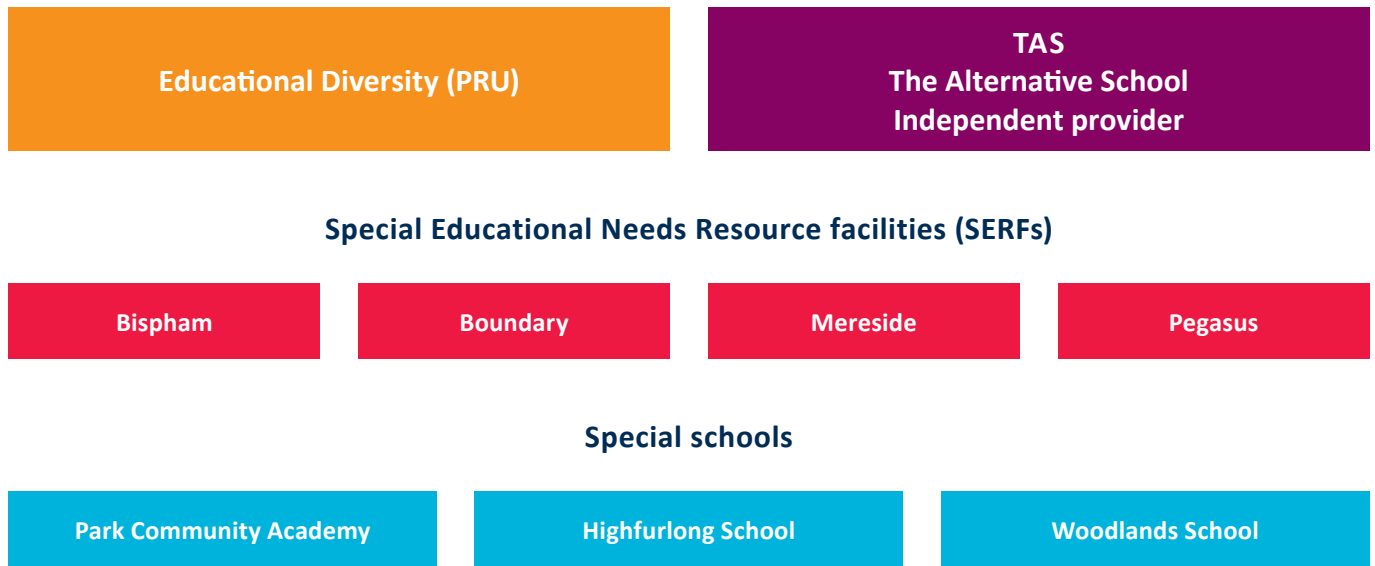
Why?

Currently, not all children are as well prepared for the next stages of their journey as they could be. We must make these changes so that all children make good progress in their learning and move easily to the next stage of their education and so that every child’s needs can be met as far as possible in their local community.

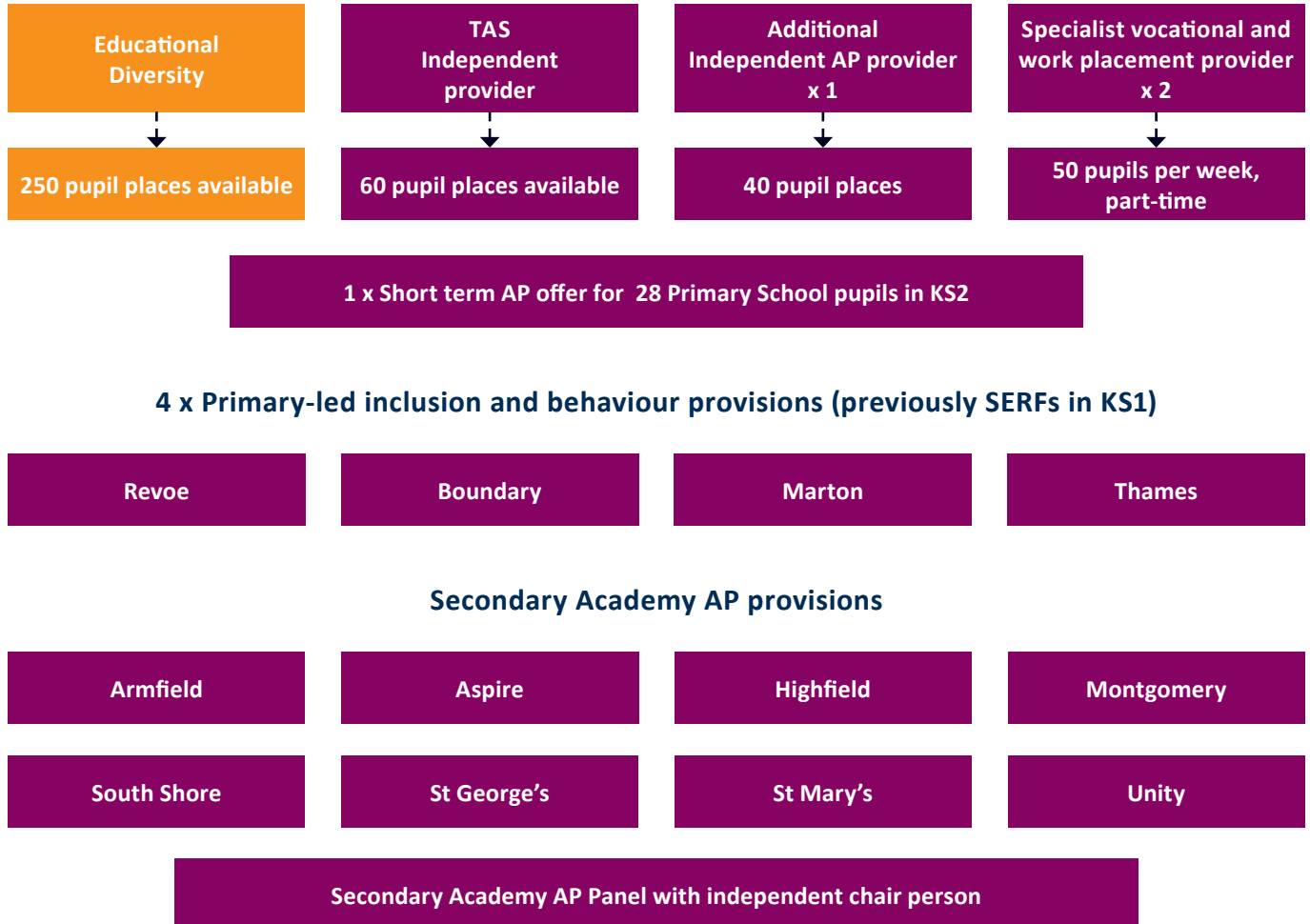
What are we proposing and what is changing?

