

Appendix A

1. Background

- 1.1 The Key Stage 4 Pupil Referral Unit (PRU) was placed in special measures by Estyn in 2013.
- 1.2 In April 2014, all PRU provision in Swansea was registered as a single PRU portfolio
- 1.3 In January 2015, Estyn conducted a follow-up visit to monitor key stage 4 PRU provision and carried out an overview of all the PRU settings including Arfryn, the Step-Ahead Centre, the Key Stage 4 Education Centre and EOTAS Pathways. The result of this visit was to place the whole portfolio in need of significant improvement. A post-inspection action plan (PIAP) was drawn up and a new challenge adviser with responsibility for special educational needs (SEN), including the PRU and special schools, took up post in May 2015.
- 1.4 To address the local authority education services for children and young people (LAESCYP) PIAP recommendations, an independent review of behaviour and EOTAS was completed. Based on the review recommendations, the local authority put forward a proposal to reorganise EOTAS. This proposal was consulted on in February 2015 and included:
 - 1.4.1 the remodelling the Home Tuition Service;
 - 1.4.2 closure of the Key Stage 4 Education Centre; and the
 - 1.4.3 amalgamation of the Step-Ahead Centre and Arfryn.
- 1.5 The remodelling of the Home Tuition Service started in May 2015 and finished in December 2015. The main outcome of this activity was that the service was reduced from 12.78 full-time equivalent (FTE) posts to 7.1 FTE posts.
- 1.6 The changes to the remaining elements of EOTAS were further considered with a report to Cabinet on 27 July 2015.
- 1.7 The City and County of Swansea's Education Inclusion Scrutiny Inquiry Panel Report '*High Aspirations - How are services being improved for those children and young people who need or are at risk of being educated other than at school?*' was submitted to Cabinet in October 2015.
- 1.8 The report drew ten conclusions that had implications for the local authority, schools, EOTAS services, the PRU management committee, post-16 provision and support services. Many of the conclusions indicated that there needed to be a more cohesive approach to working with children and young people who needed, or were at risk of needing, EOTAS services and that all professionals involved needed to communicate more effectively with each other.

- 1.9 In addition, the report concluded that there should be more emphasis on pupils being reintegrated back into mainstream schools, that the current services and outcomes for this group of children need improving and that the PRU Management Committee must drive improvement in the EOTAS service.
- 1.10 The report also concluded that the fabric and suitability of the buildings used to house EOTAS services must be improved as a matter of urgency and that pupil voice should be heard for this group of vulnerable children and young people.
- 1.11 The report made 20 recommendations which were detailed and required a layered approach for implementation throughout education services across Swansea as they ranged from changes to operational procedures to systemic planning and organisation.

2. Changes and improvements

- 2.1 A new PRU Management Committee has been established in accordance with new guidance issued by Welsh Government.
- 2.2 An Accelerated Intervention Board (AIB) has been established to support the work of the management committee of the PRU. This board is chaired by an independent chair with a proven record of PRU management.
- 2.3 Estyn conducted a monitoring visit to Swansea PRU in March 2016. At that time, Estyn judged that sufficient progress had been made by the PRU to enable them to recommend that the PRU be removed from the any category of follow-up by Estyn. The PRU, therefore, returns to the normal cycle of inspection by Estyn
- 2.4 The substantive headteacher at the Step-Ahead Centre was seconded to the local authority as interim Head of Swansea PRU in June 2015. This fixed-term arrangement ends on 31 March 2017. It is therefore important that we consider a more permanent model for the overall leadership of the Swansea PRU going forward.
- 2.5 The two secondments to leadership roles at the Step-Ahead Centre and Arfryn proved very successful but both secondees will returned to their substantive posts in their mainstream schools on 1 September 2016. A further secondment from a mainstream school has been made for the acting headteacher role at Arfryn and again this is proving very successful.
- 2.6 There is a temporary deputy headteacher at the Step-Ahead Centre and it is proposed that the member of staff in this post continues but without a further secondment for the acting headteacher post being sought. This would ease budgetary pressure as the substantive deputy headteacher is currently not in a position to return to work. Effective leadership can be sustained at the Step-

Ahead Centre by the current temporary deputy headteacher continuing in a non-teaching role with support from the Head of Swansea PRU.

