



CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

*Immediately Following Scrutiny Committee on
THURSDAY, 3 DECEMBER 2015*

COMMITTEE ROOMS 1/2, PORT TALBOT CIVIC CENTRE

PART 1

1. To agree the Chairman for this Meeting
2. To receive any declarations of interests from Members
3. To receive the Minutes of the previous Children, Young People and Education Cabinet Board held on 22nd October 2015 (*Pages 5 - 8*)
4. To receive the Forward Work Programme 2014/15 (*Pages 9 - 12*)

To receive the Report of the Head of Business Strategy

5. Performance Indicator Data - Quarter 2 Including the Key Priorities Indicators (*Pages 13 - 38*)

To receive the Report of the Head of Participation

6. Education Performance Indicator Data - Quarter 2 (*Pages 39 - 50*)
7. All Composite Data on Pupil Performance 14 - 15 (Annual Report) (*Pages 51 - 62*)

To receive the reports of the Head of Transformation

8. Schools Admissions Policy 17/18 Permission to Consult
(Pages 63 - 78)
9. Re-organisation and Inclusion of the provision of pupils who receive their education otherwise than at school (Pages 79 - 144)

To receive the Report of the Director of Social Services, Health and Housing

10. Estyn Inspection of Hillside Secure Centre (Pages 145 - 156)
11. Any urgent items (whether public or exempt) at the discretion of the Chairman pursuant to Statutory Instrument 2001 No 2290 (as amended)
12. Access to Meetings - to resolve to exclude the public for the following items pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No. 2290 and the relevant exempt paragraphs of Part 4 of Schedule 12A to the Local Government Act 1972.

PART 2

To receive the Private Reports of the Director of Social Services, Health and Housing

13. Hillside Managers Report Exempt Under Paragraph 13
(Pages 157 - 170)
14. Hillside (The Children's Home (Wales) Exempt Under Paragraph 13
(Pages 171 - 202)
15. Children and Young People Services Supported Accommodation Needs Update Exempt Under Paragraph 14 (Pages 203 - 212)

S.Phillips
Chief Executive

Civic Centre
Port Talbot

Thursday 26th November 2015

Cabinet Board Members:

Councillors: P.A.Rees and P.D.Richards

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise the committee Section.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process).*

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EXECUTIVE DECISION RECORD

CABINET BOARD - 22 OCTOBER, 2015

CHILDREN, YOUNG PEOPLE AND EDUCATION

Cabinet Board Members:

Councillors: P.D.Richards (Chairperson) and A.J.Taylor

Officer in Attendance:

Mrs.J.Woodman-Ralph

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Cllr. P.D.Richards be appointed Chairperson for the meeting.

2. **MINUTES OF THE PREVIOUS CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD HELD ON THE 24 SEPTEMBER, 2015**

Decision:

Noted by the Committee.

3. **FORWARD WORK PROGRAMME 2014/15**

Decision:

Noted by the Committee

4. **WESTERN BAY YOUTH JUSTICE AND EARLY INTERVENTION SERVICE QUARTER 1 DATA REPORT**

Decision:

That the report be noted.

5. **WORKFORCE DATA UPDATE CHILDREN'S SERVICES**

Decision:

That the report be noted.

6. **INTRODUCTION OF A SINGLE POINT OF CONTACT IN CHILDREN AND YOUNG PEOPLE SERVICES**

Decision:

That the report be noted.

7. **REORGANISATION OF THE PROVISION OF PUPILS WHO RECEIVE THEIR EDUCATION OTHERWISE THAN AT SCHOOL**

Decision:

That the report be noted.

8. **ACCESS TO MEETINGS**

Decision:

That pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No. 2290, the public be excluded for the following item of business which involved the likely disclosure of exempt information as defined in Paragraph 14 of Part 4 of Schedule 12A to the Local Government Act 1972.

9. **FAMILY SUPPORT SERVICES - VOLUNTARY FAMILY SUPPORT**

Decisions:

1. That approval be granted for a partnership agreement with Neath Port Talbot Council for Voluntary Services to deliver enhanced services within the area of Voluntary Family Support;
2. That Rule 2 of the Council's Contracts Procedure Rules relating to the invitation of tenders be suspended in respect of the provision of Voluntary Family Support Services;

3. That Neath Port Talbot Council for Voluntary Services be commissioned to undertake these works based at the rate of £70,000.00;
4. That the Head of Children and Young People Services be granted delegated authority to enter into this agreement.

Reason for Decisions:

To enable the Council to enter into a partnership agreement with Neath Port Talbot Council for Voluntary Services to continue to deliver Voluntary Family Support Services.

Implementation of Decisions:

The decision will be implemented after the three day call-in period.

CHAIRPERSON

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2015/2016 FORWARD WORK PLAN (DRAFT)

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

Meeting Date and Time	Agenda Items	Type (Decision, Monitoring or Information)	Rotation (Topical, Annual, Biannual, Quarterly, Monthly)	Contact Officer/Head of Service
14th Jan 16	Children’s			
	Looked After Children’s Strategy Update Report	Monitoring	Annual	Andrew Jarrett
	Strategy to Recruit and Retain Foster Carers	Decision	Topical	Andrew Jarrett
	6 Monthly - Update Report on the Action Plan in regard to the recommendations from CSSIW Inspection Report	Monitoring	6 Monthly	Andrew Jarrett/Harriet Hardy
	CYPS Monthly Key Priority Indicators	Monitoring	Monthly	Angela Thomas
	Young Carers Strategy	Decision	Topical	Andrew Jarrett/Eileen Flynn
	Education			
	School Standards Summary Monitoring Report	Monitoring	6 Monthly	Chris Millis/Stacy Sullivan
	Data and commentary on local categorisation (ERW)	Monitoring	Topical	Helen Morgan-Rees
	Verified data on performance and categorisation (ERW)	Monitoring	Topical	Helen Morgan-Rees
	Progress against Business Plan priorities (ERW)	Monitoring	Topical	Helen Morgan-Rees
	Challenge Adviser Capacity (ERW)	Monitoring	Topical	Helen Morgan-Rees
	Attendance Report for Sept, Oct, Nov.	Monitoring	Quarterly	Andrew Thomas

Children, Young People and Education Cabinet Board – Forward Work Programme (DRAFT)

Meeting Date and Time	Agenda Items	Type (Decision, Monitoring or Information)	Rotation (Topical, Annual, Biannual, Quarterly, Monthly)	Contact Officer/Head of Service
11th Feb 16	Children’s			
	Children’s Services Staff Survey	Information	Annual	Karen Jones
	Changes to the Social Services and Wellbeing Act and introducing “When I am ready scheme”	Decision	Topical	Andrew Jarrett
	Local Safeguarding Annual Report	Monitoring	Annual	Nick Jarman
	CYPS Monthly Key Priority Indicators	Monitoring	Monthly	Angela Thomas
	Western Bay Youth Offending Board Data Report (Quarter 2)	Monitoring	Quarterly	Caroline Dyer
	Petty Cash Procedures within Children’s Services	Information	Topical	Angela Thomas
	Education			
	Childcare Facilities within Schools	Decision	Annual	Nicola Hire/C.Millis
	WESP – Update on the response from W.Gov.	Information	Topical	C.Millis
	Schools Admissions Policy 17/18 – Results of Consultation	Decision	Annual	Helen Lewis
	Music Review – Update Report	Information	Topical	Wayne Pedrick/CM

Children, Young People and Education Cabinet Board – Forward Work Programme (DRAFT)

Meeting Date and Time	Agenda Items	Type (Decision, Monitoring or Information)	Rotation (Topical, Annual, Biannual, Quarterly, Monthly)	Contact Officer/Head of Service
10th March 16	Children's			
	P.I.Data – Quarter 3 Including Monthly Key Priority Indicators	Monitoring	Quarterly	David Harding/AJT
	Hillside Secure Centre Placement Fees 16/17	Information	Annual	Nick Jarman
	6 monthly Complaints Monitoring Report	Monitoring	6 monthly	Angela Thomas
	Education			
	P.I. Data - Quarter 3	Monitoring	Quarterly	Carl Glover/CM
	6 Monthly School Standard Monitoring Progress Report	Monitoring	6 Monthly	Helen Morgan-Rees/Chris Millis
	Welsh in Education Strategic Plan 2016 (next 3 year plan)	Decision required to Commend to Council for Approval	3 yearly	Chris Millis/ Mike Daley
	Inclusion Business Plans 16/17 (to include an overview of the 14/15)	Decision	Annual	Andrew Thomas

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

REPORT OF THE HEAD OF BUSINESS STRATEGY AND PUBLIC PROTECTION – A. THOMAS

3 December 2015

SECTION C – MATTER FOR MONITORING

WARD(S) AFFECTED: ALL

Report Title

1. Children and Young People Services 2nd Quarter (2015-16) Performance Report

Purpose of Report

2. The purpose of the attached documentation is to advise Members of Performance Management Information within Children's Services, for the 2nd Quarter Period (April 2015 – September 2015), the monthly Key Priority Indicator Information and Complaints Data (April 2015 – September 2015).

Executive Summary

3. Performance during the 2nd Quarter 2015-16 has remained consistent or improved in 8 out of the 10 comparable indicators, when compared to the same period 2014-15 - **see Section 1 for details.**

Background

4. Following agreement by Members at CYPE on 30th July 2015, the Quarterly Performance Monitoring Report has been revised, enabling Members to monitor and challenge more specific areas of performance within CYPS. The report also takes into account a change in reporting obligations to Welsh Government in terms of the statutory performance indicators.

Financial Impact

5. Not applicable.

Equality Impact Assessment

6. None Required

Workforce Impacts

7. Not applicable

Legal Impacts

8. This progress report is prepared under:

i) Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

ii) Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management

9. Not applicable

Consultation

10. No requirement to consult

Recommendations

11. Members monitor performance contained within this report

Reasons for Proposed Decision

12. Matter for monitoring. No decision required

Implementation of Decision

13. Not Applicable

List of Appendices

14.

Section 1 - Performance Management Information within Children's Services for 2nd Quarter (April 2015 – September 2015).

Section 2 – Monthly Key Priority Performance Indicator Information (position as at 31st October 2015)

Section 3 – Complaints and Compliments Data (April 2015 – September 2015)

List of Background Papers

15. None

Officer Contact

16. David Harding - Performance Management Team
Telephone: 01639 685942
Email: d.harding@npt.gov.uk

Section 1: Quarterly Performance Management Data and Performance key

2015-2016 – Quarter 2 Performance (1st April 2015 – 30th September 2015)

Note: The following references are included in the table. Explanations for these are as follows:

(NSI) National Strategic Indicators (NSIs) - are used to measure the performance of local authorities at a national level and focus on key strategic priorities. Local authorities are under a legal duty to collect & report on these measures.

(PAM) Public Accountability Measures - consist of a small set of “outcome focussed” indicators, selected initially from within the existing Performance Measurement Framework. They will reflect those aspects of local authority work which local authorities agree are considered to be important in terms of public accountability. For example, recycling, educational attainment, sustainable development, etc. This information is required and reported nationally, validated, and published annually.

(SID) Service Improvement Data - can be used by local authority services and their regulators as they plan, deliver and improve services.

All Wales The data shown in this column is the figure calculated using the base data supplied by all authorities for 2013/2014 i.e. an overall performance indicator value for Wales.

(L) Local Performance Indicator set by the Council.

	Performance Key
😊	Maximum Performance
↑	Performance has improved
↔	Performance has been maintained
v	Performance is within 5% of previous years' performance
↓	Performance has declined by 5% or more on previous years' performance
—	No comparable data (data not suitable for comparison / no data available for comparison)
	No All Wales data available for comparison.

Social Care – Children’s Services

No	PI Reference	PI Description	2013/14 Actual	2014/15 Actual	All Wales 2014/15	Quarter 2 2014/15	Quarter 2 2015/16	Direction of Improvement
1	SCC/002 (NSI)	The percentage of children looked after at 31 March who has experienced one or more change of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March.	15.7%	10.7%	13.5%	Reported Annually		–
2	SCC/004 (NSI/PAM)	The percentage of children looked after on 31 March who has had three or more placements during the year.	6.4%	7.1%	9.0%	Reported Annually		–
3	SCC/010 (SID)	The percentage of referrals that are re-referrals within 12 months.	22.1%	14.4%		13.9%	17.4%	V
4	SCC/011b (NSI)	The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker.	38.7%	47.1%	44.8%	41.3%	59.8%	↑
5	SCC/022a (SID)	The percentage attendance of looked after pupils whilst in care in primary schools.	93.1%	94.2%		Reported Annually		–
6	SCC/022b (SID)	The percentage attendance of looked after pupils whilst in care in secondary schools.	89.7%	85.4%		Reported Annually		–
7	SCC/024 (SID)	The percentage of children looked after during the year with a Personal Education Plan within 20 school days of entering care or joining a new school in the year ending 31 March.	85.7%	77.1%		74.1%	76.2%	↑

No	PI Reference	PI Description	2013/14 Actual	2014/15 Actual	All Wales 2014/15	Quarter 2 2014/15	Quarter 2 2015/16	Direction of Improvement
8	SCC/025 (PAM)	The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations.	86.9%	91.9%	87.7%	92.7%	92.0%	V
9	SCC/030a (SID from 2014-15)	The percentage of young carers known to Social Services who were assessed.	100.0%	100.0%		100.0%	100.0%	😊
10	SCC/030b (SID)	The percentage of young carers known to Social Services who were provided with a service.	64.7%	100.0%		66.7%	100.0%	😊
Page 19	SCC/033d (NSI)	The percentage of young people formerly looked after with who the authority is in contact at the age of 19.	95.7%	95.2%	93.3%	Reported Annually		—
12	SCC/033e (NSI)	The percentage of young people formerly looked after with who the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19.	100.0%	90.0%	93.1%	Reported Annually		—
13	SCC/033f (NSI)	The percentage of young people formerly looked after with who the authority is in contact, who are known to be engaged in education, training or employment at the age of 19.	63.6%	40.0%	59.5%	Reported Annually		—
14	SCC/034 (SID)	The percentage of child protection reviews carried out within statutory timescales during the year.	97.5%	98.5%	98.1%	98.3%	99.4%	↑
15	SCC/035 (SID)	The percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment.	42.1%	57.1%		Reported Annually		—