The proposals set out on the following pages bring together the cases for change across all aspects of support and provision for High Needs pupils, including SEND, inclusion and Alternative Provision. The proposals have been formulated in collaboration with education system leaders and reflect a strategic approach to realising our shared vision for Blackpool’s children and young people. It is essential that the proposals are considered as a whole rather than in isolation, as they present a graduated approach to meeting the needs of children and young people, with a clear focus on early intervention.

The current landscape



The AP landscape by 2021



SEND landscape by 2022 (incorporating some cross-over with the AP landscape above)

Graduated response to Special Educational Needs and Disabilities within schools,
LA support from advisory service and Education Health and Care Plan process

Highfurlong School
(80 places)

Park
Community Academy
(290 places)

Woodlands School
(120 places)

Lotus School
(48 places)

Primary 32 place
ASD, complex
needs and SLD
provision at
Marton Primary
Academy

Primary 12 place
MLD provision at
Revoe Learning
Academy

Primary 12 place
SEMH provision
at Boundary
Primary School

Primary 12 place
SEMH provision
at Thames
Primary Academy

Secondary 8 place ASD provision (to be commissioned).

ASD - Autistic Spectrum Disorder

SLD - Specific Learning Difficulties

MLD - Moderate Learning Difficulties

SEMH - Social, Emotional, Mental Health

Enhanced SEND and inclusion advisory support for schools

Case for change

Most pupils who are permanently excluded in Blackpool are from the Secondary sector. Many of the reasons why these pupils are permanently excluded are long-standing and could be prevented through early identification and specialist support within the Primary phase. Our current level of support is not able to meet the needs of the pupils identified at SEN Support in all areas of Categories of Need.

Proposal

The proposal is to address SEN issues fully when they first appear by supporting both practitioners and the children through a graduated response so that their needs continue to be met as they progress through their education.

To do this we will enhance the SEND Support Offer available to settings/schools by building a model of practice built upon a strong evidence base, delivered by a highly skilled set of practitioners. To do this we plan to use expertise from within the Local Authority and the Pupil Referral Unit to build a partnership model that enhances on-site provision and support to schools.

The model will be committed to ‘closing the gap’ in terms of attainment and draw on available expertise in the following areas:

- Social Communication and Interaction
- Social Emotional and Mental Health
- Speech Language and Communication
- Cognition and Learning
- Physical and Sensory

The support offer will include a core offer for each school funded through the High Needs Block and a traded offer that schools can purchase if they wish.

Core Offer (funded through the High Needs Block):

- Working with individuals and groups of pupils through observation and specialist assessment to deliver a range of interventions that address individual learning needs.
- Supporting professional development by providing lower level bespoke training and SENDCo Networks.



Traded Offer:

- Detailed bespoke packages of support for individual children.
- Developing knowledge about / increasing the range of teaching approaches.
- A comprehensive range of SEND related training.
- Whole School Training delivered to individual schools or across a cluster.

What we want to accomplish

This proposal will offer an enhanced, flexible and tailored service. We believe that this will better meet individual school needs, including through support to individuals and groups of pupils, as well as the development of staff through structured professional development.

We will provide support for schools, particularly those in early years and primary settings, so that children ‘at risk’ of exclusion are helped at an earlier stage by specialist support. This will ensure Blackpool children and young people get the “right placement at the right time”.

We want to support our schools to reduce the levels of Permanent Exclusions in the Secondary sector by addressing issues at their earliest point of identification, by providing specialist intervention and support for the pupils who are identified, before they reach the point of crisis.

In-school inclusion provision in the secondary Academy sector

Case for change

We want to give schools greater ownership over how the High Needs Block funding allocation is spent, through specific Service Level Agreements drawn up with individual schools, or groups of schools, that address the long-standing issues in Blackpool and improve the town-wide offer to children and families.

