

APPENDIX 14 – ACTIVITIES IN EDUCATION DEVELOPMENT PLAN

Action		By	Start/Complete terms			Success criteria	Resources	
			Su	A	Sp			
Education Development Plan April 2002 – March 2007 Priority 6 Implementing the Borough's strategy for Social Inclusion Activity 1 Support for improving attendance and maintaining improved attendance		Action Plan 2b: April 2004 – March 2005 Priority Leader Head of Pupil and Parent Support Activity Leader Strategy Manager (Access and Inclusion)		Purpose of Activity <ul style="list-style-type: none"> Continuing support to schools to audit attendance, operate an effective attendance policy and meet DfES targets 			Context for 2004-05 <ul style="list-style-type: none"> Statutory responsibility re: attendance Government priority re: truancy DfES unauthorised absence targets for schools poorer than national average New range of attendance related provisions included in the Anti-Social Behaviour Act 	
Intended impact for pupils <ul style="list-style-type: none"> Support for poor attenders to improve attendance. Measured by individual pupil attendance percentages 		Target group <ul style="list-style-type: none"> Headteachers and school staff with responsibility for attendance Identified pupils and families (schools in partnership with Education Welfare Service) 						
1.	Continue to collect and interpret data in order to provide schools with the following termly information: <ul style="list-style-type: none"> % attendance % unauthorised absence %family holidays in term time number of pupils below 80% attendance plus casework arising	Strategy Manager [Access & Inclusion]	S		C	<ul style="list-style-type: none"> Improved attendance rates at target schools currently below 92% and at all schools which have not yet reached agreed targets. As per targets set by EWS for DfES target schools Maintained improved attendance rates at schools which have reached agreed targets 	Education Welfare Service £200,000 to fund all this activity Strategy Manager [Access & Inclusion] £12,000 [approximately 53 days]	
2.	Continue to collect and interpret data for individual Looked After Children (LAC) plus casework arising	LAC Education Welfare Officer	S		C	<ul style="list-style-type: none"> Maintenance of current statistic for % LAC missing 25+ days of schooling [12.9] which is better than the average for unitaries [13.3] 	LAC Education Welfare Officer [EWO] £14,000	

Action	By	Start/Complete terms			Success criteria	Resources
		Su	A	Sp		
3. Continue to target out of authority LAC with poor attendance, to re-engage	LAC Education Welfare Officer				<ul style="list-style-type: none"> Maintenance of accurate attendance database for all out of authority LAC to facilitate prompt intervention to address attendance issues 	Additional one day a week LAC EWO practitioner time £5,000
4. Continue to encourage Headteachers to be more stringent in the authorisation of absence, in order to tackle parentally condoned absence and family holidays in term time. N.B. This may cause an initial rise in unauthorised absence figures	Education Welfare Service	S		C	<ul style="list-style-type: none"> Improved attendance statistics for individual LAC Drop in authorised absence percentages No corresponding impact on unauthorised absence percentages Less family holidays taken in term time 	Education Welfare Service statutory role
5. Continue joint truancy watch initiatives with Police	Education Welfare Service	S		C	<ul style="list-style-type: none"> Maintenance of improved Borough statistics for all absence: % half days missed [primary] = 5.45 % half days missed [secondary] = 8.17 	Education Welfare Service statutory role
6. Continue to advise and support schools re: implementing effective attendance policies						
7. Continue to encourage a consistent approach across the authority for lateness	Education Welfare Service	S		C	<ul style="list-style-type: none"> All schools setting "late after the register closes" no later than 30 mins after the start of school 	As per Service Level Statement

Monitoring**Who and how**

- Education Welfare Service Management Team to monitor:
 - (i) Direct support to school re: policy and practice (monitored by liaison meetings)
 - (ii) Casework (monitored by initial assessment, interim assessment attendance contract)

Evaluation**Who and how**

- Pupil and Parent Officer Group to evaluate (evaluation by analysis of provision)
- Children and Young People Strategic Partnership to evaluate (evaluation by agreed outcomes in Local Preventative Strategy)
- Education Development Group to receive termly reports

Links to

- Behaviour Support Plan
- Quality Protects
- Priority 4
- Priority 2

Education Development Plan April 2002 – March 2007

Action Plan 2b: April 2004 – March 2005



Priority 6 Implementing the Borough's strategy for Social Inclusion

Priority Leader Head of Pupil and Parent Support

Activity 2 Improving behaviour support in order to reduce levels of exclusions

Activity Leader Strategy Manager (Development, Quality and Finance)

Purpose of Activity

- To support schools in the management of behaviour and reduce the need for exclusion

