

Scrutiny Inquiry of Education Inclusion – Cabinet Action Plan

NB include the recommendations that have been agreed in the action plan

Recommendation	Action already being undertaken	New Action Proposed	Timescale	Responsible Officer
<p>1. A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should:</p> <ul style="list-style-type: none"> a) form part of the overall education strategy and provide a clear way forward for the whole education service b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people d) have clear aims and targets for reducing the number of children and young people using EOTAS provision e) be developed in partnership with schools and other stakeholders including children and young people f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings. 	<ul style="list-style-type: none"> • Options for the delegation of funds back to mainstream secondary schools to enable them to reduce referrals to EOTAS are being explored • Working party to plan the EOTAS restructure being set up, to include a range of stakeholders including primary and secondary heads and representatives of services for children and young people (CYP) 	<ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed for the local authority • EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the Accelerated Implementation Plan (AIP) and the recommendations from the Scrutiny Inquiry Panel report 	<p>July 2016</p> <p>Easter 2016</p>	<p>Head of BSU</p> <p>Head of BSU</p>

2.	<p>The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:</p> <p>a) stipulate clear lines of responsibility and detail desired outcomes</p> <p>b) be challenged and driven forward by the PRU Management Committee</p> <p>c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people</p> <p>d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)</p> <p>e) ensure that it has a whole system approach to children and young people with social and emotional difficulties</p> <p>f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services</p>	<ul style="list-style-type: none"> • Post Inspection Action Plan (PIAP) and AIP are driving improvements in the PRU • The new Management Committee has established subgroups and provides increased levels of support and challenge to PRU leadership with a focus on outcomes • Mainstream colleagues have been supporting PRU staff with the PRU curriculum and assessment regime 	<ul style="list-style-type: none"> • An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report 	Easter 2016	Head of BSU
3.	<p>The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.</p>	<ul style="list-style-type: none"> • Feasibility of secondments has been explored with Challenge Advisers and mainstream schools and is an option after the Estyn monitoring visit in Spring Term 2016 	<ul style="list-style-type: none"> • An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report • This plan could include secondments from primary and secondary schools 	Easter 2016 Easter 2016	Head of BSU Head of BSU
4.	<p>It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and</p>	<ul style="list-style-type: none"> • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the 	<ul style="list-style-type: none"> • Primary and secondary school headteachers to be encouraged to explore ways in which 	July 2016	Head of BSU

	sharing specific skills sets and expertise).	<p>role and purpose of EOTAS</p> <ul style="list-style-type: none"> Head of PRU now attends Swansea City and County Association of Secondary Heads (SCCASH) meetings 	joint working could take place as part of a local authority Behaviour Plan and Strategy, as well as part of the development of school to school support		
5.	<p>It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:</p> <ul style="list-style-type: none"> a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service. schools keeps in regular communication with the child through for example a weekly update discussion a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial. 	<ul style="list-style-type: none"> The majority of Foundation Phase, Key Stage 2 and Key Stage 3 pupils have planned, regular reintegration to their mainstream schools There is good communication between mainstream schools and PRU staff in the majority of cases 	<ul style="list-style-type: none"> Clearly defined entry and exit plans need to be developed A Behaviour Plan and Strategy is to be developed 	<p>July 2016</p> <p>July 2016</p>	<p>Head of BSU</p> <p>Head of BSU</p>
6.	It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.	<ul style="list-style-type: none"> Initial discussions with CYP Services Manager to establish feasibility of such an approach being undertaken Person Centred Planning is being 	<ul style="list-style-type: none"> A Behaviour Plan and Strategy is to be developed 	July 2016	Head of BSU

		introduced across the PRU			
7.	Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.	<ul style="list-style-type: none"> PRU support staff attend meetings of the Gower College (GCS) Autistic Spectrum Disorder (ASD) steering group Planning meetings to discuss the NEET agenda, involving senior staff at GCS and the PRU planned in Spring Term 2016 EOTAS staff have established good working relationships with GCS staff and support learners for the first term in FE 	<ul style="list-style-type: none"> Explore using EOTAS staff to support GCS tutors and learners for longer periods and for more work around wellbeing Set target to reduce drop-out rates to help reduce NEETs 	<p>July 2016</p> <p>July 2016</p>	<p>Head of BSU</p> <p>Head of BSU</p>
8.	The use of restorative practice should be encouraged and used where possible in EOTAS provisions.	<ul style="list-style-type: none"> All PRU staff have been trained in Restorative Practice (RP) RP used routinely across the PRU to promote positive relationships 	None. Actions already in place	Current practice	Head of BSU
9.	The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.	No current activities	<ul style="list-style-type: none"> Train all EOTAS staff and external providers in UNCRC principles 	July 2016	Head of BSU
10.	Carry out an awareness raising exercise to ensure that all stakeholders have a clear	<ul style="list-style-type: none"> Head of PRU has presented to Cross- 	<ul style="list-style-type: none"> A Behaviour Plan and Strategy is to be 	July 2016	Head of BSU