In a coordinated attempt to establish sustainable, high quality inclusion provision in schools, we undertook a joint endeavour between Blackpool Council and the Opportunity Area, funded through DFE funding, core Council funding and Opportunity Area grants in 2019.

The Council funding was a “one off” as the opportunity for Councils to transfer funding to Dedicated School Grant has now ceased, due to legislative change. To allocate funding to these provisions in the future we must, collectively, realise savings elsewhere.

Proposal

Following the success of the introduction of a grant to secondary schools in 2019-2020 to support the development of specialist in-house provision, we intend drawing on the Dedicated School Grant to continue allocating annual funding over a three-year period. It is hoped that the Opportunity Area will be in a position to match-fund the High Needs allocation in 2020-21. This will help to further strengthen this provision, off-setting the costs to the High Needs Block of the Dedicated School Grant, by reducing the numbers of permanently excluded pupils. This funding is contingent upon a maximum of three permanently excluded students per secondary school, per academic year, and penalties of £10k per pupil will continue for permanent exclusions above this level in the school or across the trust.

Reducing permanent exclusions from the historical highs to the current lows is a major achievement and is the reason why we are keen to try and maintain some level of support for this work, acknowledging that it is at an early stage of development. Unfortunately, the reduction in permanent exclusions only frees up a proportion of the £120,000 that was granted to schools in the 2019-20 school year. We therefore believe that a three-year, incremental reduction in these payments, down to a yearly payment of £40,000 by 2021-22 school year, is a reasonable ambition. This level of funding is covered by the reduction in High Needs costs generated through fewer permanent exclusions.

We also propose to extend the Illuminate funding of £2k per pupil to apply to secondary pupils admitted to mainstream schools through the In-Year Fair Access Panel in order to facilitate inclusion for those hard-to-place pupils.

This approach sees some continuation of the financial support offered last year. We expect that as the provision becomes more established each school can begin to consider establishing service level agreements with other providers, including local secondary schools so that expertise is shared for the benefit of all Blackpool children and young people. We would like the funding to be more but the Council is constrained, however, we hope that schools can contribute to costs through an improved funding formula allocation for Blackpool secondary academies from September 2020.

To ensure transparency and reduce burden on individual schools and/or multi academy trusts we will establish a quality assurance panel, chaired by an independent person, to ensure that the provision meets the needs of the pupils and the town.

What we want to accomplish

We are confident that this proposal will deliver a sustainable, inclusive provision in each Secondary Academy that maintains the town-wide level of Permanent Exclusion at 24 or lower in each school year at Secondary level. We are also confident that schools will be in a position to reintegrate the pupils who have been permanently excluded from other schools, after a period of supportive and therapeutic work with an Alternative Provision provider, due to this endeavour providing increased space and capacity at the Pupil Referral Unit to work with the pupils most in need.

Realign the work of the primary behaviour SERFs with Educational Diversity's primary provision

Case for change

In Blackpool currently there are four Special Educational Resource Facilities units across three schools, providing a maximum of 32 places, which have predominantly been working at full capacity. The success rate of reintegrating the children back into their mainstream provision has decreased over the last couple of years and this is an indication of the complexity of the children's needs and the concern around their needs positively being met within mainstream settings.

Proposal

The proposal is to realign the work of the central support teams towards early, preventative services for those children who present with behaviour challenges in mainstream settings. In addition, we will provide short term interventions with a view to the successful reintegration of the pupils into their 'home' schools, through the establishment of:

- 1 x KS1 SERF Provision with capacity for 8 children.
- Increased KS2 PRU Provision with capacity for an additional 16 children.

All provision will be with an insistence upon the dual-registration status of the pupils, working with the referring school during the length of the placement, supported by specialist staff within the referring school.

Referring schools will continue to be able to access places at the KS1 SERF provision without charge (although pupils who are eligible for pupil premium funding will have that funding transferred to the host school). Places in the KS2 PRU provision will be chargeable in line with existing rates for dual registered pupils.

While the proposal is to replace the 32 current places with 24, data analysis of recent numbers shows that 8 KS1 and 16 KS2 places will provide sufficient capacity, with economies of scale allowed by bringing all KS2 provision together in one setting. Initial consultations with the schools that currently host SERF provision and with Educational Diversity have taken place.

What we want to accomplish

We want to provide increased support to mainstream schools so that they can more effectively manage and meet the needs of children with SEND, especially as they transition to the secondary phase. When combined with the enhanced advisory support outlined in Proposal 1, this model will result in a more responsive approach, so that children can access the support they need at an earlier stage.



Revised PRU offer focusing upon short-term interventions & reintegration

Case for change

Historically, since 2012, when a decision was made to reduce levels of PEX by educating large numbers of pupils in the Pupil Referral Unit, the numbers of children have hit a peak of over 300 on a number of years, only recently reducing rapidly because of the measures that we have collectively put in place. Outcomes for pupils who are educated in alternative provision are statistically much lower than for those pupils in mainstream schools and by reducing the numbers of pupils in the PRU we have made steps to address this.

Furthermore, the Hospital School / Medical provision in Blackpool has recently had a heavy focus upon pupils who struggle with their mental health. Waiting times for Child and Adolescent Mental Health Services are lengthy and many children wait a considerable length of time to access an appointment and may find it difficult to access these appointments when they are available.