No	PI Reference	PI Description	2013/14 Actual	2014/15 Actual	All Wales 2014/15	Quarter 2 2014/15	Quarter 2 2015/16	Direction of Improvement
16	SCC/036 (SID)	The percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment.	55.6%	57.1%		Reported Annually		—
17	SCC/037 (NSI)	The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting.	335.0	296.0	276	Reported Annually		—
18	SCC/40 (SID)	The percentage of placements started during the year where the child is registered with a provider of general medical services within 10 working days of the start of the placement.	93%	97.2%		95.9%	98.6%	↑
19	SCC/041a (NSI)	The percentage of eligible, relevant and former relevant children that have pathway plans as required.	69.8%	83.9%	91.2%	78.9%	85.7%	↑
20	SCC/044b (SID)	The average number of days spent out of school on fixed term exclusions for children looked after who were excluded during the previous academic year.	4.0	5.3	6.8	Reported Annually		—
21	SCC/045 (PAM)	The percentage of reviews of looked after children, children on the child protection register and children in need carried out in line with the statutory timetable.	82.2%	88.65	88.9%	89.3%	90.8%	↑

Key Priority Performance Indicators – October 2015

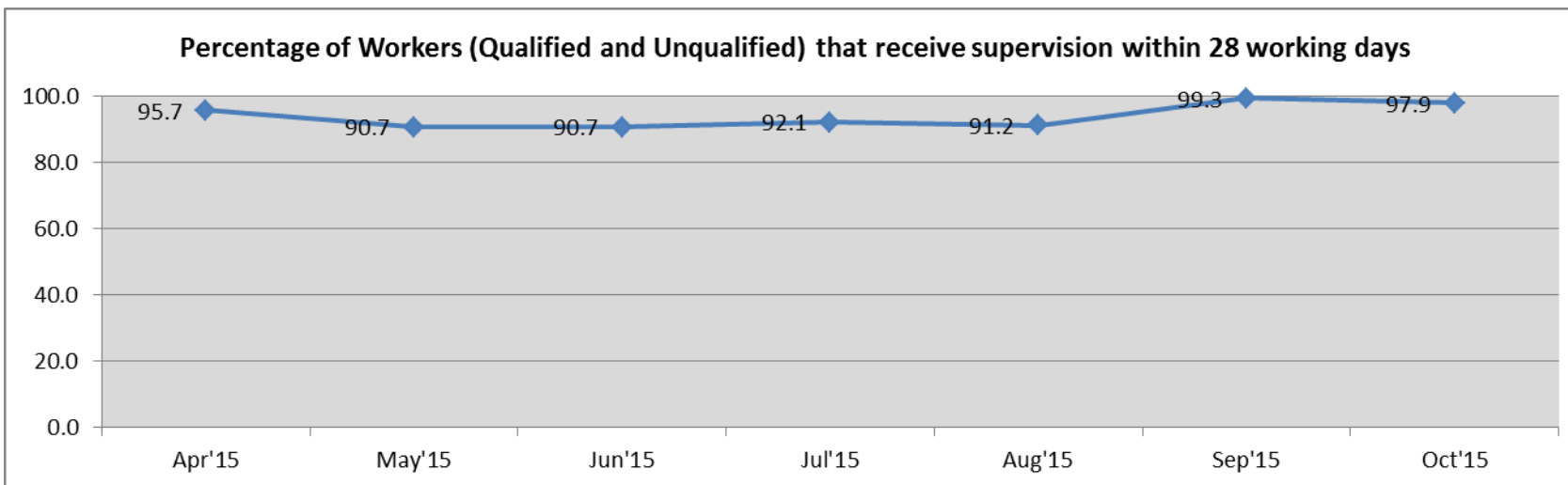
- **Priority Indicator 1 – Average Number of Cases held by Qualified Workers across the Service**

As at 31st October 2015	Caseload Information - Qualified Workers, including Deputy Team Managers					
Team	Available Hours	FTE Equivalent	Team Caseload	Highest Worker Caseload	Lowest Worker Caseload	Average Caseload per Worker
Cwrt Sart	407.0	11	157	20	10	14.3
Disability Team	415.5	11.2	181	20	8	16.1
LAC Team	411.5	11.1	185	23	11	16.6
Llangatwg	518.0	14.0	201	21	7	14.4
Sandfields	319.0	8.6	124	21	10	14.4
Route 16	260.0	7.0	56	11	2	8.0
Dyffryn	358.0	9.7	122	16	5	12.6
Intake	378.0	10.2	86	13	1	8.4
Average Caseload - CYPS	3,067.00	82.9	1,112	18.1	6.8	13.4

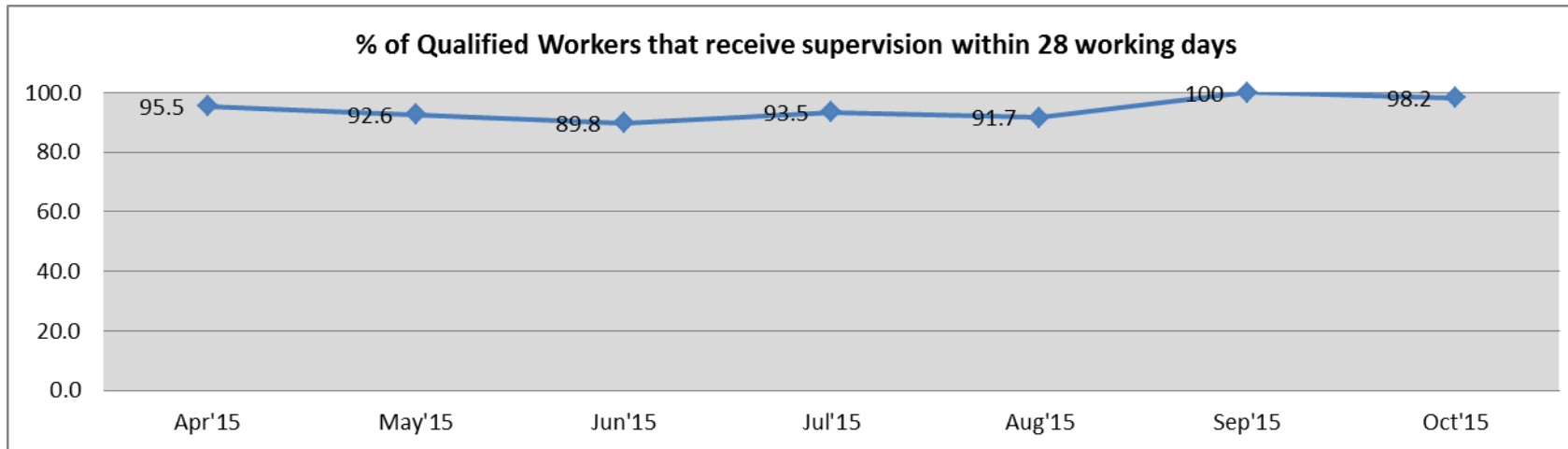
Please Note:

1. These figures include cases held by Deputy Team Managers and Part-Time Workers.
2. The '*Available Hours*' do not account for staff absences e.g. Sickness, Maternity, Placement, unless cover has been provided.

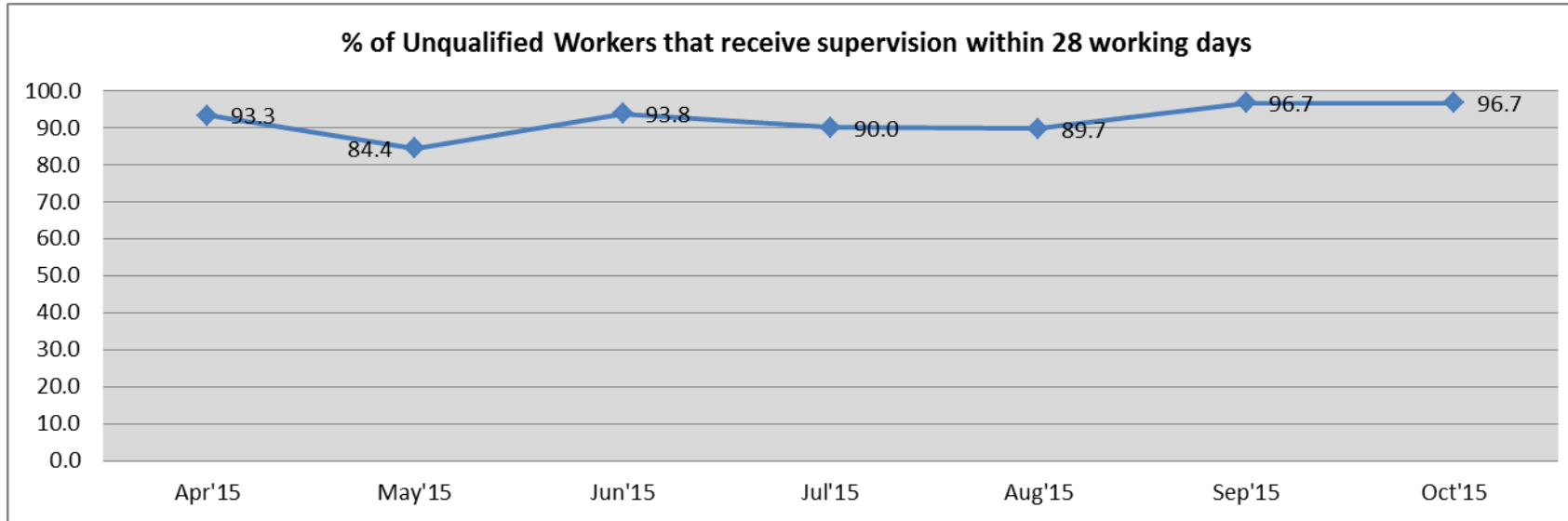
- **Priority Indicator 2 – Staff Supervision Rates**



	Apr 2015	May 2015	June 2015	July 2015	Aug 2015	Sep 2015	Oct 2015					
Performance Indicator/Measure	Actual	Actual	Actual	Actual	Actual	Actual	Actual					
The percentage of Qualified and Unqualified Workers that receive Supervision within 28 working days	95.7	90.7	90.7	92.1	91.2	99.3	97.9					
Number of supervisions	140	140	140	139	137	141	140					
Of Which, were undertaken in 28 working days	133	127	127	128	125	140	137					

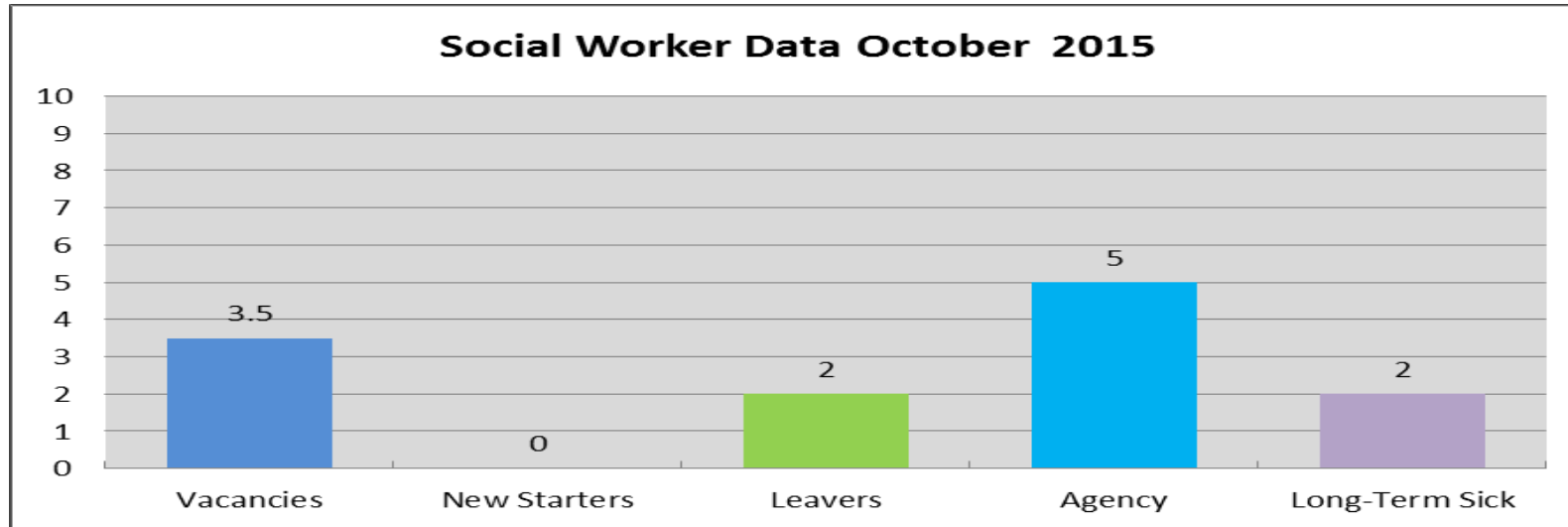


	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015			
Performance Indicator/Measure	Actual	Actual	Actual	Actual	Actual	Actual	Actual			
The percentage of Qualified Workers that receive Supervision within 28 working days	95.5	92.6	89.8	93.5	91.7	100.0	98.2			
Number of Supervisions	110	108	108	108	108	111	110			
Of Which, were undertaken in 28 working days	105	100	97	101	99	111	108			



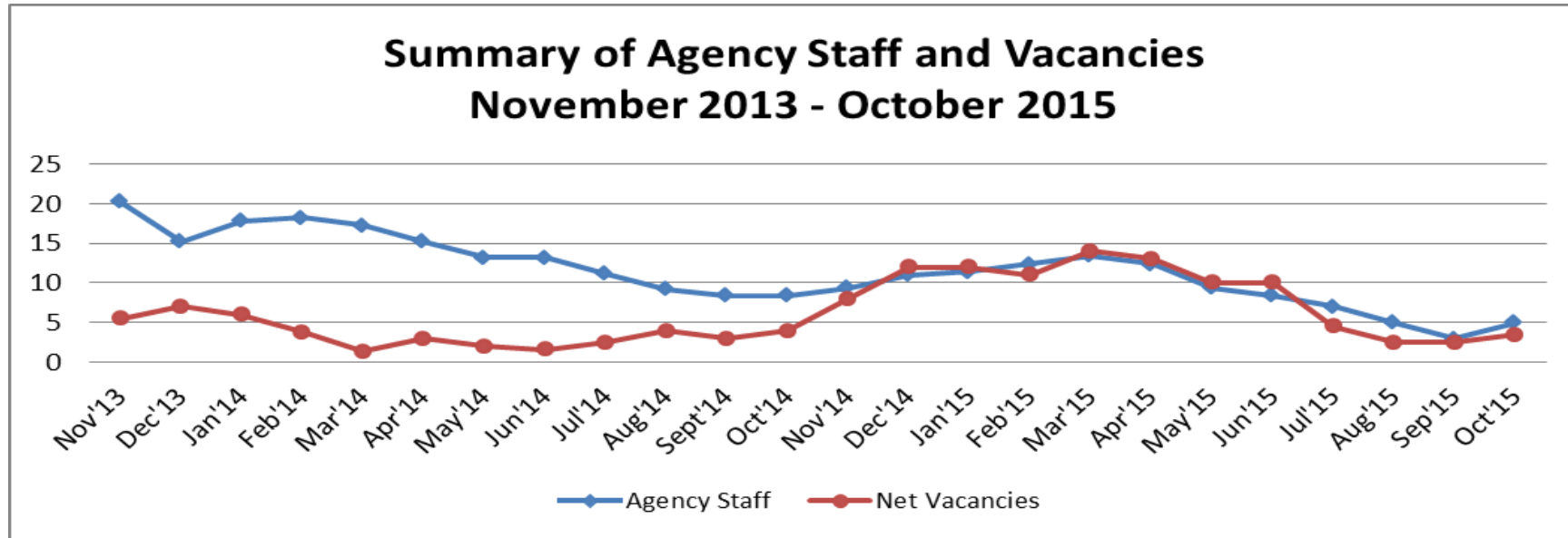
	Apr 2015	May 2015	June 2015	July 2015	Aug 2015	Sep 2015	Oct 2015			
Performance Indicator/Measure	Actual	Actual	Actual	Actual	Actual	Actual	Actual			
The percentage of Unqualified Workers that receive Supervision within 28 working days	93.3	84.4	93.8	90.0	89.7	96.7	96.7			
Number of supervisions	30	32	32	30	29	30	30			
Of Which, were undertaken in 28 working days	28	27	30	27	26	29	29			