	understanding of the role of EOTAS services within the continuum of provision.	<p>Phase Headteachers' meeting regarding the role and purpose of EOTAS</p> <ul style="list-style-type: none"> • Head of PRU now attends SCCASH meetings 	developed		
11.	An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.	<ul style="list-style-type: none"> • The School Improvement Team already monitors training needs through its visits to schools 	<ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed • Training plan to be developed on the basis of collated information from the School Improvement Team in line with the Strategy 	<p>July 2016</p> <p>July 2016</p>	<p>Head of BSU</p> <p>Head of BSU</p>
12.	PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.	<ul style="list-style-type: none"> • PRU core subject leaders attend Head of Department meetings • PRU leads are also made aware of training offered to schools by the local authority 	<ul style="list-style-type: none"> • Extend to involve a wider range of PRU staff in local authority training 	July 2016	Head of BSU
13.	A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.	<ul style="list-style-type: none"> • Some PRU staff have mainstream school 'buddies' to help them keep up to date with developments • Key mainstream staff have provided support for the key stage 3, key stage 4 PRU curriculum and 	<ul style="list-style-type: none"> • Extend the buddy system to involve a wider range of staff 	July 2016	Head of BSU

		assessment strategies			
14.	It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.	<ul style="list-style-type: none"> All primary schools have access to Vulnerability Assessment Profile (VAP) data for their schools 	<ul style="list-style-type: none"> Primary headteachers to work closely with the City and County of Swansea School Information Team in use of VAP+ and 'My Learners' 	July 2016	Challenge Advisers, Information Officer Head of BSU
15.	Recommendation Not Agreed				
16.	<p>The EOTAS Pathways Service:</p> <p>a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy</p> <p>b) improve consistency, quality assure and develop the sustainability of external providers</p> <p>c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings</p> <p>d) ensures robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.</p> <p>e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.</p>	<ul style="list-style-type: none"> Challenge Adviser has provided extended support to improve outcomes External providers are monitored by Agored Cymru and Pathways Manager External provider monitored by Estyn with successful outcome Programme of lesson observation by Head of PRU and Challenge Adviser is in place using ERW framework Safeguarding audit undertaken with no issues Service level agreement and tendering documentation reviewed by LA procurement officer and Head of PRU 	<ul style="list-style-type: none"> A Behaviour Plan and Strategy is to be developed Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report A new 14-16 service for young people with Emotional and Behavioural Difficulties (EBD) will be developed as part of the EOTAS restructure 	<p>July 2016</p> <p>Easter 2016</p> <p>July 2016</p>	<p>Head of BSU</p> <p>Head of BSU</p> <p>Head of BSU</p>

17.	Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.	<ul style="list-style-type: none"> • Head of PRU is working with Corporate Building Services team to source possible sites for PRU • Head of PRU has visited three sites to establish suitability for purpose. Two sites were inappropriate but one site could be adapted to accommodate some PRU provision 	<ul style="list-style-type: none"> • Estimate for costs of improvement of Brondeg site to be established by Corporate Building Services Department • Investigate possibility of other sites (such as primary school buildings that have become or will become, vacant) being used for PRU provision 	Completed (approx.. £1.6 million)	CBSD, Head of BSU
				Ongoing	CBSD, Head of BSU
18.	The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.	No further action other than that identified	<ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed • Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report 	July 2016	Head of BSU
				Easter 2016	Head of BSU
19.	Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.	<ul style="list-style-type: none"> • Schools whose referrals need improvement are being identified and the Head of PRU has started to visit these schools in a supportive and advisory capacity in 	<ul style="list-style-type: none"> • A Behaviour Plan and Strategy is to be developed • As part of the Strategy, a Communication Plan is also developed 	July 2016	Head of BSU
				July 2016	Head of BSU

		<p>order for them to improve their referral processes</p> <ul style="list-style-type: none"> • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings 		<p>Completed</p> <p>Ongoing</p>	<p>Head of BSU</p> <p>Head of BSU</p>
20.	<p>Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.</p>	<ul style="list-style-type: none"> • Each Centre has a School Council that meets regularly • Each Centre has a strategy for eliciting suggestions and comments around wellbeing that children and young people can use confidentially and anonymously 	<ul style="list-style-type: none"> • Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the Accelerated Implementation Plan that includes learner voice and the recommendations from the Scrutiny Inquiry Panel report 	Easter 2016	Head of BSU