Context for 2004-05

- Borough of Poole is currently carrying out a strategic review of behaviour to inform and develop good practice and develop current provision and has completed an SEN Review. A campus model of provision is being considered

Intended impact for pupils

- Positive management of behaviour consistently across the Borough enabling pupils to achieve their potential

Target group

- All schools, and particularly those requiring additional support in behaviour management

Action	By	Start/Complete terms			Success criteria	Resources
		Su	A	Sp		
1. Continue to develop Longspee School as a Centre of Excellence providing outreach support to mainstream schools, and whole school support for behaviour management	Longspee School / Pupil and Parent Support		C	S	2 more schools supported by Longspee Outreach whole school support. Individual pupils continue to benefit and exclusions at primary level remain low Accommodation plan in place for Longspee and PRU Exclusion rate remains low. For schools year 2001/2 exclusions reported were 3 [0.15 per 1,000 pupils] in Poole schools	£100,000 – SEN budget
2. Strategic review of behaviour to be completed and recommendations to be implemented	Pupil and Parent Support		C	S		
3. Provide support for schools from re-integration officers through Pastoral Support Programme framework	Re-integration Officers [Pupil and Parent Support]		C	S		

Action	By	Start/Complete terms			Success criteria	Resources
		Su	A	Sp		
4. Publish exclusion data termly to individual schools to demonstrate where they are placed in their phase continuum	Management Information Officer [Pupil and Parent Support]		C	S	Data published to all schools	
5. Admission Forum to develop protocols for "managed moves".	Working groups from Admissions Forum		C	S	Managed moves protocol agreed by all schools	
6. Monitor use of Social Inclusion Grant to ensure it is appropriately targeted	Re-integration Officer [Pupil and Parent Support]	S		C	Less requests for additional support for pupils with behaviour difficulties to Multi-Agency Advisory Group	
7. Provide training through SCIP for teachers working with pupils with extreme behaviour	SCIP trainers		C	S	All those who request restraint training can access it	
8. Learning Support Service able to develop an appropriate "respite" package for pupils assessed as requiring time in a different environment	Manager of the Learning Support Service [Pupil and Parent Support]	S		C	Schools informed of "respite" package available with Learning Support Service and able to access it appropriately	

Monitoring**Who and how**

- Senior Adviser (SEN) through SEN Strategic Group (Longspee)
- Strategy Manager (Access & Inclusion) – exclusion data, re-integration process and Admission Forum development
- Management Committee of the Pupil Referral Unit

Evaluation**Who and how**

- District Audit through Best Value Performance Indicators
- Admissions Forum

Links to

- Priority 2
- Health Improvement Plan
- Behaviour Support Plan
- Quality Protects
- SEN Action Plan
- Priority 4

Education Development Plan April 2002 – March 2007

Action Plan 2b: April 2004 – March 2005



Priority 6 Implementing the Borough's strategy for social inclusion

Priority Leader

Head of Pupil and Parent Support

Activity 3 Improving the quality of education offered to children out of school and vulnerable children

Activity Leader

Strategy Manager (Development, Quality and Finance)

Purpose of Activity				Context for 2004-05														
<ul style="list-style-type: none"> Ensuring strategies in place to raise the quality of programmes offered to children out of school 				<ul style="list-style-type: none"> Government target for LEAs to provide full-time provision for permanently excluded pupils Government target of increasing provision from 5 to 10 hours for pupils with medical needs Government guidance on hospital education service 														
Intended impact for pupils				Target group														
<ul style="list-style-type: none"> To raise the level of attainment of children out of school 				<ul style="list-style-type: none"> Learning Support Service staff and pupils Schools 														
Action	By	Start/Complete terms			Success criteria	Resources												
		Su	A	Sp														
1. Provide targeted support for Looked After Children (LAC) out of school	LAC Education Welfare Officer	S	C		<p>Targets for the attainment of children who will have been in local authority care for at least one year as at 30 September 2005</p> <table border="1"> <thead> <tr> <th></th> <th>Anticipated numbers of eligible pupils</th> <th>Anticipated percentage of pupils</th> </tr> </thead> <tbody> <tr> <td>Children achieving Level 4 Level 4 and above at KS2 in both English and Maths</td> <td>4</td> <td>25</td> </tr> <tr> <td>Children aged 15 as at 31/08/04 who have not achieved a graded result at GCSE or equivalent</td> <td>9</td> <td>11</td> </tr> <tr> <td>Percentage of Children [in Year 11 of academic year 2004/05] who have achieved qualifications equivalent to at least 5 GCSEs at grades A - C</td> <td>9</td> <td>22</td> </tr> </tbody> </table>		Anticipated numbers of eligible pupils	Anticipated percentage of pupils	Children achieving Level 4 Level 4 and above at KS2 in both English and Maths	4	25	Children aged 15 as at 31/08/04 who have not achieved a graded result at GCSE or equivalent	9	11	Percentage of Children [in Year 11 of academic year 2004/05] who have achieved qualifications equivalent to at least 5 GCSEs at grades A - C	9	22	
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Action	By	Start/Complete terms			Success criteria	Resources
		Su	A	Sp		
2. Ensure appropriate programmes offered to Hospital and Sick Children Service to liaise closely with schools, and Key Stage 3 Strategy team to ensure appropriate programmes offered to children in hospital and those unable to attend school due to medical needs	Manager of Hospital and Sick Children's Service	S	C		Pupils in hospital or sick, access appropriate programmes and continue to achieve their potential	
3. Develop educational provision for adolescents with mental health needs	Manager of Hospital and Sick Children's Service	S		C	Pupils at Pine Cottage access education	
4. Develop an appropriate curriculum to meet the individual needs of pupils excluded, phobic and school refusers	Manager of Learning Support Service	S		C	All pupils with Learning Support Service following appropriate courses	
5. Develop the education facilities available for pupils out of school, including the use of alternative school accommodation and the campus model of provision	SEN Adviser Head of Pupil and Parent Support		C	S	Plans for improved provision go to School Organisation Committee	
6. Implement locally the new guidance on safeguarding children						
7. Continue to develop ICT links with schools and the hospital schoolrooms	Pupil and Parent Support		C	S	Pupils out of school can access ICT	