- **Priority Indicator 3 – The Number of Social Worker Vacancies across the Service (including number of starters/leavers/agency staff/sickness)**

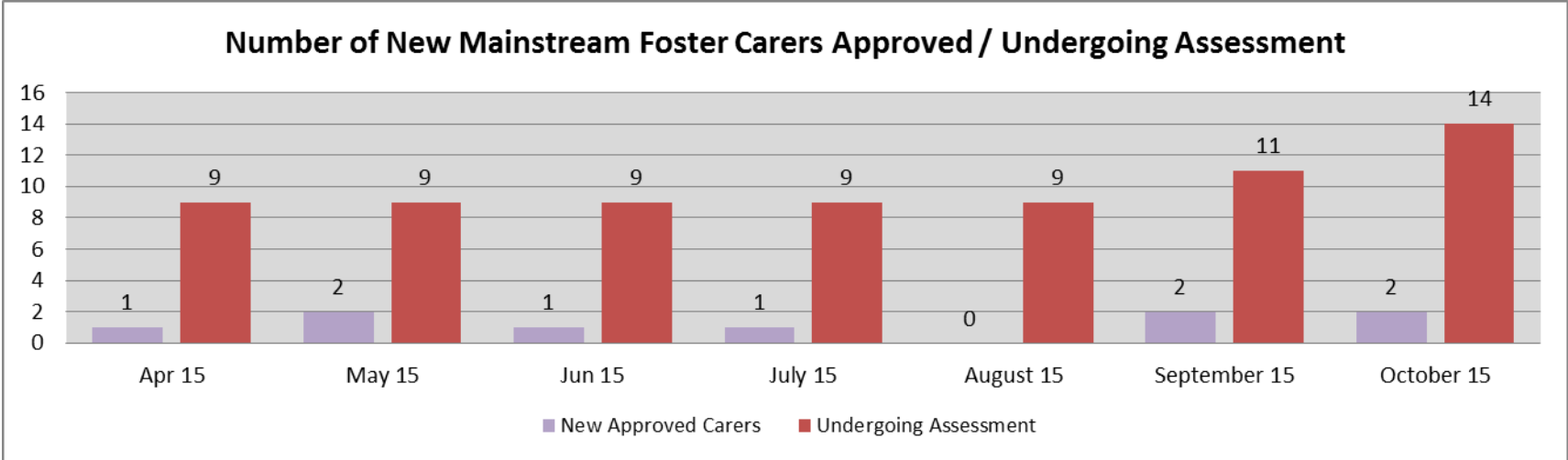
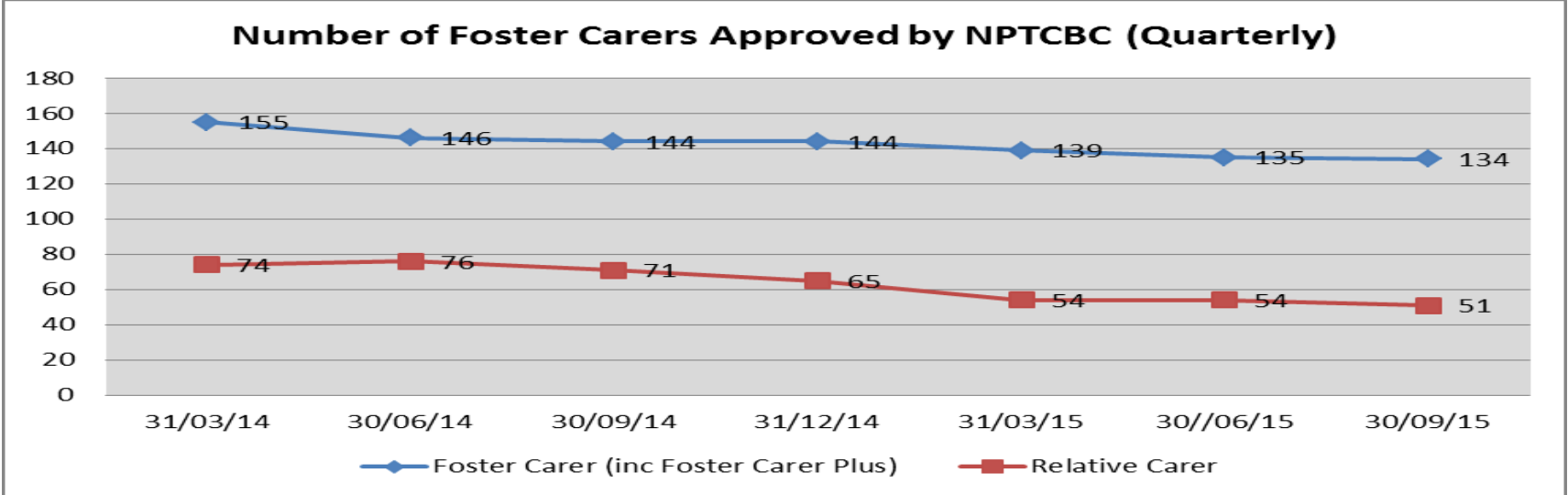


	Deputy Manager	Social Worker	Peripatetic Social Worker	IRO	Consultant Social Worker	Total
Vacancies	1	2.5	0	0	0	3.5
New Starters	0		0	0	0	0
Leavers	0	2	0	0	0	2
Agency	0	5	0	0	0	5
Long-Term Sick	0	2	0	0	0	2

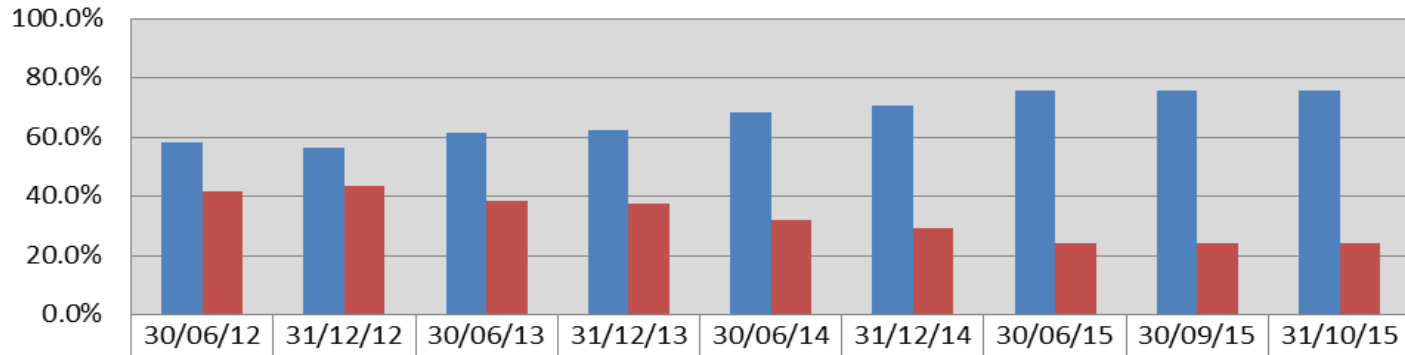
Agency: - 3 x Llangatwg CCT – covering employees on rehabilitation periods / providing experience
 1 x LAC – reducing LAC numbers
 1 x Sandfields – covering a vacancy (agency worker will be converting to permanent post in November)



Priority Indicator 4 – Number of Foster Carers Approved by NPTCBC



Percentage of Children 0 - 10 yrs of Age by Foster Carer Type

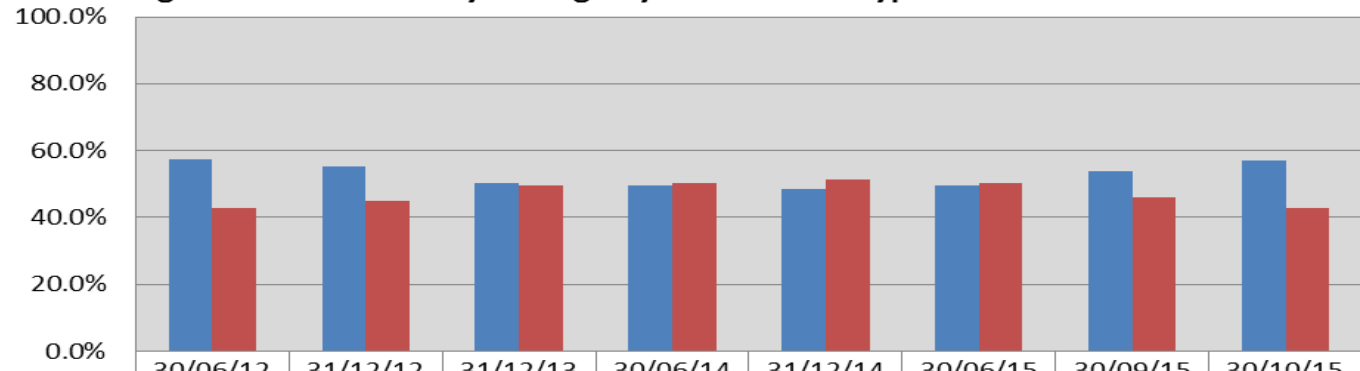


In-House Foster Carers (0-10yrs)	58.1%	56.3%	61.6%	62.5%	68.2%	70.9%	75.9%	75.9%	75.6%
Independent Carers (0-10yrs)	41.9%	43.7%	38.4%	37.5%	31.8%	29.1%	24.1%	24.1%	24.4%

Current average cost of an internal placement is £17,408

Current average cost of an external placement is £41,845

Percentage of Children 11-17yrs of age by Foster Carer Type

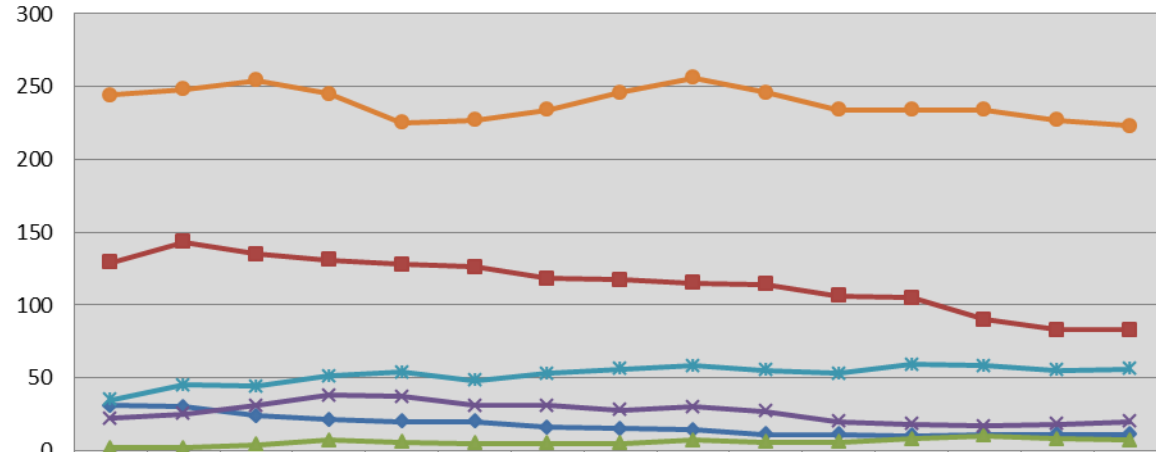


In-House Foster Carers (11-17yrs)	57.3%	55.1%	50.4%	49.6%	48.5%	49.6%	53.9%	57.1%
Independent Carers (11-17yrs)	42.7%	44.9%	49.6%	50.4%	51.5%	50.4%	46.1%	42.9%

- Priority Indicator 5 – The Number of Looked After Children (LAC) by Placement Type

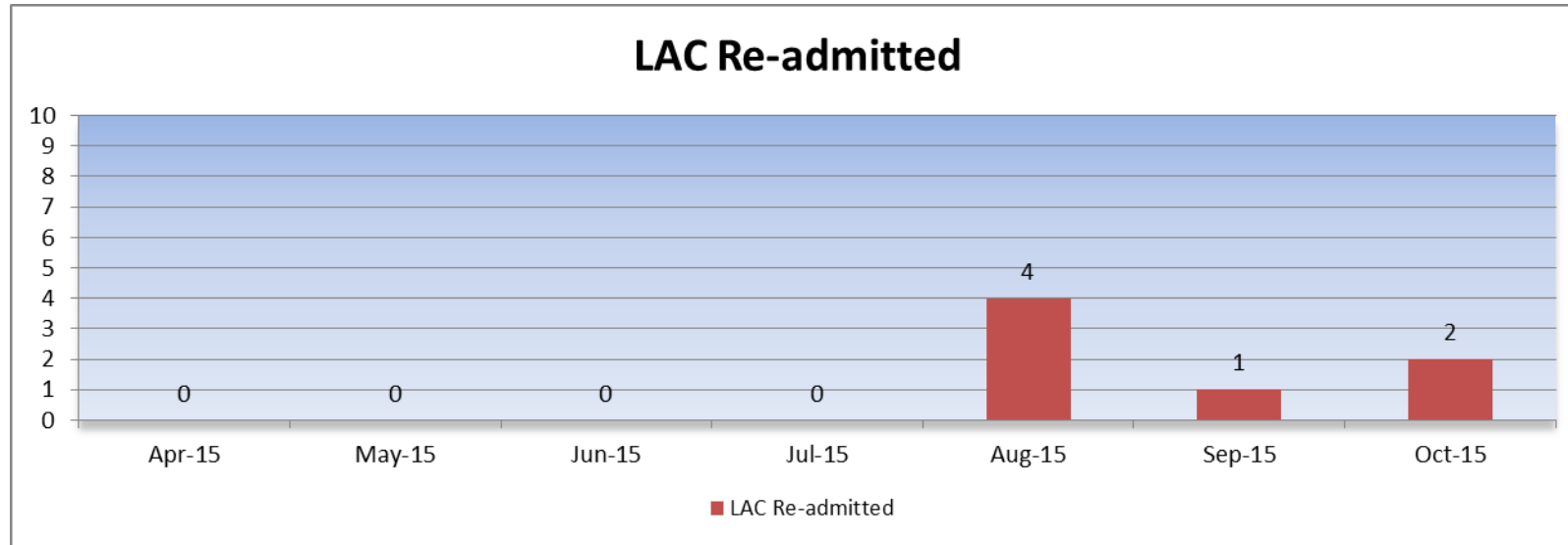
Number of LAC – as at 31st October 2015 = 400