Proposal

As the number of permanently excluded pupils has fallen in the past year there is now an opportunity to refocus the work of the PRU towards preventative services by providing more short-term intervention with a view to the successful reintegration of pupils into their 'home' school.

We will improve the specialist mental health provision within the Hospital School offer so that children receive the best quality, supportive, therapeutic offer, tailored to their needs. On site at the PRU there will be a specialist mental health practitioner who can provide tailored, specific support to children, so that they can then reintegrate back to their referring school with a package of support and ongoing access to CAMHS, where required. Pupils who are accessing this support will receive an increased level of "top-up" which will fund this practitioner.

What we want to accomplish

The Pupil Referral Unit will be freed up to educate those pupils who are truly in need of specialist support and intervention, improving their outcomes by successfully reintegrating them back into mainstream settings, or providing them with high quality care and education, in low numbers and allowing them to progress on to further education, training or work. This will be achieved by keeping the numbers on roll at the PRU low and by enhancing the provision that they offer, on a dual-registration basis.

We will also build upon the current specialisms of the PRU, building the provision so that it is an outstanding provider of alternative provision, with a highly relevant, high quality curriculum and pathways into employment or training for all.

We want to have a highly effective, supportive provision that focuses upon improving the mental health of children at our Hospital School / Medical provision. This will be in partnership with the NHS providers in the local area.



A widened AP landscape

Case for change

The range of provision for children and young people at risk of permanent exclusion is currently limited so the Council is looking to support alternative solutions in the town and to support more creative provision within mainstream schools.

For many years we have only had one source of alternative provision in Blackpool, at the PRU. This places lots of pressure upon one point in the system. Since 2017 we have had The Alternative School and since 2019 we have had a small independent school provision through Hexagon Care at the old Hawes Side Library site. We believe that we need at least 320 AP places in Blackpool, available through a range of providers, to ensure that all the pupils who access AP are not educated together, which causes significant issues in terms of both education and safeguarding.

Proposal

We will encourage a small number of providers to establish themselves in Blackpool and to fill any gaps in available provision.

What we want to accomplish

We wish to establish a vibrant, well-resourced, competitive market in AP in Blackpool that allows all pupils to access high quality AP in various different provisions, at a reasonable cost, quality assured by the partnership. To do this we will establish an AP quality assurance panel, made up of Head teachers and LA officers to ensure that our children only access high quality provision.

All children and young people have the right support and opportunities at the right time, so that they become resilient, happy and successful in their adulthood.



Specialist vocational centres in Blackpool for 14-16 learners

Case for change

We have always had post 16 courses of very high quality in Blackpool and pupils have been able to access “bridging” units with these providers. Typically, they have been unsuccessful for some pupils, who require a work placement or vocational pathway that leads directly into work, or work based training at 16. These have been low in number in Blackpool. Thousands of jobs each year are available in the North West in catering and professions linked to catering.

Proposal

We are proposing to establish a small number of specialist curriculum pathways in Blackpool, in collaboration with post-16 providers to reduce the numbers of young people who become NEET.

The first of these will be a specialist catering provision, for up to 25 young people, as a partnership between Blackpool Council and Blackpool and the Fylde College. The catering provision will be based at Highfield Day Centre and will deliver NVQ Level 1 and Level 2 courses for Y10 and Y11 students.

What we want to accomplish

We want to broaden the access to these courses so that we have a small, but sustainable offer in place, to reduce the level of NEETs in Blackpool and to contribute to our town’s economy.



Creation of SEND resource provisions in mainstream schools

Case for change

Blackpool Council maintains and commissions a range of provision for children with special educational needs (SEND). Most children with SEND will have their needs met in their local mainstream schools. All schools have delegated SEN budgets to help them to support children who have SEND but who do not have an Education, Health and Care Plan, that is, children who are at “SEN Support”. In the case of children with Education, Health and Care Plans, the school’s resources will be supplemented by additional funding provided by Blackpool Council. There is now a high level of pressure for places in our local special schools which needs to be addressed, as well as increasing numbers of children transferring to non- Blackpool special schools.

Blackpool will never be entirely self-sufficient in being able to meet the needs of all children with SEND locally. However, there is scope to develop more local provision so that more children are able to have their needs met in local schools and within their own communities. Historically in Blackpool there have been Special Educational, Resource Facilities (SERFs). This proposal is to create long-term specialist education provision in mainstream schools in Blackpool for children with Education, Health and Care plans.

The cost of specialist placements outside of Blackpool is rising to a significant extent. The rate at which these costs are rising is not sustainable in the long term and could lead to a reduction in local SEND support services in order to move resources into specialist placements. There has been previous top-slicing of mainstream school budgets to ease pressure on the overspend in the High Needs funding block due to the high numbers of children in special and out of area schools. This proposal would allow the resource provision created to passport more money to meet the needs of children with SEN in mainstream schools.

It is fully acknowledged that there will always be some young people who require very specialist provision which cannot be provided within Blackpool. However, if we can create additional local provision to meet the needs of some of these young people, this will have benefits for those young people and their families and will also enable us to contain costs of specialist placements and protect local SEND support services.

