

Review of provision to manage behaviour effectively and support young people to achieve

The Executive Board is concerned about the growing number of pupils educated outside of mainstream schools, how well they achieve and wishes to investigate the services and options available to them, as well as the impact of these arrangements on the achievement and attainment of all children.

Why

- Too many pupils are receiving provision outside of mainstream school across the key stages;
- Estyn identified improving quality of provision for pupils educated other than at school and raising standards of achievement as a key recommendation in the local authority inspection in 2013;
- Perceptions that all excluded young people are treated the same, regardless of the reasons for their exclusion;
- KS4 PRU is in special measures;
- KS3 PRU at risk of special measures;
- Level 1 performance is weaker than other indicators suggesting that pupils are having provision but limited recognised qualification;
- Attendance is too low;
- Exclusions are too high from EOTAS provision; and
- Recognition that the whole education system is changing, and that this will be one part of those wider changes.

Issues

- How well do pupils achieve at different stages? What are the outcomes for young people and how do they compare with other local authority areas?
- What other good practice exists that can be learned from?
- Do pupils educated outside of mainstream schools get 25 hours of appropriate provision?

- Is the accreditation available through EOTAS provision providing the best possible chance for young people to achieve?
- Why is there a growing numbers educated outside of mainstream due to behavioural difficulties?
- What is the quality of the LA's graduated response to behaviour?
- How consistent is the approach used by all schools?
- How well do we differentiate between the variable needs of pupils in our educational offer?
- What is the support for schools to manage challenging behaviour?
- Does present provision meet pupil and school needs?
- Do we have an effective tracking system to ensure that every individual reaches their potential? (Pupil baselines/ knowledge of need including SEN)
- How effective is multi agency work to support pupils?
- Is there appropriate skills and capacity within the pastoral systems in mainstream schools to manage behaviour?
- How can excellent practice be shared and used?
- Are there ways to deliver services differently and provide better value for money?

Scope of Review

This will be a whole system-wide review, as there are cross-cutting issues to address. The list below is not exhaustive.

- Outcomes for young people currently educated outside of mainstream to include attendance, exclusions, reintegration formal qualifications and transition to Post 16 education.
- Effectiveness of the central behaviour support strategy;
- Effectiveness of the Behaviour policies in schools;
- Admissions and operation of the PRU/ Pathways/ Resource centres;
- Quality and effectiveness of provision for pupils with SEBD currently placed outside of mainstream to include PRU and outreach provision e.g. pathways

- Effectiveness of admissions policy to access additional provision and how thresholds are applied;
- Effectiveness of curriculum and teaching to meet the needs of pupils with challenging behaviour;
- Review of best practice & innovation;
- Impact of provision in schools to support behaviour including pastoral systems, training opportunities and curricular menu for pupils at risk of disengagement;
- Quality, effectiveness, and timely responses to request for support;
- Admission arrangements for pupil arriving late into the authority, hard to place, LAC from other Local Authorities;
- Working relationship between special schools, PRU's mainstream schools and Local Authority;
- The operation of the Panel and the Management Board/s;
- Working relationship with multi agency parties to support behaviour including thresholds for provision due to medical reasons; and
- Current provision and value for money.

Outcome

- Analysis of existing practice and policy across the system and its impact on young people's achievement.
- Recommendations on new graduated model and changes to be made to improving outcomes for young people who are experiencing behavioural issues, outlining roles and responsibilities for schools and the local authority.

Method

A whole authority review on managing behaviour will be undertaken. In order to maintain independence and manage capacity, it is proposed to seek support for an external organisation to undertake this piece of work.

The process will include visits to:

- A selection of primary and secondary schools;
- PRUs; and

- Pathways provision.

This will include interviews with:

- A range of pupils and groups of pupils including those educated other than schools;
- head teachers;
- elected Members;
- support staff and appropriate central staff;
- LA officers; and
- multi agency partners.

Timetable

- Report within three months

Governance/reporting

- Scope to be agreed with Executive Board, with the final report returning to Executive Board.
- Reporting and monitoring through the Prevention workstream arrangements.

Interdependencies

- Pathways of support for young people – within the Prevention workstream there is a project to review the range of support available for young people across the Council and other organisations, establishing greater clarity on the offer of support and pathways for referral and recommendation. EOTAS provision will clearly be a part of this discussion, and the proposed changes arising from this review will assist in clarifying some aspects of the wider support system.
- Scrutiny Inquiry Panel