Monitoring**Who and how**

- Looked After Children Planning Forum – termly
- Strategy Manager (Development, Quality & Finance) – termly
- Management Group of the Pupil Referral Unit

Evaluation**Who and how**

- Schools through consultation regarding reintegration of pupils
- Termly report to Education Development Group

Links to

- Health Improvement Plan
- Quality Protects
- Behaviour Support Plan
- Asset Management Plan
- Priority 4
- Action 4 links to Priority 3

Education Development Plan April 2002 – March 2007

Action Plan 2b: April 2004 – March 2005



Priority 6 Implementing the Borough's strategy for Social Inclusion

Priority Leader Head of Pupil and Parent Support

Activity 4 Ensuring full curricular entitlement for excluded pupils

Activity Leader Strategy Manager (Development, Quality & Finance)

Purpose of Activity

- Ensure that all pupils who are excluded either for fixed term (15 days or over) or permanently have access to a broad and balanced curriculum leading to either reintegration to school or appropriate qualifications

Context for 2004-05

- Government target for LEAs to provide full-time provision for permanently excluded pupils
- LEA has to provide education for those excluded over 15 days
- September 2003 PRU registered

Intended impact for pupils

- All excluded pupils able to fulfil their potential

Target group

- Excluded pupils

Action	By	Start/Complete terms			Success criteria	Resources
		Su	A	Sp		
1. Develop accredited courses for all pupils excluded from school	Manager of the Learning Support Service		C	S	All those who are able access accredited courses	
2. Establish dual roll processes between schools and the Learning Support Service	Pupil and Parent Support		C	S	Dual roll process in place	
3. Evaluate and implement in the curriculum the outcomes of an arts project providing workshops for excluded pupils encompassing a variety of creative activities	Manager of the Learning Support Service	S	C		Arts programme part of the curriculum offered by the Learning Support Service	

Action	By	Start/Complete terms			Success criteria	Resources
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4. Further develop curriculum links between Poole schools and the Learning Support Service developed (e.g. support for developing and delivering science curriculum)	Pupil and Parent Support		C	S	Excluded pupils access school facilities for specified areas of the curriculum	
5. Undertake audit of alternative providers for packages for excluded pupils and implement improved provision	Manager of the Learning Support Service		C	S	SLAs with alternative providers in place	
6. Ensure schools are aware of provision for excluded pupils in Poole	Manager of the Learning Support Service	S	C		Brochure for the Learning Support Service distributed to all schools	
7. Secure partnership working between schools and the Learning Support Service and other Service Units to enable successful reintegration where possible	Pupil and Parent Support		C	S	Pupils who are able re-integrate successfully back into school	
8. Implement an ICT plan to provide excluded pupils with wider curriculum access	Pupil and Parent Support		C	S	Excluded pupils access ICT facilities	

Monitoring**Who and how**

- Learning Support Service Strategy Group – termly
- Termly statistics regarding provision for excluded pupils monitored by Head of Pupil and Parent Support Services

Evaluation**Who and how**

- Report to Learning Development Group termly

Links to

- Health Improvement Plan
- Quality Protects
- Behaviour Support Plan
- Priority 2
- Priority 4