- 2.7 The Home Tuition Service currently remains under the temporary line management of a senior educational psychologist until more permanent leadership of the PRU can be secured. It is worth noting that the Home Tuition Service will need to be relocated to new accommodation when their current base at Dan-y-Coed House is no longer available.
- 2.8 In accordance with the Cabinet proposals and following on from the recommendations of the 2014 review of EOTAS provision, funds (£408,000 for the financial year 2016-2017) will be delegated to mainstream secondary schools with effect from September 2016 to allow them to further develop their provision for 14 to 16 year-old learners with social, emotional and behavioural difficulties (SEBD). Provision will be maintained centrally to cater for the needs of this group of learners, but the number of places will be capped at 75 for the financial year 2016-2017. A draft memorandum of understanding (MoU) has been drawn up so that both schools and the local authority are clear about their roles and responsibilities arising from this new delegation of funds. It is hoped that this MoU will be agreed by schools by 30 June 2016.

3. Summary of workshop conclusions and possible future direction of travel

- 3.1 On 24 May 2016, the City and County of Swansea held a workshop, involving a wide range of delivery partners and stakeholders, to consider how the local authority could best support the needs of vulnerable learners in Swansea going forward. The following recommendations were made:
 - 3.1.1 Every child in the City and County of Swansea (CCoS) should be supported to thrive in school with well-being and pupil voice (Appendix A provides additional information in respect of learner voice) as the central pillars
 - 3.1.2 Focus on early identification and appropriate intervention needs to be developed to address underlying needs aligned to an agreed philosophy of inclusion (refer to Appendix D)
 - 3.1.3 Clear and graduated multi-layered support should be established, with improved infrastructure with built-in accountability
 - 3.1.4 CCoS should continue to provide a centrally co-ordinated service that will be more flexible and will support the needs of a small number of our most vulnerable children and young people
 - 3.1.5 The People Directorate should develop an effective package of support to address learner and the family needs (which will involve a co-ordinated response from all professionals within the Directorate)

3.1.6 Two new teams (Expert Team around the Child (ETAC) and the Rapid Intervention Team (RIT)) should be established as part of a graduated response to provide targeted early intervention in supporting learners and families at risk of becoming in need of EOTAS services

4. Summary of what would vulnerable young people currently being supported by Education Other Than At School (EOTAS) services like to see

4.1 5 to 11 year-old learners with social, educational and behavioural difficulties (SEBD) currently educated in EOTAS settings tell us that they would like:

- a supportive, nurturing environment with access to positive support programmes for themselves and their family;
- regular contact with their mainstream school;
- to be reintegrated back into their original schools;
- outdoor play facilities for recreation and physical exercise; and
- staff who are patient, flexible and understanding.

4.2 11 to 14 year-old learners with SEBD currently educated in EOTAS settings tell us that they would like:

- supportive, nurturing environment with access to positive support programmes for themselves and their family;
- regular contact with their mainstream school;
- to be reintegrated back into their substantive schools;
- staff who are patient, flexible and understanding; and
- a more varied curriculum with opportunities for vocational studies.

4.3 14 to 16 year-old learners with SEBD currently educated in EOTAS settings tell us that they would like:

- a combination of centre-based and vocational provision with some small group tuition for literacy, numeracy, skills and a limited number of academic subjects;
- access to emotional support and continuing support for themselves and their families;
- staff who are understanding, non-judgemental, flexible and supportive;
- to continue to be educated outside a mainstream school setting; and
- a post-16 placement that focuses on vocational study.

4.4 11 to 16 year-old learners with anxiety/mental health difficulties currently educated in EOTAS settings tell us that they would like:

- nurturing, supportive environment with premises that allow for outdoor learning, therapeutic input and pleasant recreational areas;
- staff who are understanding, non-judgemental, flexible and supportive;
- a varied curriculum but with opportunities for the study of a broad range of academic subjects;

- to continue to be educated outside a mainstream setting; and
- a post-16 further education (FE) placement.