Proposal

The establishment of further in-Borough specialist provision to reduce the level of Out of Borough Placement, supported by central support services and outreach.

It is proposed that the provision will be managed by the schools on a daily basis. The provision will be monitored and quality assured by the Local Authority and place allocation will be through the LA Decision Making Panel.

Following an invitation to mainstream schools to express an interest in establishing resource provision for pupils with EHC Plans, four primary schools have come forward with proposals for the establishment of provision as follows:

- 8 place ASD / 24 place MLD
- 12 place SEMH
- 12 place SEMH
- 12 place MLD

The local authority is in the process of discussing the details of these proposals with the four schools in order that they can be progressed as appropriate and in a timely manner.

While no expressions of interest have been received from secondary schools, the local authority is continuing to engage with colleagues in that sector regarding the potential opportunities to create similar provision for secondary pupils, in particular to meet ASD needs.

What we want to accomplish

- Reduce out-of-borough costs and pressure on the high needs block.
- Reduce pressure on Park pupil numbers.
- Reduce transportation costs on high needs block and the local authority budget.
- Reduce travel times for pupils who require specialist provision.
- Provide SEN provision for children locally to meet their needs and support transition arrangements to future services or education provision, including transition into mainstream setting where this appropriate.
- Support schools to develop SEN Inclusive cultures and to support the SEN knowledge and development of staff.

Optimise local specialist provision by occupying the Oracle building

Case for change

Given the growing number of pupils in all three Special Schools, the local authority is working in partnership with those schools to identify opportunities to manage numbers at more affordable levels and offer alternative models of delivery. The occupancy of the three special schools is currently at maximum capacity, with the risk that an increasing number of pupils will need to be placed in more expensive out of borough placements should alternative creative solutions not be identified.

Over the last seven years, the number of pupils in the three special schools has increased by 66%, as can be seen in the table below:

	January 2013			January 2020		
	Primary/ secondary	Post-16	Total	Primary/ secondary	Post-16	Total
Highfurlong	29	22	51	73	10	83
Park	155	0	155	256	35	291
Woodlands	70	21	91	106	14	120
Total	254	43	297	435	59	494

Over the same period, the cost of funding the three special schools has increased from £4.8 million to £7.7 million, just over 60%. There has been significant capital investment in the special school estate, but the future forecast of pupil numbers means that the capacity will be inadequate without further action.

Proposal

Create a high quality, cost effective and local post-16 Hub for children with SEND.

This hub will provide the following:

- 16-19 provision for more able learners with SEND with a deep commitment to support mainstream re-integration or further training and employment at Y12, Y13 or Y14 through formalised mainstream college and school placement links and apprenticeship offers. Providing choice for children, young people and families.
- 19-25 provision for more dependent and complex learners, typically 19-22 educational provision supplemented by social care support for community independence which could extend to 25 as required. This could offer tailored support, including short-term support blocks to teach independence in the context of supported living. Our ambition would be to support a Social Enterprise to provide ongoing paid/voluntary employment.

The use of the Oracle building would offer post-16 capacity and has the potential to release pre-16 capacity in special schools through a re configuration of groupings.

In developing the Oracle provision, it is anticipated that space could be 'freed up' in the special school estate to deliver an Intensive Support Centre (ISC) serving Blackpool Children and Families. The ISC would serve a population of 12 pupils with Severe Learning Difficulties (SLD), complex autism and associated communication and interaction needs including severe challenging behaviour. The ambition of such a provision would be to develop communication skills, learning to learn skills and sensory regulation to support re-integration into existing specialist provision. Through partnership with social care, there could be capacity to offer quality, safe respite for this complex pupil group.

What we want to accomplish

- Reduced Out of Borough costs and pressure on the post-16 high needs block.
- Reduce transportation costs on high needs block and the Local authority.
- Reduce travel times for pupils who require specialist provision.
- Provide SEN provision for children locally to meet their needs and support transition arrangements to future services or education provision.
- Create capacity in the special school estate to cope with current demand for places.
- Create an Intensive Support Centre to meet SEND needs locally and reduce the need for OOB placements.

Reduce the High Needs places that are commissioned through external agencies to take control of the marketplace and to reduce our costs

We currently commission places with a number of private providers. These are expensive options and we believe that we can provide a similar provision for a lower cost, or can use our commissioning power to reduce the costs of these placements.

Proposal

We will proactively address the commissioning position in relation to OOB placements, reducing costs and / or bringing provision “in-house” to reduce the cost.

What we want to accomplish

We will put in place longer-term contracts with Alternative Provision providers that bring stability of service, combined with clear KPIs and cost-effectiveness to ensure that children only access high quality placements that represent value for money. Any AP provider that wishes to provide places for Blackpool children will have to work through our commissioning framework and be quality-assured and held to account by the partnership through the contractual agreements and the AP Quality Assurance Panel.



Post 16



Preparing young people for their future career

Our young people deserve the best start towards their future career when they take their first steps on leaving the secondary phase of their education.

From Primary School age onwards, our children and young people will receive high quality careers education and guidance to raise their aspirations and help them realise their career ambitions in life.

Achievement of qualifications and skills

Qualifications – Blackpool is very fortunate to host two outstanding Colleges in Blackpool and The Fylde College and Blackpool Sixth. These two main providers are complemented by St Mary’s Catholic Academy Sixth Form and smaller training providers including Blackpool Football Club Community Trust providing alternatives for young people.

