

EXECUTIVE MEMBER REPORT TO COUNCIL 7 September 2016

New Inspection Framework – Local Accountability Special Education Needs and or Disability (SEND)

1. Set out in the SEND Code of Practice 2014 is the vision of children and young people with SEND achieving well in their early years, at school, in college; finding employment; leading happy and fulfilled lives; and having choice and control over their support. Achieving good outcomes for children and young people with SEND is integral to the Department for Education's (DfE) wider aim of a highly educated society in which opportunity is equal for children and young people, no matter what their background or family circumstances. It is also integral to the Department of Health's wider aim to help people live better for longer – by leading, shaping and funding health and care in England, making sure people have the support, care and treatment they need, with the compassion, respect and dignity they deserve.
2. The majority of statutory duties in relation to SEND rest at a local area level, predominantly with local authorities but now also with Clinical Commissioning Groups (CCGs). The Children and Families Act 2014 strengthens local authorities' key duties in respect of children and young people with SEND across the 0-25 age range, regardless of where they are educated. It places duties on health and education settings to use their best endeavours to meet the needs of children and young people with SEND; and requires local authorities and other listed bodies to have regard to the statutory guidance set out in the SEND Code of Practice: 0-25 years.
3. To ensure that Local Authorities and Local Areas are effective in fulfilling their new duties as described within the SEND Code of Practice, Ofsted and CQC have introduced a new Local Area inspection framework which started in May 2016. The Department for Education, Ofsted and CQC have shared that these new inspections should be regarded as development opportunities for Local Areas, as well as reassuring families on progress with implementation of the SEND reforms. The inspections may also provide evidence for local areas to receive appropriate external support and intervention.
4. To support and prepare for the local area inspection a number of briefing sessions have taken place. These sessions have been available to colleagues working in a range of services within the Local Authority, Education, Health and Care. Further training sessions will be delivered in September, October and November 2016. As many Executive Members as possible should attend the training sessions, in their role as Corporate Parents.

Community Learning Service

5. Middlesbrough Community Learning Service, supported by the Behaviour Partnership are opening an exciting, new and personalised alternative provision in September called 'Choosing Pathways'. The provision is targeted at young people aged 14 -16 who are at risk of exclusion from school.
6. The Pathways Programme is a very unique approach built upon the success of similar programmes delivered by the Community Learning Service to engage young people aged 16 plus. The programme consists of a maximum of three days out of school activity for a term or indeed a full year. A core aspect of the programme is 'Selfing' which is integral to the success of the whole programme and is mandatory for any referred pupils.
7. Day 1 – Selfing. The Selfing programme consists of motivation, behaviour, triggers values, goal setting and is based on the personal development behaviour and welfare framework. This aspect of the course is accredited through an Asdan certificate/diploma in personal development. It is delivered either as one day a term or intensively for the full three days. Participants on this programme learn to understand and manage their triggers, expectations and the primary outcome is a focus for their future.
8. Day 2 – Accredited Vocational Pathways. This part of the programme is based on pupils testing out a number of vocational pathways such as construction, hair and beauty, hospitality, retail, uniformed services, land based provision, health and social care, ICT etc. Pupils will be introduced to their area of interest through short Asdan accredited taster courses. If the pupil remains interested in this vocational area the accredited pathway is upgraded to a Progress 8 qualification, otherwise the pupil will be given the opportunity to try another taster course.
9. Day 3 – Vocational placements. This is a real work experience placement for a pupil who has completed the Selfing and has an understanding of what they want to try. The vocational placements are linked to the same vocational pathways from day 2 of the programme. All vocational placements are rigorously managed for health and safety and safeguarding and are contract managed through SLAs and performance meetings.
10. The programme will operate with the express outcome of reintegrating pupils back into the school environment on a full time basis

Pupil Outcomes

11. Primary schools received their unvalidated data at the beginning of July. Children were tested against the new National Curriculum standards which have seen an increase in the requirements for children to meet age related expectations. Some schools have requested a number of papers to be re-marked and some schools will make disapplications for children who were included in the tests but who have not been in the UK for more than 2 years, both of which will affect the final attainment levels to be published in December (validated data).

12. In the meantime the School Effectiveness strategy will be employed to support schools where results are low and to ensure that school to school support is used to best effect. Progress measures for schools will be released in the coming weeks and will be explored in a further report to the Executive in October.
13. Secondary schools have received their GCSE results and A level results over the summer. They are also in the process of analysing the scores against a new system of attainment outcomes.
14. Attainment 8 and Progress 8 measures will be used to give a more rounded picture of pupil outcomes. The October report will give provide information on the outcomes for all of Middlesbrough schools.

Councillor Janice Brunton
Executive Member for Education & Skills