Looked after Children by Placement Type (excluding Respite)



Placement Type	30/06/12	30/09/12	31/12/12	31/03/13	30/06/13	30/09/13	30/12/13	31/03/14	30/06/14	30/09/14	31/12/14	31/03/15	30/06/15	30/09/15	31/10/15
Residential/ Educational/Secure/Other	31	30	24	21	20	20	16	15	14	11	11	10	11	11	11
Independent Fostering	129	143	135	131	128	126	118	117	115	114	106	105	90	83	83
Independent Living	2	2	4	7	6	5	5	5	7	6	6	8	10	8	7
Pre-Adoption	22	25	31	38	37	31	31	28	30	27	20	18	17	18	20
Placed with Parent	35	45	44	51	54	48	53	56	58	55	53	59	58	55	56
Internal Fostering	244	248	254	245	225	227	234	246	256	246	234	234	234	227	223

- **Priority Indicator 6 – The Number of Children who have been Discharged from Care and Subsequently Re-admitted within a 12 month period**



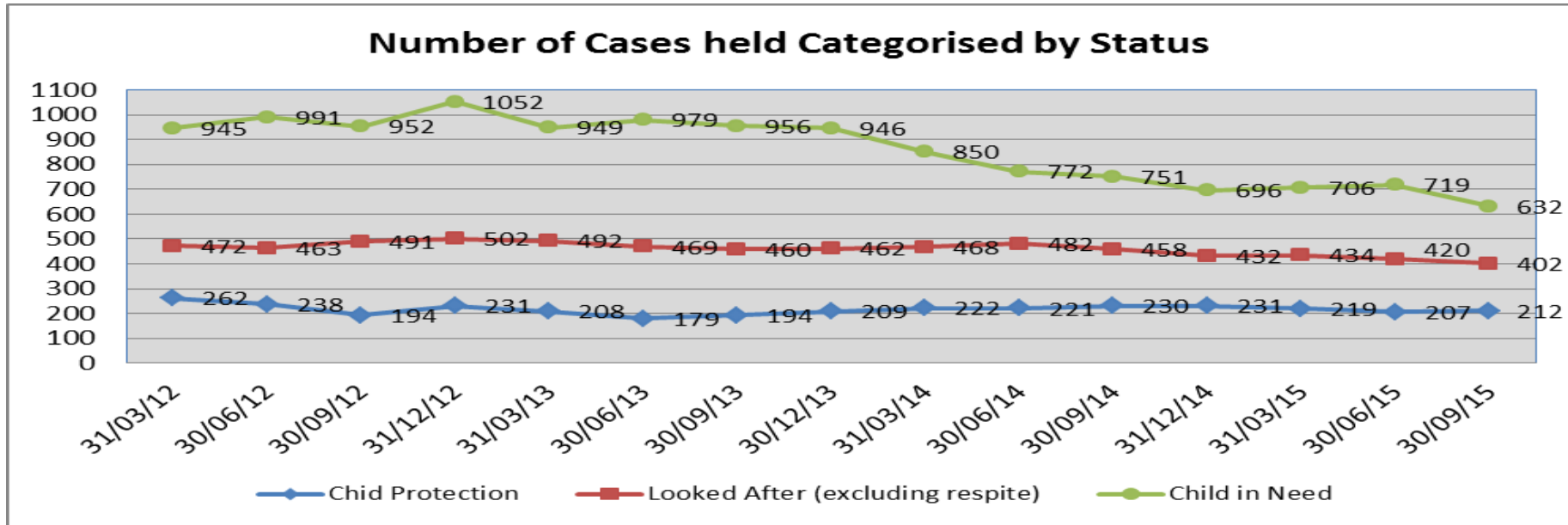
Date	Number Re-admitted
April 2015	0
May 2015	0
June 2015	0
July 2015	0
August 2015	4
September 2015	1
October 2015	2

Social Worker's Comment re: Children re-admitted into care within 12 months (October 2015): -

- 1) The young person was placed from foster care with family members on a short term basis only. The placement with family was only ever meant to be a bridge to alternative foster carers who could care for her on a longer term basis.

- 2) The young person left care to join the Navy, however, soon after he was medically discharged and returned into care.

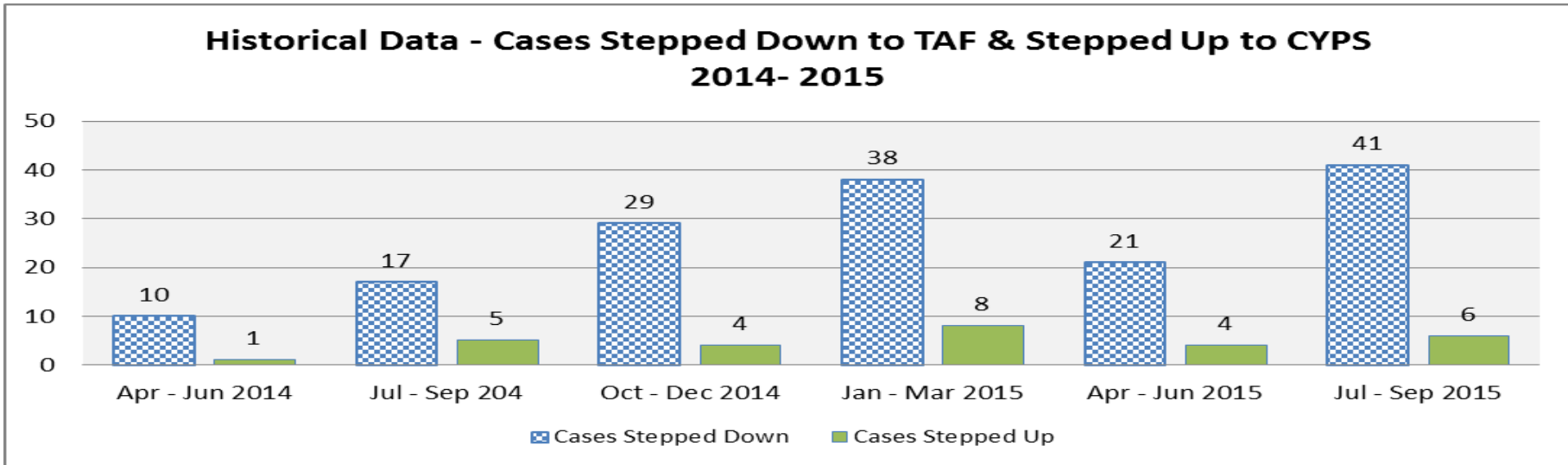
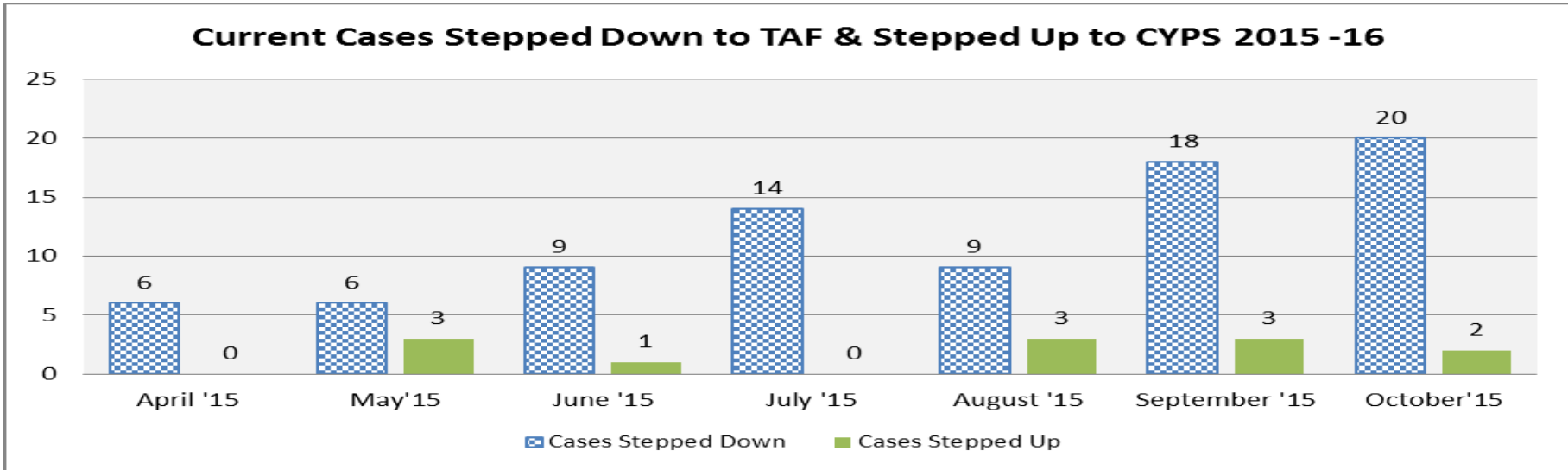
- **Priority Indicator 7 – The Number of cases held within the service categorised by status on a quarterly basis: – Child Protection, Looked After or Child in Need**



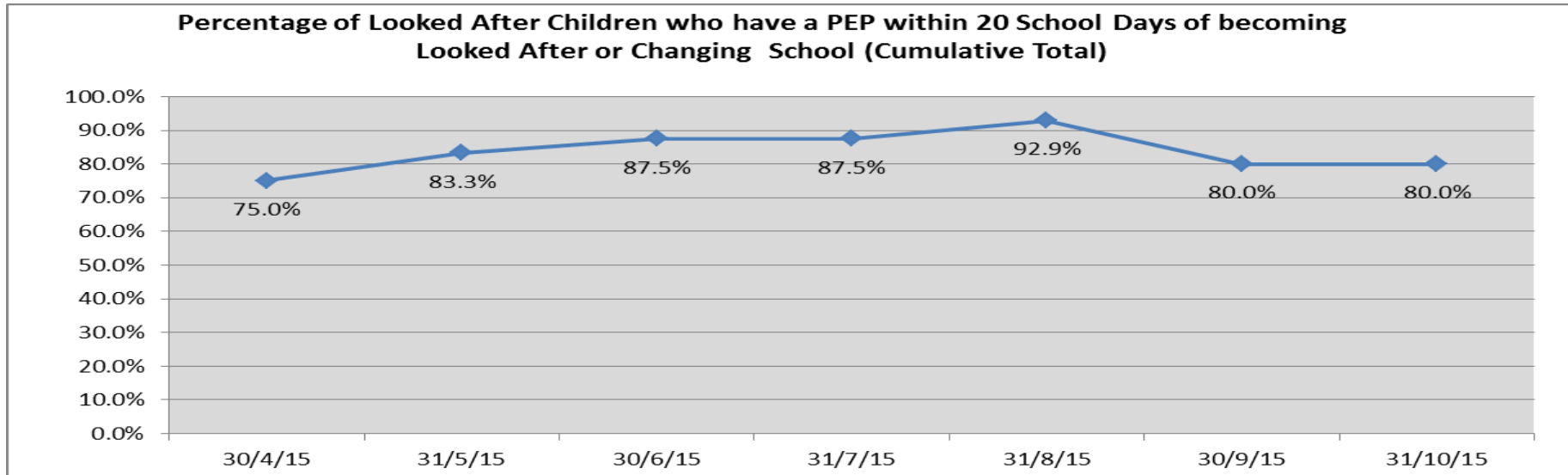
Position as at 31st October 2015:-

- Child in Need – 619
- Looked After – 400
- Child Protection – 19

- **Priority Indicator 8 – The Number of Cases ‘Stepped Up / Stepped Down’ between CYPS and Team around the Family (TAF)**



- **Priority Indicator 9 - The Percentage of Children Looked After during the year with a Personal Education Plan within 20 School Days of Entering Care or Joining a New School.**



Date	Number of Children Admitted into Care	Of those Children Admitted into Care, the number with a PEP within 20 School Days		Number of Children with a Change of School	Of those Children with a Change of School, the number with a PEP within 20 School Days	Total Number of Children with a PEP within 20 School Days
30/04/15	2	2		2	1	3 out of 4
31/05/15	1	1		1	1	2 out of 2
30/06/15	2	2		0	0	2 out of 2

31/07/15	0	0		0	0	n/a
31/08/15	6	6		0	0	6 out of 6
30/09/15	1	1		35	26	27 out of 36
31/10/15	0	0		0	0	0
Totals	12	12		38	28	40/50

Section 3: Compliments and Complaints – Social Services, Health & Housing (All Services)

2015-2016 – Quarter 2 (1st April 2015 – 30th September 2015) – Cumulative data

Page 35

	Performance Key
↑	Improvement : Reduction in Complaints/ Increase in Compliments
↔	No change in the number of Complaints/Compliments
v	Increase in Complaints but within 5%/ Reduction in Compliments but within 5% of previous year.
↓	Increase in Complaints by 5% or more/ Reduction in Compliments by 5% or more of previous year.