Evidence indicates those young people who do sustain their participation in education and training after the secondary phase of education do achieve. The latest data on 2018/19 students (Source DfE March 2020) shows the Average Point Score (APS) in Level 3, Academic and Tech Level qualifications was higher than the state funded school and North West averages. There is still some distance to travel in closing the gap with England averages for students achieving both Level 2 (2019 Blackpool 72.2%, England 81.8%) and Level 3 (2019 Blackpool 47.4%, England 56.9%) qualifications at 19. This will clearly improve as secondary school results improve and there is already significant evidence of the added value achieved by young people in the Post 16 sector. For example, the English and Maths progress scores are significantly higher than the state funded and England average.

Skills – More young people achieving higher level qualifications will open many doors but this is not enough. Employers demand a wide range of skills and all young people need a compelling CV beyond qualifications to make the most of their potential. A range of Blackpool partners working alongside the Lancashire Careers Hub has developed the Blackpool Careers Journey - a coherent offer of interventions for children and young people with meaningful encounters with employers at the core of the offer. The employer encounters play a crucial role in developing the skills and knowledge of young people and national evidence indicates this reduces the chance of a young person becoming NEET on leaving school. Currently an increasing number of primary school children are accessing employer encounters through Primary Futures, critical to address gender stereotyping at an early age, and secondary schools and colleges are making significant progress towards the Gatsby Benchmarks for Good Careers Education and Guidance.

Future plans include expanding Primary Futures across the Primary Sector, learning from the NEET prevention project to ensure all vulnerable children and young people engage with the employer encounters and all young people will be supported to achieve an evidence based skills competency framework provided by the Start Blackpool careers website. All these interventions will be planned and delivered in partnership with Lancashire Careers Hub.

Progression into Higher Education and Work

Progression into HE – We are working hard to ensure that we have a high-quality, accessible pathway into Higher Education so that young people who wish to undertake graduate and post-graduate study can do so, safe in the knowledge that there will be a route into employment at the end of their study.

Progression into work – An economic recession lies ahead across the country including Blackpool which will take time to recover from during the 10 year span of this strategy. Evidence shows that young people age 16 – 24 are usually one of the hardest hit groups during a recession. A Targeted NEET project is already in place to identify lessons learned for supporting 16/17yr olds who are NEET. Blackpool Councils highly successful Employment Service, Positive Steps, are working closely with Blackpool Councils Children’s Service staff who support young people in the NEET group. An evidence based employability model, Individual Placement and Support (IPS) is being piloted with vulnerable young people in the NEET group alongside the provision of bespoke work experience and paid internships. This approach is showing encouraging signs of impact and a sustainable model will be embedded during the lifetime of the strategy.

A pathway to employment is to be developed for 14 – 24 yr olds. This will connect the NEET prevention activity being undertaken in schools (14 -16yr olds), the learning from the Targeted NEET project (16/17 yr olds) and the interventions targeted by the Department for Work and Pensions (18 – 24yr olds). The aim is to have a town centre based employment and skills hub which will provide a physical embodiment of a connected pathway for young people. The hub will co-ordinate interventions, minimise duplication, identify gaps in provision and provide support for the most vulnerable young people including care leavers and young people with SEND.

Timeline for change - Key milestones

2020

Sept 2020

Lotus School opens

Sept 2020

New SEND provisions open at selected Primary Schools in Blackpool

Sept 2020

New Primary provision opens at Educational Diversity.

Jan 2021

Local Leaders of Education are in post.

Jan 2021

Specialist CAMHS practitioner at Educational Diversity in post.

Jan 2021

Specialist catering facility opens at Educational Diversity.

Jan 2021

Specialist catering facility opens at Highfield Day Centre.

Sept 2021

New Post 16 SEND provision opens at The Oracle.

Sept 2023

Second specialist vocational provision for 14-16 learners opens.

Sept 2023

Lotus school is at capacity of 48 learners.

Sept 2023

At least 80% of pupils in the PRU are dual-registered.

Sept 2023

All Secondary Academies are Ofsted Good or better

Sept 2022

PRU is an outstanding provider of Alternative Provision.

Sept 2021

Specialist Autism provision opens in the Secondary sector.

Sept 2021

Enhanced advisory offer available to schools.

Sept 2024

Percentage of pupils who are permanently excluded is at or below the national average

Sept 2025

Percentage of pupils with an EHCP in mainstream schools are at national level.

Sept 2026

High Needs Block deficit is nil.

Sept 2027

At least 1 Secondary Academy is judged as Outstanding by Ofsted.