No	PI Description	Quarter 2 2014/15	Quarter 2 2015/16	Direction of Improvement
----	----------------	----------------------	----------------------	-----------------------------

1	<u>Total Complaints - Stage 1</u>	50	27	↑
	a - Complaints - Stage 1 upheld	5	3	
	b - Complaints - Stage 1 <u>not</u> upheld	25	20	
	c - Complaints - Stage 1 partially upheld	10	2	

Page 36 2	PI Description	Quarter 2 2014/15	Quarter 2 2015/16	Direction of Improvement
	<u>Total Complaints - Stage 2</u>	3	1	↑
	a - Complaints - Stage 2 upheld	1	0	
	b - Complaints - Stage 2 <u>not</u> upheld	2	0	
c - Complaints - Stage 2 partially upheld	0	1		
3	<u>Total - Ombudsman investigations</u>	0	0	↔
	a - Complaints - Ombudsman investigations upheld	0	0	

	b - Complaints - Ombudsman investigations <u>not</u> upheld	0	0	
4	Number of Compliments	7	5	↓
	<p>Narrative Stage 1 – there has been a significant decrease in the number of complaints received up to the 2nd quarter 2015/16 (when compared to 2014/15) from 50 to 27 (46%); this can be attributed to the continual service developments and improvements within Children’s Services. Members should note that of the 27 complaints, 15 were received from young people placed at Hillside Secure Unit. Members should also note, a new WG complaints policy was introduced in August 2014, which resulted in new procedures being introduced by the Directorate; this was accompanied by extensive training for front-line staff and managers.</p> <p>Stage 2 – these have also reduced from 3 to 1 up to the 2nd quarter; this can be attributed to a stronger emphasis on a speedier resolution at ‘local’ and ‘Stage 1’ levels.</p> <p>Compliments – the number of compliments has decreased; this can be attributed to a lack of reporting from services receiving praise and thanks. The complaints team will raise the profile for the need to report such incidences.</p>			

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

3RD DECEMBER 2015

REPORT OF THE HEAD OF PARTICIPATION

CHRIS MILLIS

Matter for Monitoring

Wards Affected: ALL

Quarterly Performance Management Data 2015-2016 – Quarter 2 Performance (1st April 2015– 30th September 2015)

Purpose of the Report

1. To report quarter 2 performance management data, complaints and compliments for the period 1st April 2015 to 30th September 2015 for Education, Leisure and Lifelong Learning Directorate. This will enable the CYPE Cabinet Board to discharge their functions in relation to performance management.

Executive Summary

2. Education results and assessments at KS4, KS3 and KS2. Attendance and Exclusion data over the Secondary and Primary Sectors. Data relating to the Statutory Assessment Process, the Youth Service and Childcare.

Background

3. Quarterly Data for members to compare results/outcomes.

Legal Impacts

This progress report is prepared under:

4. The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".
5. The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Recommendations

6. Members monitor performance contained within this report.

Reasons for Proposed Decision

7. Matter for monitoring. No decision required.

Appendices

8. Appendix 1 - Quarterly Performance Management Data 2015-2016
Appendix 2 - Compliments and Complaints 2015-2016

List of Background Papers

9. The Neath Port Talbot
[Corporate Improvement Plan - 2015/2018](#)
"Rising to the Challenge";
10. Monitoring Forms/spreadsheets
11. Welsh Government Statistical Releases

Officer Contact

12. Neal Place, Performance Management Officer.
E-mail n.place@npt.gov.uk. Tel. 01639 763619



Quarterly Performance Management Data 2015-2016 – Quarter 2 Performance (1st April 2015– 30th September 2015)

Report Contents:

Section 1: Key points.

Section 2: Quarterly Performance Management Data and performance key

Section 3: Compliments & Complaints Data

Section 1: Key points.

Education

Key Stage 4 results have seen an improvement with the level 2 threshold (including a GCSE grade A-C in English or Welsh first language and Mathematics) rising by over 3% and the average wider point score rising by approximately 8% compared to 2013/14. Key Stage 3 results have seen a significant improvement (Core Subject Indicator raised by 4.7%) compared to 2013/14 academic year. Schools in NPT have secured an improvement in pupil attendance in the secondary sectors for the fourth year running. There has been a fall in the number of pupils who were permanently excluded (from 11 pupils to 9 pupils) and a fall in the number of days lost to fixed exclusions (from 1860 days to 1457 days). There has been a rise in pupils taught in the medium of Welsh at Key Stage 3 (1.6 %) and a slight fall at Key Stage 2 (0.8%). The number of full day childcare places provided by the council has increased (386 places - due to reclassification) and due to additional work with schools and lunch clubs the number of young people in contact with the youth service has seen an increase (1.7%).

Section 2: Quarterly Performance Management Data and Performance key

2015-2016 – Quarter 2 Performance (1st April 2015 – 30th September 2015)

Note: The following references are included in the table. Explanations for these are as follows:









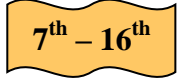
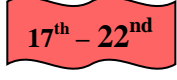
(NSI) National Strategic Indicators (NSIs) - are used to measure the performance of local authorities at a national level and focus on key strategic priorities. Local authorities are under a legal duty to collect & report on these measures.

(PAM) Public Accountability Measures - consist of a small set of “outcome focussed” indicators, selected initially from within the existing Performance Measurement Framework. They will reflect those aspects of local authority work which local authorities agree are considered to be important in terms of public accountability. For example, recycling, educational attainment, sustainable development, etc. This information is required and reported nationally, validated, and published annually.

(SID) Service Improvement Data - can be used by local authority services and their regulators as they plan, deliver and improve services.

All Wales - The data shown in this column is the figure calculated using the base data supplied by all authorities for 2014/2015 i.e. an overall performance indicator value for Wales.

(L) Local Performance Indicator set by the Council.

	Performance Key
	Maximum Performance
	Performance has improved
	Performance has been maintained
	Performance is within 5% of previous years performance
	Performance has declined by 5% or more on previous year's performance - Where performance has declined by 5% or more for the period in comparison to the previous year, an explanation is provided directly below the relevant performance indicator.
	No comparable data (data not suitable for comparison /no data available for comparison)
	No All Wales data available for comparison.
	2014/15 NPT performance in upper quartile (top six of 22 local authorities) in comparison with All Wales national published measures (NSI & PAM's). 9 of 42 comparable measures in upper quartile.
	2014/15 NPT performance in mid quartiles (7 th – 16 th) in comparison with All Wales national published measures (NSI & PAM's). 23 of 42 comparable measures in mid quartiles.
	2014/15 NPT performance in lower quartile (17 th – 22 nd) in comparison with All Wales national published measures (NSI & PAM's). 10 of 42 comparable measures in lower quartile.

2. Education – Schools

No	PI Reference	PI Description	NPT Actual 2013/14 (2012/13 academic year)	All Wales 2014/15 (2013/14 academic year)	Quarter 2 2014/15 (2013/14 full academic year)	Quarter 2 2015/16 (2014/15 full academic year)	Direction of Improvement
1	EDU/008a (SID)	The number of permanent exclusions during the academic year per 1,000 pupils from Primary Schools.	0.1 1 pupil		0.1 1 pupil	0 0 pupil	😊
2	EDU/004 (PAM)	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	73.1%	81.2% 22 nd	73.1% (1,096 of 1,500 pupils)	77.8% (1,160 of 1,491)	↑
Page 44	EDU/006ii (NSI)	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of: Key Stage 3.	10.3%	17.2% 14 th	10.0% (150 of 1,500 pupils)	11.6% (173 of 1,491)	↑
4	EDU/008b (SID)	The number of permanent exclusions during the academic year per 1,000 pupils from Secondary Schools.	1.0 8 pupils		1.3 10 pupils	1.2 9 pupils	↑
5	EDU/010a (SID)	The percentage of school days lost due to fixed-term exclusions during the academic year, in Primary Schools.	0.011% 186 days		0.016% 262 days	0.008% 203 days	↑
6	EDU/010b (SID)	The percentage of school days lost due to fixed-term exclusions during the academic year, in Secondary Schools.	0.107% 1,572 days		0.112% 1,598 days	0.085% 1,254 days	↑

2. Education –Schools - continued

No	PI Reference	PI Description	NPT Actual 2013/14 (2012/13 academic year)	All Wales 2014/15 (2013/14 academic year)	Quarter 2 2014/15 (2013/14 full academic year)	Quarter 2 2015/16 (2014/15 full academic year)	Direction of Improvement
7	EDU/011 (NSI/PAM)	The average wider point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority.	537	530 10 th	540	583 (p)	↑
8	EDU/016b (PAM)	The percentage of pupil attendance in Secondary Schools.	92.6%	93.6% 12 th	93.5% (2,182,564 of 2,333,737 sessions)	93.7% (2,148,160 of 2,293,388 sessions)	↑
9	EDU/017 (NSI/PAM)	The percentage of pupils aged 15 at the preceding 31 August in schools maintained by the local authority who achieved the level 2 threshold including a GCSE grade A-C in English or Welsh first language and Mathematics.	56.0%	55.5% 9 th	55.8%	58.3% (p)	↑
10	EDU/003 (NSI/PAM)	The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	82.0%	86.4% 21 st	84.1% (1,144 of 1,360 pupils)	83.3% (1,194 of 1,433)	v
11	EDU/006i (SID)	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of: Key Stage 2	16.4%		15.4% (209 of 1,360 pupils)	14.1% (202 of 1,433 pupils)	v

2. Education - Schools -continued

No	PI Reference	PI Description	NPT Actual 2013/14 (2012/13 academic year)	All Wales 2014/15 (2013/14 academic year)	Quarter 2 2014/15 (2013/14 full academic year)	Quarter 2 2015/16 (2014/15 full academic year)	Direction of Improvement
12	EDU/002i (NSI/PAM)	The percentage of all pupils (including those in local authority care), in any local authority maintained school, aged 15 as at the preceding August, who leave compulsory education, training or work based learning without and approved external qualification.	0.1% (2 of 1,619 pupils)	0.4% 13 th	0.2% (3 of 1,667 pupils)	Data available Quarter 3	—
Page 46	EDU/002ii (NSI)	The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding August, who leave compulsory education, training or work based learning without and approved external qualification.	0%	1.2% Joint 1 st	0%	Data available Quarter 3	—
14	EDU/009a (SID)	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year.	82.2		79.8	Data available Quarter 3	—
15	EDU/009b (SID)	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year.	38.5		52.2	Data available Quarter 3	—
16	EDU/016a (PAM)	Percentage of pupil attendance in Primary Schools.	93.0%	94.8% 16 th	94.6% 3,153,617 of 3,333,372 sessions	Data available Quarter 3	—

2. Education - Other								
No	PI Reference	PI Description	NPT Actual 2013/14	NPT Actual 2014/15	All Wales 2014/15	NPT Quarter 2 2014/15	NPT Quarter 2 2015/16	Direction of Improvement
17	EDU/015b (NSI)	The percentage of final statements of special education need issued within 26 weeks excluding exceptions.	100%*	100%*	95.6% Joint 1 st	*100%	100%	😊
18	L(Yth)2+ (Local)	The percentage of 11 - 19 year olds in contact with the youth service. (measured cumulatively over the 2015/16 financial year – quarterly)	33.07%	30.24% (4,358 of 14,411)		15.0% (2160 of 14,411)	16.7% (2369 of 14,150)	↑
19	L(FP) 1+ (Local)	Number of full day childcare places provided. (measured over the 2015/16 financial year - quarterly)	1,800	1,624		*1,734	2120	↑
21	L(SEN) 1b (Local)	Total number of children with statements of special educational needs. (measured over 2015 calendar year – quarterly)	788	790		*768	781	v
	L(SEN) 1a (Local)	Number of children with new statements of special educational needs. (measured over the 2015 calendar year - quarterly)	103*	77*		*55	76	↓
The increase in numbers can be attributed to the increasing complexity of the individual cases coming through the Statutory Assessment process.								
22	EDU/015a (NSI)	The percentage of final statements of special education need issued within 26 weeks including exceptions. (measured over 2015 calendar year – quarterly)	32.0%*	23.37%*	64.5% 21 st	*21.8%	7.89%	↓
The increase in time taken to issue statements can be attributed to the increasing complexity of the individual cases coming through the Statutory Assessment process coupled with long term staff absences and a high number of SEN tribunals which can be extremely time consuming.								

*- Calendar year data - 9 months data



Section 3: Compliments and Complaints

2015-2016 – Quarter 2 (1st April 2015– 30th September 2015) – Cumulative data

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	Performance Key
↑	Improvement : Reduction in Complaints/ Increase in Compliments
↔	No change in the number of Complaints/Compliments
v	Increase in Complaints but within 5%/ Reduction in Compliments but within 5% of previous year.
↓	Increase in Complaints by 5% or more/ Reduction in Compliments by 5% or more of previous year.

No	PI Description	Quarter 2 2014/15	Quarter 2 2015/16 Cumulative	Direction of Improvement
1	<u>Total Complaints - Stage 1</u>	6	6	↔
	a - Complaints - Stage 1 upheld	0	0	
	b -Complaints - Stage 1 <u>not</u> upheld	5	6	
	c -Complaints - Stage 1 partially upheld	1	0	

No	PI Description	Quarter 2 2014/15	Quarter 2 2015/16	Direction of Improvement
2	<u>Total Complaints - Stage 2</u>	5	2	↑
	a - Complaints - Stage 2 upheld	0	0	
	b - Complaints - Stage 2 <u>not</u> upheld	4	2	
	c- Complaints - Stage 2 partially upheld	1	0	
Page 49	<u>Total - Ombudsman investigations</u>	0	0	↔
	a - Complaints - Ombudsman investigations upheld	0	0	
	b - Complaints - Ombudsman investigations <u>not</u> upheld	0	0	
4	Number of compliments	2	0	↓
	Narrative There were 6 Stage 1 complaints and 2 Stage 2 complaints, all were not upheld. (4 complaints concerned the Statutory Assessment Process – 2 time taken, 1 no information fed back and one concerning incorrect information, 1 complaint concerned school transport, 1 complaint concerned information held on school/council files, 1 complaint concerned timing of reports for new welsh medium school and 1 complaint concerned the dealing of a complaint at a secondary school)			

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

**CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET
BOARD
3 DECEMBER 2015**

**REPORT OF THE HEAD OF PARTICIPATION
CHRIS MILLIS**

Matter for Monitoring

Wards Affected: All Wards

ANNUAL PUPIL PERFORMANCE REPORT 2014/15 (SUMMARY)

Purpose of the Report

1. To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2014/15.

Executive Summary

2. The report provides some contextual data on the level of free school meal entitlement which is correlated to pupil performance. 2014/15 performance regarding attendance, exclusions, national test results, teacher assessments at Foundation Phase, Key Stage 2 and 3, and examination results at Key Stage 4 and 5 are compared with previous years and measured in terms of benchmarking outcomes where available. The report also provides details of school inspections that took place during 2014/15.

Background

3. Local Authority level educational performance over the 2014/15 academic year.

Financial Appraisal

4. The progress described in the annual report was delivered within reduced budgets.

Equality Impact Assessment

5. The Equality Act 2010 requires public bodies to “pay due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
 - foster good relations between persons who share a relevant protected characteristics and persons who do not share it.”
6. As the focus of this report is to report progress and Neath Port Talbot schools produce an annual Strategic Equalities Plan there is no requirement to undertake an equality impact assessment.

Workforce Impact

7. The progress described in the annual report was achieved against a backdrop of a reduced workforce alongside ongoing financial challenges

Legal Impact

8. The Local Government (Wales) Measure 2009 discharges the Council’s duties to “make arrangements to secure continuous improvement in the exercise of its functions”.

Crime and Disorder Impact

9. The Council has a legal duty under Section 17 of the Crime and Disorder Act 1998 to carry out all its various functions with “due regard to the need to prevent Crime and Disorder in its area”.

Risk Management

10. We have a legal duty under the The Local Government (Wales) Measure 2009 to make arrangements to secure continuous improvement.

Consultation

11. There is no requirement under the Constitution for external consultation on this item.

Recommendations

12. Members monitor the contents of the Annual Report 2014-2015 attached at Appendix 1.

Appendices

13. Appendix 1 – Annual Pupil Performance Report Summary 2014/15

List of Background Papers

14. Welsh Government statistical releases on free school meal entitlement, primary & secondary school attendance, national test data, teacher assessments and examination results.
15. Welsh Government benchmark quartile data.
16. NPT exclusion records

Officer Contact

17. Carl Glover, Data Unit Manager
E-mail c.glover@npt.gov.uk. Tel. 01639 763139

Annual Report on Pupil Performance (Summary)

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2014/15

Christopher Millis,
Head of Participation

Free School Meals

Data across Wales show that there is a statistical relationship between the level of free school meal (FSM) entitlement and attendance and attainment at school. Higher FSMs results in lower attendance & attainment and visa versa. NPT is constantly amongst the highest in Wales in terms of FSMs which at Plasc 2015 was the second highest in Wales (see below).

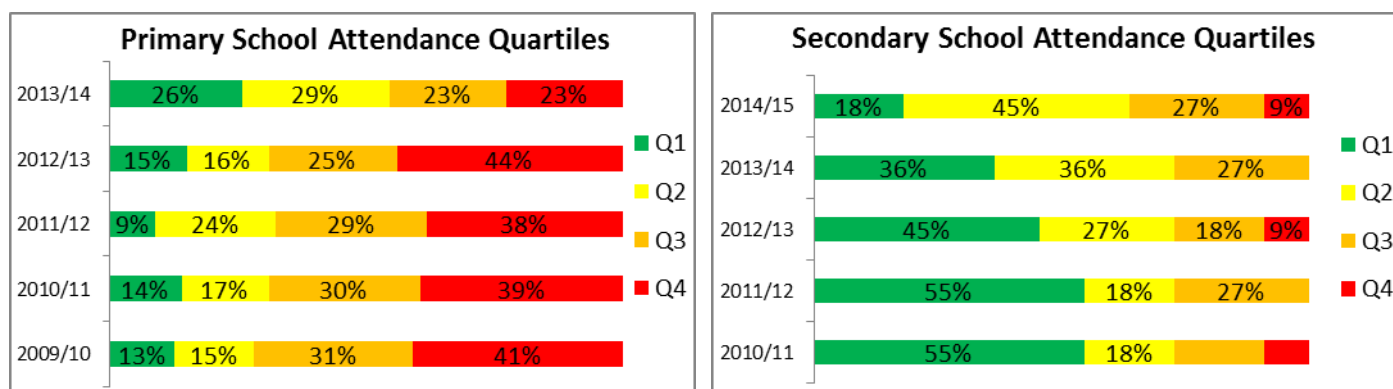
Sector	2010/11			2011/12			2012/13			2013/14			2014/15		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
Primary	26.5	21.1	20	24.5	20.6	18	24.0	20.6	18	23.8	20.1	19	24.1	19.6	20
Secondary	20.1	17.7	16	21.8	17.4	19	21.5	17.7	18	21.0	17.5	19	22.3	17.4	20
Special	49.1	44.9	15	53.8	42.8	20	56.2	44.6	20	58.3	45.3	21	61.5	46.1	21
All 5-15	23.6	19.7	18	23.6	19.3	18	23.2	19.5	18	22.9	19.1	19	23.7	18.9	21

Attendance

(Ages 5-15)	2010/11			2011/12			2012/13			2013/14			2014/15		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
Primary	92.5	93.3	19	93.0	93.8	21	93.0	93.7	20	94.6	94.8	16	94.8		
Secondary	91.9	91.4	6	92.3	92.2	11	92.6	92.6	12	93.5	93.6	13	93.6	93.8	15

Attendance at NPT primary schools improved again to 94.8% in 2014/15 after a 1.6% rise the previous year. National data for 2014/15 is published on 1/12/15.

NPT's secondary school attendance has always been amongst the highest in Wales although over recent years, despite improving attendance, the ranking has fallen as Welsh figures have increased at a faster rate. During 2014/15 the 0.1% increase was slightly below the national improvement of 0.2% and NPT's ranking slipped further.



In order to compare schools across Wales with similar schools facing similar challenges, the Welsh Government split all schools into 5 benchmark groups based on their free school meal take up. Attendance and attainment performance can then be compared on a more equal basis.

When benchmarked against schools with similar FSM levels 55% of NPT primary schools were in quartiles 1 & 2 in 2013/14, a vast improvement on 2012/13 (2014/15 data available 1/12/15). NPT secondary schools perform well although the number of quartile 1 schools is falling.

Exclusions (all pupils)

Below is a summary of NPT and all Wales permanent and fixed term (days lost) exclusions.

Number of Days Lost to Fixed Term Exclusions										
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Primary	306	390	438	355	383	366	191	200	293	215
Secondary	2987	2667	2659	2421	1906	1533	1660	1557	1636	1258
Specials/PRU's	762	819	450	485	517	486	311	293	107	123
NPT Total	4055	3875	3547	3261	2806	2385	2161	2049	2036	1595

Number of Permanent Exclusions										
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Primary	2	2	2	2	4	5	1	1	1	0
Secondary	20	24	22	18	11	8	10	8	10	9
Specials/PRU's	3	3	5	3	1	2	2	2	1	0
NPT Total	25	29	29	23	16	15	13	11	12	9

Permanent exclusions in NPT are on a downward trend although still amongst the highest in Wales based on 2013/14 published national data which stated there were only 89 across Wales.

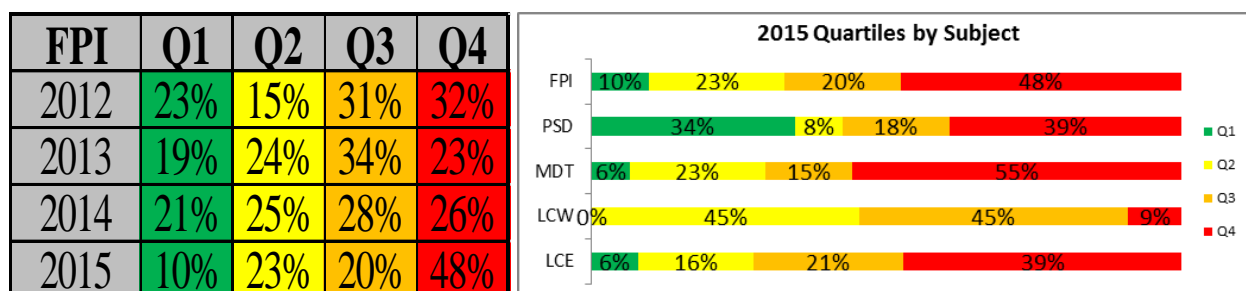
Fixed exclusions days lost continued to fall in 2014/15 with a 22% improvement from 2013/14 with 1575 days lost. Secondary schools improved by 23% whilst after a rise in 2013/14, primary schools improved by nearly 27%.

Assessment/Examination Performance – Foundation Phase (Year 2 Pupils)

The table below compares NPT's performance over the four years of Foundation Phase (FP) against national averages. Figures show the percentage of pupils achieving Outcome 5 (expected level) or above

	LCE				MDT				PSD				LCW				FPI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	81.0	83.4	-2.4	18	84.5	86.6	-2.1	19	89.7	90.8	-1.1	18	85.2	85.9	-0.7	14	77.2	80.5	-3.3	20
2013	84.1	85.2	-1.1	13	85.4	87.4	-2.0	19	93.3	93.0	0.3	14	87.4	86.7	0.7	10	81.7	83.0	-1.3	15
2014	84.2	86.6	-2.4	18	87.6	88.7	-1.1	17	94.3	94.2	0.1	12	91.8	89.8	2.0	5	84.2	85.2	-1.0	15
2015	82.8	88.0	-5.2	21	85.2	89.7	-4.5	22	92.7	94.8	-2.1	22	92.6	91.3	1.3	9	82.3	86.8	-4.5	22

Performance in all subjects, except Language, Literacy & Communication Skills – Welsh (LCW), fell in 2014/15 with NPT ranked 22nd in the Foundation Phase Indicator (FPI), Mathematical Development (MDT) and Personal & Social Development (PSD) and 21st in Language, Literacy & Communication Skills – English (LCE). 92.6% achieved Outcome 5 or above in LCW which was above the national average and ranked 9th in Wales. A 25.4% FSM and 27.4% special educational needs (SEN) cohort with statemented pupils rising by over 50% (38 to 58) would have contributed to the comparatively low percentage achieving Outcome 5+.



The tables above show how NPT schools compare when benchmarked against schools with similar free school meal entitlement. The percentage of schools in FPI quartiles 1 & 2 fell from

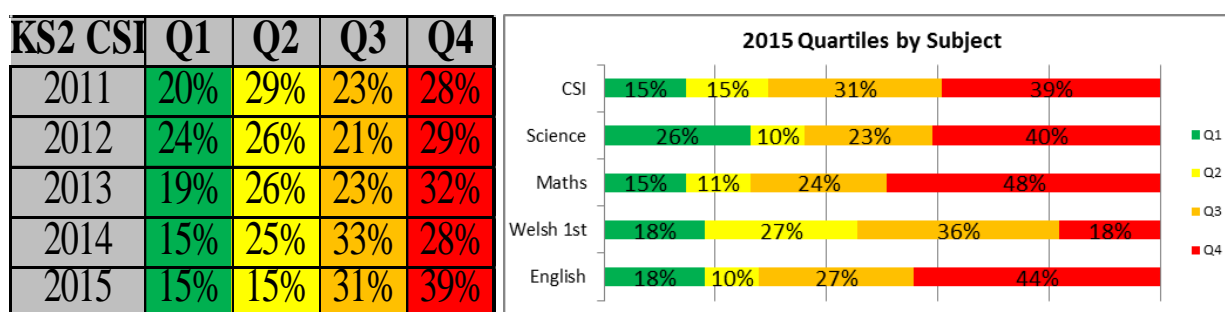
46% in 2014 to 33% in 2015 whilst only 6% of schools were in quartile 1 in MDT & LCE and 55% and 39% resp. in quartile 4.

Assessment/Examination Performance – Key Stage 2 (Year 6 Pupils)

The table below compares NPT’s performance over the past 5 years against national averages. Figures show the percentage of pupils achieving Level 4 (expected level) or above.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2011	80.9	83.4	-2.5	19	82.1	84.9	-2.8	20	86.4	87.1	-0.7	14	83.0	82.0	1.0	12	77.4	80.0	-2.6	18
2012	83.7	85.2	-1.5	18	84.4	86.8	-2.4	20	87.4	88.5	-1.1	17	87.3	84.0	3.3	9	80.6	82.6	-2.0	18
2013	85.5	87.1	-1.6	19	85.5	87.5	-2.0	20	87.8	89.7	-1.9	18	91.0	86.7	4.3	6	82.0	84.3	-2.3	20
2014	86.3	88.4	-2.1	20	86.9	88.9	-2.0	21	87.6	90.3	-2.7	21	87.7	88.1	-0.4	16	84.1	86.1	-2.0	21
2015	85.3	89.6	-4.3	22	85.8	90.2	-4.4	22	87.6	91.4	-3.8	22	90.1	90.5	-0.4	13	83.3	87.7	-4.4	22

Key Stage 2 results declined overall in 2014/15 with both Maths and English L4+ falling by around 1% resulting in a 0.8% fall in the Core Subject Indicator (CSI). NPT were ranked 22nd in all the above indicators with the exception of Welsh 1st Language which improved by 2.4% and is ranked 13th. FSM eligibility amongst the year 6 cohort was 24% whilst 24.5% were SEN pupils with the number of statemented pupils in 2015 (67) increasing by nearly 20% from 2014.



Benchmarked with similar FSM schools NPT’s performance dropped in 2015 with the number of schools in quartiles 1 & 2 in the CSI falling from 40% to 30%. The number in quartile 4 also increased from 28% to 39%.

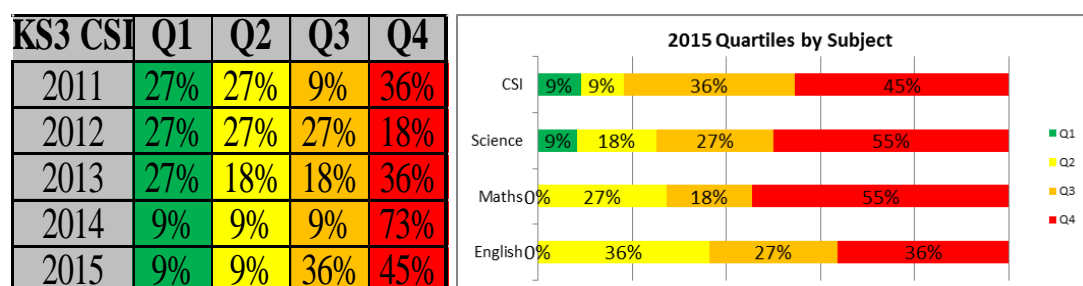
Regarding 2015 core subject quartiles, English & Maths quartile 1 & 2 places fell from 46% and 41% to 28% and 26% resp. 44% of NPT schools were in quartile 4 for English and 48% in Maths. In Welsh 1st Language and Science there was an increase in quartile 1 & 2 places from 27% and 32% to 45% and 36% resp.

Assessment/Examination Performance – Key Stage 3 (Year 9 Pupils)

Pupils are assessed in Key Stage 3 in year 9 of secondary school. Comparative Performance in 2015 compared with previous years is shown below.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2011	73.3	76.0	-2.7	18	72.6	77.9	-5.3	19	76.0	80.3	-4.3	19	85.5	81.3	4.2	6	64.0	68.0	-4.0	18
2012	75.6	79.3	-3.7	19	76.9	81.1	-4.2	19	79.2	83.6	-4.4	19	80.3	84.2	-3.9	15	68.8	72.5	-3.7	17
2013	79.1	82.9	-3.8	18	79.3	83.9	-4.6	20	82.8	87.0	-4.2	20	85.5	87.6	-2.1	14	73.1	77.0	-3.9	19
2014	80.6	85.9	-5.3	22	79.9	86.5	-6.6	22	84.3	90.4	-6.1	22	86.0	90.1	-4.1	17	73.1	81.0	-7.9	22
2015	84.2	87.9	-3.7	20	83.4	88.7	-5.3	22	87.8	91.8	-4.0	21	85.0	90.9	-5.9	17	77.8	83.9	-6.1	22

NPT's KS3 CSI improved by 4.7% in 2015 to 77.8% although the ranking remained at 22nd. English, Maths and Science L5+ rose by 3.6%, 3.5% and 3.5% resp. Welsh 1st Language fell by 1% although the ranking nationally remained at 17th. Amongst the year 9 cohort 22.9% were FSM eligible whilst 32.7% were SEN pupils.