2030

Appendix 1 - Key headline data

Primary Sector

		Progress		
		Reading	Writing	Maths
Blackpool	2015/16	0.26	1.74	0.99
	2016/17	0.8	1.23	1.52
	2017/18	0.01	0.59	0.69
	2018/19	0.61	-0.27	1.09
National	2015/16	0	0	0
	2016/17	-0.01	-0.01	-0.01
	2017/18	0.03	0.02	0.03
	2018/19	0.02	0.02	0.02

		% Wa	APS
Blackpool	2015/16	80.4	33.4
	2016/17	80.7	33.3
	2017/18	81.1	33.6
	2018/19	82.5	33.6
National	2015/16	81	33.9
	2016/17	81.2	33.7
	2017/18	82.5	33.9
	2018/19	81.9	33.8

		EXP + (%)			
		Reading	Writing	Maths	RWM
Blackpool	2015/16	73.6	66.2	73.8	61.3
	2016/17	75.01	67.01	75.3	62.87
	2017/18	72.96	67.2	73.38	61.79
	2018/19	71.74	65.46	72.08	62.23
National	2015/16	74	65.5	72.6	60.3
	2016/17	75.6	69.82	75.1	63.7
	2017/18	75.4	69.9	76	65.3
	2018/19	74.9	69.3	75.6	64.9

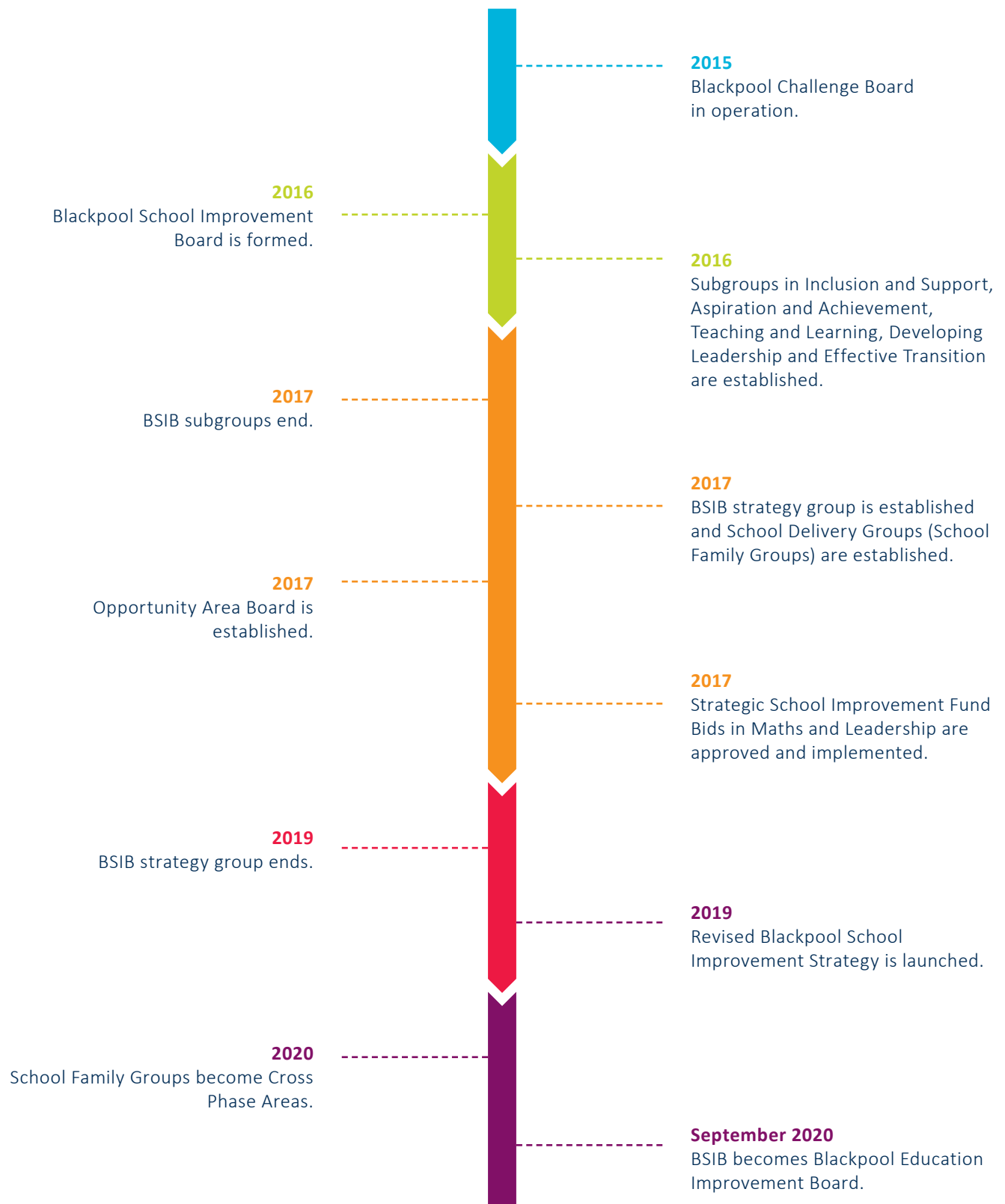
		EYFSP	
		APS	% GLD
Blackpool	2015/16	33.2	64.5
	2016/17	33.02	66.69
	2017/18	32.72	67.85
	2018/19	32.81	67.52
National	2015/16	34.5	69.3
	2016/17	34.5	70.7
	2017/18	34.6	71.5
	2018/19	34.6	71.8