When benchmarked with schools across Wales NPT's CSI quartile places were similar to 2014 with only one school in both quartile 1 and 2, there were however more schools in quartile 3 and less in quartile 4 in 2015.

Quartile distribution by subject for 2015 shows NPT having no quartile 1 places in either English or Maths and only 1 in Science. The number of quartile 4 places fell in each subject.

Assessment/Examination Performance – Key Stage 4 (Year 11 Pupils)

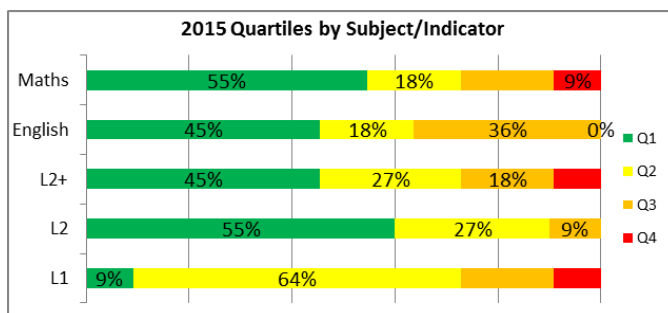
Unlike FP, Key Stage 2 and Key Stage 3 which are teacher assessments, Key Stage 4 results are the outcome of external examinations.

	Level 1				Level 2				L2 (incl E/W & M)				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2011	93.1	90.3	2.8	3	74.6	67.3	7.3	2	51.6	50.1	1.5	9	49.5	48.7	0.8	10
2012	95.5	91.8	3.7	2	82.3	72.6	9.7	2	54.1	51.1	3.0	9	50.8	48.9	1.9	10
2013	95.9	93.2	2.7	3	87.0	77.8	9.2	1	56.0	52.7	3.3	6	52.6	49.2	3.4	7
2014	96.6	97.0	-0.4	3	89.4	82.3	7.1	1	55.8	55.4	0.4	9	53.8	52.6	1.2	11
2015p	96.0	94.3	1.7		92.0	83.4	8.6		58.3	57.6	0.7		54.2	54.3	-0.1	

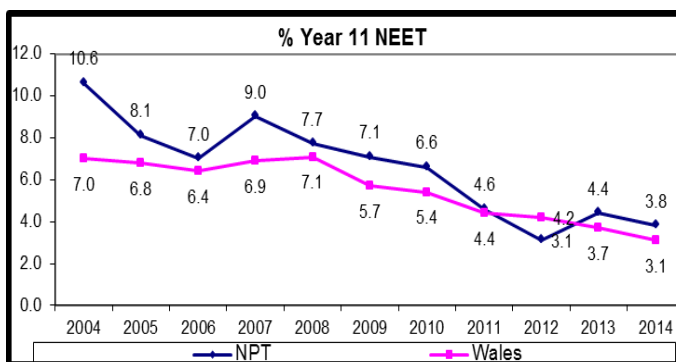
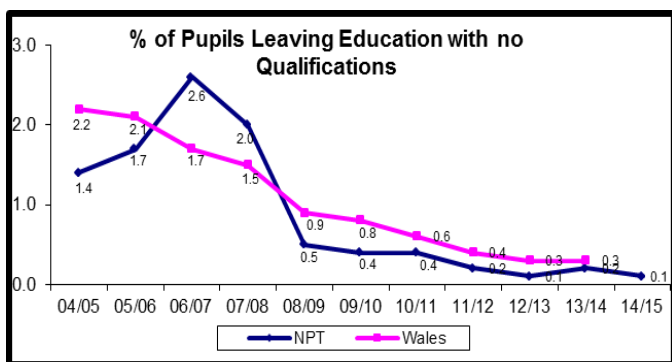
	Wider Points				Capped Points				English				Maths			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2011	443	423	21	7	325.5	311.6	13.9	4	63.8	62.2	1.6		63.8	58.4	5.4	
2012	486	465	21	10	339.0	323.5	15.5	4	64.7	62.9	1.8		63.6	60.3	3.3	
2013	537	501	36	6	350.3	333.1	17.2	4	63.7	66.2	-2.5		63.8	61.7	2.1	
2014	540	525	16	9	351.4	340.8	10.6	7	63.7	66.2	-2.5		63.8	61.7	2.1	
2015p	586	525	61		358.7	342.3	16.4		68.4	68.3	0.1		64.9	64.2	0.7	

2015 provisional results for NPT are an improvement on 2014 in all headline indicators except Level 1 (5 GCSE A*-G), which was already over 96%, Those achieving the Level 2 Threshold (5A*-C) increased by 2.6% to 92% which should maintain NPT's position as the best in Wales. The main indicator, Level 2 (incl English/Welsh & Maths) rose by 2.5% with the 4.7% improvement in Level 2 English (A*-C) passes the main influence. Final examination results are released on 2/12/15.

KS4 L2+	Q1	Q2	Q3	Q4
2011	55%	36%	0%	9%
2012	64%	18%	18%	0%
2013	73%	9%	18%	0%
2014	64%	9%	27%	0%
2015p	45%	27%	18%	9%



Unlike previous assessments where NPT do not compare particularly well, the picture changes at Key Stage 4. Despite a slight drop in benchmarking performance from 2014, NPT again produced excellent results. In the most important indicator, Level 2 Threshold (incl E/W & M) 45% of NPT schools are in quartile 1 and 63% in quartiles 1 & 2. 73% of schools are in quartiles 1 & 2 in the L1 Threshold, 82% in L2 Threshold, 63% in English and 73% in Maths. Quartile 1 places in English increased from 18% to 45% in 2015.



The percentage of year 11 pupils leaving education with no qualifications in NPT has been lower than the Wales average for the past 6 years and was just 0.1% (2 of 1542) in 2015. This was an improvement on the 3pupils in 2014.

Recent data released by the Welsh Government regarding year 11 leavers in 2014 not in education, employment or training (NEET) showed NPT's percentage had improved to 3.8% from to 4.4% the previous year. The national average is 3.1%.

Assessment/Examination Performance – Key Stage 5 (Year 13 Pupils)

	Key Stage 5 - A Levels only			NPT - All KS5 Quals (incl BTEC, Welsh Bacc, CACHE)		
	NPT			Wales		
	A*/A	A*-C	A*-E	A*/A	A*-C	A*-E
2011	18.3	72.5	98.0	23.9		97.2
2012	19.9	73.8	98.8	23.6		97.6
2013	16.1	68.5	96.5	22.9		97.6
2014	17.5	70.4	98.5	23.3		97.5
2015	15.8	73.5	97.6	23.1		97.3

A Level A*-C passes improved in 2015 by 3.1% although there was a drop of 1.7% in A*A grades to 15.8% which is below the national 23.1% figure.

When BTEC's, Welsh Baccalaureate and CACHE qualifications are included A*A grades increase to 32.2% although it is below the 42.6% in 2014 largely due to the Welsh Bacc grading changes. A*-C grades also increase slightly when all qualifications are included.

When benchmarked with schools of similar free school entitlement NPT schools perform better. In Numeracy – Processing in 2015 NPT were above average with 52% >115 and >84 quartile 1 & 2 schools. In Literacy – Cymraeg 59% of schools were quartile 1 or 2 schools in the >84 indicator and 50% in the >115 measure. With the exception of >84 Literacy Cymraeg, NPT achieved between 47% and 52% quartile 1 and 2 schools in all other measures.

In contrast to Key Stage 3 results where NPT rank poorly, year 9 in the national tests perform very well with over 50% quartile 1 & 2 places in both indicators in all four tests. Years 2 and 6 also achieve more higher quartile places in the tests than was achieved in Foundation Phase and Key Stage 2 assessments respectively.

2014/15 Inspection Outcomes

In September 2010 a new cycle of inspections was initiated under a new common inspection framework. Below are the inspection framework Key Questions and judgements.

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school’s current performance and on its prospects for improvement. In these evaluations, inspectors use a four point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The schools below were inspected during the 2014/15 academic year and received the following judgements:

No.	School Name	Date		Key Questions			Overall Judgement		Outcome
		Mth	Yr	KQ1	KQ2	KQ3	Current Performance	Prospects for Improvement	
				Overall	Overall	Overall			
Primary Schools									
3309	St Joseph's Primary	11	2014	Good	Good	Good	Good	Good	LA Monitoring
3314	St Therese's Primary	12	2014	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2191	Blaenbaglan Primary	2	2015	Good	Good	Good	Good	Good	LA Monitoring
2152	Llansaw el Primary	3	2015	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Special Measures
2106	Blaengw rach Primary	3	2015	Good	Good	Good	Good	Good	No Category
2230	Cilffriw Primary	6	2015	Good	Good	Adequate	Adequate	Adequate	Estyn Monitoring
2213	Y G Y Wern	6	2015	Adequate	Good	Adequate	Adequate	Adequate	Estyn Monitoring
2236	Crynalit Primary	6	2015	Good	Good	Good	Good	Good	No Category
2150	Catw g Primary	7	2015	Good	Good	Good	Good	Good	Case Study
Secondary Schools									
4064	Cefn Saeson	3	2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
4068	Cw rt Sart	3	2015	Excellent	Good	Excellent	Excellent	Excellent	Case Study
4047	Cymer Afan	3	2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
Special Schools									
7006	Ysgol Maes Y Coed	1	2015	Good	Good	Good	Good	Good	No Category

School Categorisation

Annual primary and secondary school categorisation is now in place which identifies the scope and level of support and intervention for each school. Each school is categorised based on Standards over the past three years and the ability to bring about improvement. Support is dictated by the colour a school is placed in on the support matrix.

Green: Highly effective schools

Yellow: Effective schools

Amber: Schools in need of improvement

Red: Schools in need of greatest improvement.

The colour determines the amount of support required by schools with Red schools needing greater assistance in order to improve. The table below shows how NPT primary and secondary schools were judged in 2013/14.

2013/14	Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%
Primary	8	12%	34	52%	21	32%	3	5%
Secondary	5	45%	6	55%	0	0%	0	0%
Total	13	17%	40	52%	21	27%	3	4%

Secondary schools particularly did extremely well with all 11 schools judged as green or yellow. 64% of primary schools were deemed highly effective or effective schools meaning overall 69% (53/77) of NPT schools were green or yellow. 2014/15 categorisation results will be available later in the academic year.

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLES CABINET BOARD 3 DECEMBER 2015

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

Matter For Decision

Wards Affected – All Wards

Neath Port Talbot School Admission Policy 2017/2018

Purpose of Report

To approve for consultation the school admission arrangements for 2017/2018 Academic Year.

Executive Summary

The School Admission Policy 2017/2018 implements procedures which do not unfairly advantage or disadvantage any groups of pupils. The policy outlines the procedures to be followed when allocating school places.

Background

In accordance with The Education (Determination of Admission Arrangements) (Wales) Regulations 2006, the Authority is responsible for determining the admission arrangements for community schools and has a duty to consult annually on those arrangements with governing bodies and other admission authorities including those in the relevant area.

Financial Impact

This is an annual process. The 2017/2018 School Admission policy is following on from the previous policy.

Equality Impact Assessment

A Screening Assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. After completing the assessment it has been determined that this Policy does require an Equality Impact Assessment (EIA). The EIA is currently being developed and will be informed by the outcomes of the consultation exercise.

Workforce Impact

This will be the same as previous years.

Legal Impacts

In accordance with The Education (Determination of Admission Arrangements) (Wales) Regulations 2006, the Authority has a duty to consult on school admission arrangements.

There is a legal requirement that finalised school admission arrangements must be in place by 1st April each year.

Risk Management

School admission arrangements must be in place by 1st April each year.

Consultation

Permission is sort to consult with governing bodies and other admission authorities including those in the relevant area. The consultation process will cease on 29th February 2016.

Recommendations

To approve for consultation the proposed 2017/2018 school admission arrangements.

Reasons for the Proposed Decision

To enable the Authority to meet its statutory duties.

Implementation of Decision

The decision is proposed for implementation after the three day call in period.

Appendix

Appendix A: Admissions to schools in Neath Port Talbot County Borough 2017/2018

List of Background Papers

National Assembly for Wales: School Admissions Code (No. 005/2013).

National Assembly for Wales: Measuring the capacity of schools in Wales

The Education (Determination of Admission Arrangements) (Wales) Regulations 2006

The Education Act 2002 (Commencement No.8) (Wales) Order 2006

Officer Contact

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Appendix A



Admissions to schools in Neath Port Talbot County Borough 2017/2018

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service that:

- **celebrates diversity and respects everyone's right to education in their local community;**
- **provides access to high quality learning experiences for every child and adult; and**
- **encourages and supports individuals to realise their ambitions, achieve their potential and become active and responsible members of society.**

To meet the educational needs of children, the County Borough Council delivers a range of provision, including:

- **part-time nursery education**, available in all infant and primary schools. Successful learning begins in the nursery where children have access to rich experiences in a secure environment;
- **primary schools**, including Welsh medium and denominational schools, provide a broad education based on practical experiences designed to meet individual needs, including national curriculum areas of study.
- **secondary schools**, including a Roman Catholic and a Welsh medium school, set high standards in examinations, sport and cultural activities, and personal and social education. Pupils in all schools have access to a wide range of curricular opportunities and the national curriculum;
- **special schools**, provide rich and stimulating learning experiences for pupils with severe and complex difficulties. All pupils attending these schools have a statement of special educational needs. Specialist support for primary and secondary pupils with emotional and behavioural difficulties is available in pupil referral units within the authority.
- **learning support centres**, based at a number of primary and secondary schools, provide specialist support in mainstream schools for pupils with statements of special educational needs.

Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of the Welsh Government School Admissions Code 005/2013.

ADMISSION ARRANGEMENTS 2017/2018

Allocation of Nursery Places

The County Borough Council is the Admissions Authority for all maintained Nursery Classes in Community Schools.

Children can access a part-time nursery place from the start of the term following their third birthday. Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Admission to a nursery prior to the start of the term following the child's third birthday can only be agreed in consultation with the admissions officer.