Secondary Academies

		Att 8	Pro 8	Ebacc APS	English 4+ (%)	English 5+ (%)	Maths 4+ (%)	Maths 5+ (%)	Basics 4+ (%)	Basics 5+ (%)
Blackpool	2015/16	43.8	-0.38		60.2		56.1		47.8	
	2016/17	38.81	-0.56		59.08	41.43	58.82	35.13	48.24	27.14
	2017/18	38.44	-0.64	3.1	60.69	42.3	55.76	35.13	47.23	26.56
	2018/19	37.55	-0.62	3.09	59.26	40.48	55.36	33.04	47.49	26.04
National	2015/16	48.6	-0.08		70.6		65.4		59.5	
	2016/17	46.3	-0.03		75.5	60.5	69.2	48.6	63.9	42.6
	2017/18	46.5	-0.02	4.04	75.8	60.3	69.7	49.3	64.5	43.1
	2018/19	46.7	-0.02	4.07	75.9	60.5	70	49	64.6	43.3

Appendix 2 - Blackpool School Improvement Board 2015-2020

How Blackpool School Improvement Board has developed over time



Appendix 3 - The literacy issue - Level of adult literacy

2011 Council Ward Name	EL1 and below	EL2	EL3	L1	L2 and above
Anchorsholme	4.8%	2.2%	8.4%	30.2%	54.4%
Bispham	4.4%	2.1%	8.1%	30.0%	55.5%
Bloomfield	6.0%	2.8%	10.4%	33.5%	47.3%
Brunswick	5.9%	2.7%	9.7%	31.7%	50.0%
Claremont	6.7%	3.0%	10.8%	33.1%	46.4%
Clifton	6.3%	2.9%	10.3%	32.5%	48.0%
Greenlands	4.9%	2.3%	8.5%	30.1%	54.2%
Hawes Side	5.4%	2.5%	9.4%	32.1%	50.5%
Highfield	4.6%	2.2%	8.2%	30.1%	55.0%
Ingthorpe	5.5%	2.5%	9.0%	30.3%	52.7%
Layton	5.2%	2.4%	8.8%	30.2%	53.3%
Marton	4.7%	2.2%	8.4%	30.3%	54.3%
Norbreck	4.7%	2.2%	8.4%	30.1%	54.5%
Park	7.9%	3.4%	11.6%	32.9%	44.2%
Squires Gate	4.7%	2.2%	8.4%	30.6%	54.0%
Stanley	4.7%	2.2%	8.4%	30.5%	54.2%
Talbot	6.0%	2.8%	10.2%	32.9%	48.1%
Tyldesley	5.0%	2.4%	8.9%	31.1%	52.6%
Victoria	5.2%	2.5%	9.4%	32.5%	50.4%
Warbreck	5.0%	2.4%	8.9%	31.2%	52.5%
Waterloo	5.1%	2.4%	9.1%	31.7%	51.8%
Blackpool	5.4%	2.5%	9.3%	31.4%	51.4%
Lancashire-14	5.0%	2.3%	8.6%	30.3%	53.8%
England	5.0%	2.1%	7.9%	28.5%	56.5%

Appendix 4 - The literacy issue - Adults whose first language is English

2011 Council Ward Name	ESOL (English for speakers of other languages)					
	Mean Estimates		Lower 95% CI Estimates		Upper 95% CI Estimates	
	ESOL	NotESOL	ESOL	NotESOL	ESOL	NotESOL
Anchorsholme	1.5%	98.5%	1.3%	98.1%	1.9%	98.7%
Bispham	1.7%	98.3%	1.5%	97.9%	2.1%	98.5%
Bloomfield	3.0%	97.0%	2.3%	96.5%	3.5%	97.7%
Brunswick	3.2%	96.8%	2.6%	96.4%	3.6%	97.4%
Claremont	3.0%	97.0%	2.3%	96.5%	3.5%	97.7%
Clifton	2.1%	97.9%	1.6%	97.5%	2.5%	98.4%
Greenlands	2.1%	97.9%	1.8%	97.6%	2.4%	98.2%
Hawes Side	2.1%	97.9%	1.7%	97.4%	2.6%	98.3%
Highfield	1.8%	98.2%	1.6%	97.8%	2.2%	98.4%
Ingthorpe	2.1%	97.9%	1.8%	97.5%	2.5%	98.2%
Layton	2.4%	97.6%	2.1%	97.3%	2.7%	97.9%
Marton	1.8%	98.2%	1.5%	97.8%	2.2%	98.5%
Norbreck	1.6%	98.4%	1.4%	98.0%	2.0%	98.6%
Park	2.3%	97.7%	1.8%	97.3%	2.7%	98.2%
Squires Gate	2.0%	98.0%	1.7%	97.6%	2.4%	98.3%
Stanley	1.9%	98.1%	1.6%	97.7%	2.3%	98.4%
Talbot	3.1%	96.9%	2.4%	96.4%	3.6%	97.6%
Tyldesley	2.2%	97.8%	1.8%	97.5%	2.5%	98.2%
Victoria	1.9%	98.1%	1.5%	97.6%	2.4%	98.5%
Warbreck	2.1%	97.9%	1.7%	97.5%	2.5%	98.3%
Waterloo	2.3%	97.7%	1.9%	97.3%	2.7%	98.1%
Blackpool	2.2%	97.8%	1.8%	97.4%	2.6%	98.2%
Lancashire-14	3.5%	96.5%	3.0%	96.1%	3.9%	97.0%
England	10.8%	89.2%	8.4%	85.5%	14.0%	91.6%