Children who are in receipt of a statement of special education needs which identifies mainstream, nursery education within a community school will be guaranteed a place at that setting.

In this document the published date(s) relates to the date(s) as set out in the Schedule of Events in the relevant published Information for Parents Booklet.

The authority will consider each individual application received. If the number of applications exceeds the number of places available, places will be allocated according to the following oversubscription criteria, which are listed in priority order.

Oversubscription Criteria

- (a) Children looked after¹ or previously looked after by a local authority in Wales or England in accordance with Section 22 of the Children Act 1989.
- (b) Children and young people who live within the catchment area of the nursery applied for.
- (c) Children who have an older sibling who will be on the register at the school at which the nursery class is based when they are admitted.

In considering siblings, the authority determines priority by reference to full, half, step brothers/sisters, fostered or adopted siblings residing at the same address. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the nursery class, parents will be asked to decide which child should be offered a place first or parents may wish to consider an alternative setting for all children.”

If children are equally entitled to a place in the nursery in categories (a) to (c) above, priority will be given to the child living nearest, between the home and the nursery school/class, as measured by the shortest practicable walking route. The authority uses a Geographical Information System to calculate the shortest distance.

¹ A looked after child refers to a child who is looked after by the local authority under Section 22(1) of the Children Act 1989 at the time an application to a school is made and who the local authority has confirmed will still be looked after at the time of admission to the school.

In all cases evidence of permanent residence of the pupil at time of application must be supplied. Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates are published in the Information for Parents Handbook). The home address is considered to be the child's along with their parents' principal place of residence on the published date. i.e. where they are normally and regularly living. If a child is resident with friends' or relatives' (for reasons other than fostering arrangements) the friends or relatives address will not be considered in relation to application for admission to schools in Neath Port Talbot.

Where parents have shared responsibility for a child, and the child lives with each parent for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

No account will be taken of the particular infant or primary school the child is likely to attend subsequently or to the length of time the school has been aware of the parental intention to apply for a place at the school.

Only applications received by the published closing date for receipt of application forms will be processed in the initial round of allocation of places. Other application forms received will be considered as late applications. Late applications will be considered, on a weekly basis, once the initial allocation has taken place and a place allocated in accordance with availability. As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act if they are unsuccessful in gaining a nursery place. Wherever possible children will be placed within two miles of the child's place of residence

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school. A separate application will have to be submitted for admission to the reception class at the school you wish your child to attend.

Transport is not provided by the authority in relation to Nursery Education other than in the case of eligible Looked after Children and eligible children with a Statement of Special Education Needs attending a learning support centre or special school and meet the distance criteria as set out in the Authority's transport policy.

Admissions to schools including Infant, Junior, Primary and Secondary Schools

The County Borough Council is the Admissions Authority for all maintained Community Infant, Junior, Primary and Secondary Schools.

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support Team. Children are admitted to reception classes in the September following their fourth birthday. Parents may defer entry until the term following their child's fifth birthday. Children transfer to secondary school in the September following their eleventh birthday. Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ or parents can apply online at www.npt.gov.uk. The closing date for applications is **25th November 2016**. All parents of pupils due to transfer from one sector to another at the end of the academic year will be sent an Admissions Application Form by the authority during the Autumn Term. Parents will be advised on their secondary allocated school place on **1st March 2017** and for Infant, Junior and Primary places on **17th April 2017**.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school, neither does attendance at a primary school automatically entitle a child to a place at the designated partner comprehensive school.

Children who are in receipt of a statement of special education needs which identifies mainstream education within a community school will be guaranteed a place at that school.

Oversubscription criteria

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the authority will be applied. In deciding which children to admit to a school, the authority applies the criteria set out below in the order of priority shown ((a) being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The authority will only admit up to the school's Admission Number² nor will it breach the Infant Class Size Regulations of 30 or less.

² The Admission Number means the number of pupils that the Authority can admit into the school as defined in the Welsh Assembly Government, School Admission Code 005/2013. Legislation requires the class size, for classes containing pupils the majority of whom will attain the age of 5, 6 and 7 during the course of the school year, not to exceed 30 pupils save for 'excepted pupils' as specified by Regulation. The relevant age group is the group at which children and young people are normally admitted [Reception for infant and primary schools, Y3 for junior schools and Y7 for secondary schools]

- (a) Children and young people looked after³ or previously looked after by a local authority in Wales or England in accordance with Section 22 of the Children Act 1989.
- (b) Children and young people who live within the catchment area for the school applied for.
- (c) Children and young people who have an older sibling who will be on register at the school when they are admitted. In considering siblings, the authority determines priority by reference to full, half, step brothers/sisters, fostered or adopted siblings residing at the same address. Any sibling connection must be clearly stated in the application. "In the case of multiple births, if it is not possible to offer all children a place in the school, parents will be asked to decide which child should be offered a place first or parents may wish to consider an alternative setting for all children."
- (d) Children and young people attending a designated feeder school but who live outside the catchment area for the school.

If children are equally entitled to a place in the school in categories (a) to (d) above, then priority will be given to the child living nearest, between the home and the school, as measured by the shortest practicable walking route. The authority uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Other application forms received will be considered as late applications. These applications will be considered once the initial allocation has taken place and places allocated in accordance with availability.

In all cases evidence of permanent residence of the pupil at time of application must be supplied. Any place approved on the basis of residence may be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Information for Parents Handbook). The home address is considered to be the child's along with their parent's principal place of residence on the published date. i.e. where they are normally and regularly living. If a child is resident with friends" or relatives" (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

If parents are dissatisfied with the result of an application for a particular community school, an appeal may be submitted to the Independent Admission Appeals Panel In the case of secondary appeals by 21st March 2017 and for infant, junior and primary by 4th May 2017, any decision made by the Panel being binding on the authority. If the appeal is not successful, further applications for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team,

³ A looked after child refers to a child who is looked after by the local authority under Section 22(1) of the Children Act 1989 at the time an application to a school is made and who the local authority has confirmed will still be looked after at the time of admission to the school.

determines there are significant and material changes in the circumstances of pupil/parents or school.

The authority will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Authority's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30th September in the school year in which the applicants applied.

Transport will only be provided for the designated school or the nearest suitable provision (over 2 miles primary and 3 miles secondary). In some cases transport may be provided by the authority for eligible Looked after Children and for eligible children placed by the Authority in a learning support centre or special school provided that they meet the criteria as outlined in the Authority's Transport policy provided they meet the distance criteria outlined in The Local Authority's transport policy.

Copies of individual school area maps may be obtained from the Admissions Officer, School and Family Support Team. These maps indicate the identified school for your locality.

Admissions to Sixth Forms

There is at present one mainstream sixth form within the authority for which the County Council is the Admissions Authority, this is at Y.G.Ystalyfera.

Oversubscription criteria

The sixth form has an Admission Number and in the event of the number of requests for places exceeding the number of places available, preferences will still be considered but the priorities set by the authority will be applied. In deciding which young people to admit to the sixth form, the authority applies the criteria set out below in the order of priority shown (a) being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The authority will not normally exceed the sixth form's Indicated Admission Number.

- (a) Young people looked after **or previously looked after** by a local authority in Wales or England in accordance with Section 22 of the Children Act 1989.
- (b) Young people who have an older sibling who will be on register at the sixth form when they are admitted. In considering siblings, the authority determines priority by reference to full, half, step brothers/sisters, fostered or adopted siblings residing at the same address. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the sixth form, the parents will be asked to decide which child should be offered a place first or parents may wish to consider an alternative setting for all children."

If children are equally entitled to a place in the sixth form in categories (a) to (b) above, then priority will be given to the child living nearest, between the home and the sixth form, as measured by the shortest practicable walking route. The authority uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Other application forms received will be considered as late applications. These applications will be considered once the initial allocation has taken place and places allocated in accordance with availability.

In all cases evidence of permanent residence of the pupil at time of application must be supplied if required. Any place approved on the basis of residence may be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Information for Parents Handbook). The home address is considered to be the child's along with their parent's principal place of residence on the published date. i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

If parents/pupil is/are dissatisfied with the result of an application for a particular sixth form, an appeal may be submitted to the independent Admission Appeals Panel by 21st March 2014, any decision made by the Panel being binding on the authority. If the appeal is not successful, further applications for a place at the same sixth form will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team determine whether there are significant and material changes in the circumstances of pupil/parents or sixth form.

Transport to sixth forms is discretionary and non-statutory. It is currently available to all students who live over 3 miles from the school. The authority maintains the right to withdraw this provision at any time.

Admissions during the Academic Year

Requests for children and young people to transfer between schools at periods other than at the normal transfer age will be determined by applying the above arrangements. Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Successful applicants will receive a leaving date" from the school at which the child / young person is enrolled and a start date" for the new receiving school. Moving children / young people during the academic year is not encouraged and, unless otherwise stated, admission to the receiving school will be from the beginning of the following term.

Transfer into a school within Neath Port Talbot from another authority, or necessitated by a change of address, will be authorised as soon as possible but within **15 school days or 28 calendar days which is ever the sooner.**

Children who transfer due to being in receipt of a statement of special education needs will be admitted into the named school as soon as possible but within 15 working days.

Admission Number – Community Schools

Each school has a set Admission Number (AN) which is calculated using the "Measuring the capacity of schools in Wales" assessment. The school cannot refuse to admit pupils unless it has reached its admission number.

Admission Procedures - Community Schools

The Local Authority is the Admissions Authority for all maintained Community Schools and Sixth Forms.

All applications for admission into a school / sixth form within Neath Port Talbot **must** be made on the appropriate form to the authority and **not** to the school. Parents can apply online at www.npt.gov.uk

Head teachers cannot admit children into the school application have to be made to the Admissions Authority, which is the local authority for community schools.

- All parents of children known to the authority and residing within Neath Port Talbot will be forwarded an Admission Application Form and accompanying Admission Arrangement notes during the Autumn Term prior to entry into school in September of the following academic year.
- Parents should return the Admission Application Form to the Admissions Officer prior to, or on, the date given on the Admission Arrangements.
- The outcome of all admission applications will be notified to parents in writing, with all outcomes sent from the central office on the date given on the Admission Arrangements.
- Parents, who are satisfied with the placement offered, will accept the offer in writing to the authority. Unfilled places will be allocated to children and young people whose parents have applied for admission ahead of those who have not formally accepted the initial offer of a place.
- Parents who are not satisfied with the placement offered have a right of appeal.

Information regarding appeals will be within the contents of the letter received. Appeals will

be heard by an independent panel constituted for the sole purpose of hearing appeals.

Requests for admission to the relevant age group submitted on or before the administrative closing date will be processed collectively. In this respect, no advantage shall be gained from the early submission of an admission request. Requests submitted after the closing date will be processed upon receipt.

Admissions will not be determined on the basis of selection criteria involving the sitting of tests, viewing of school reports, interviewing pupils, with or without parents for the purpose of assessing ability or aptitude.

Where requests for admission exceed the number of places available, places will be allocated by applying the Authority's oversubscription criteria.

The authority will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Authority's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30th September in the school year in which the applicants applied.

Children attending the nursery class will not have an automatic right of admission to full time education at the same school. Similarly, children transferring from an infant school to a junior school, or from primary phase to secondary, do not have an automatic right of admission to any school.

The Authority will be under no duty to comply with preferences expressed otherwise than in accordance with its arrangements.

Separate admission arrangements apply to pupils for whom the Authority holds a statement of special educational need. Pupils with a statement of educational needs must be admitted to the school named on their statement.

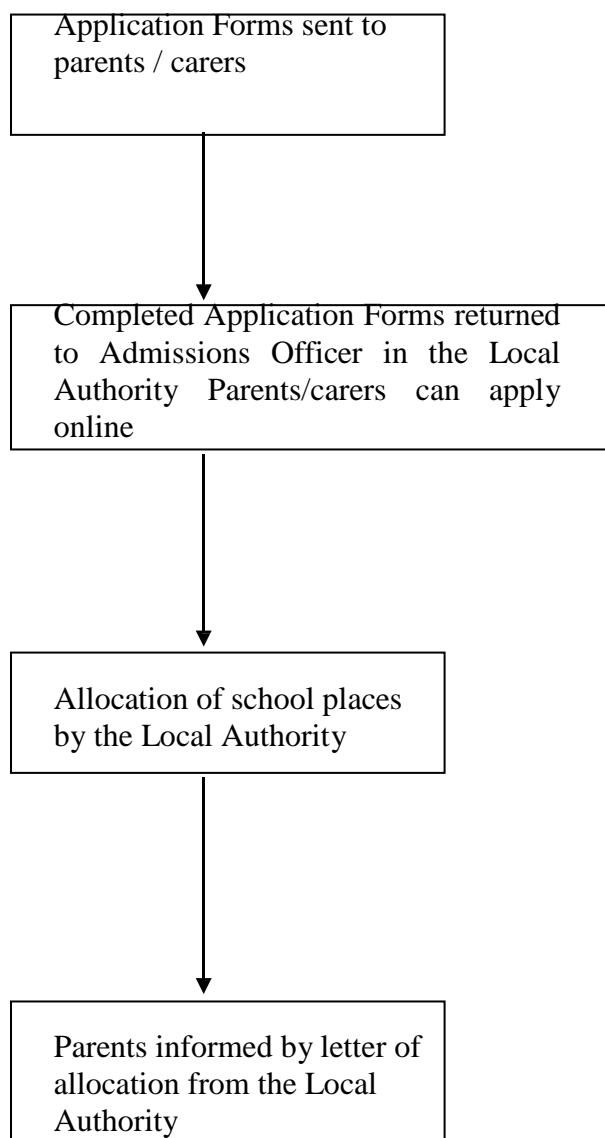
Looked after and previously looked after children must, after children with a statement of educational needs, be given first priority in the case of oversubscription.

Admissions to Faith Schools

Faith Schools are their own Admission Authority, through the governing body, and parents should approach the head teacher of their preferred school directly for details of the admission arrangements and the appropriate application form.

There are two Church in Wales primary schools and four Roman Catholic primary schools in the County Borough. At secondary level, church school education is available at St. Joseph's R.C. Comprehensive School, Port Talbot, which has a sixth form.

Admissions Process



Schedule of Events for

Secondary School Admissions 2017 - 2018

7th October, 2016

Application forms / School Prospectus, Information for Parents Handbook distributed to parents.

Parents of children entering a new school (Year 7) have a minimum of 6 weeks to apply to a school of their choice.
--

Application forms to be returned to:

*Mrs H Lewis
Schools Admissions Officer,
Neath Port Talbot County Borough Council,
Port Talbot Civic Centre.
Port Talbot
SA13 1PJ*

25th November 2016

Closing date of submission of Admission Application Forms

Applications processed

January Schools given indicative information regarding numbers due for admission (excluding statements).

1st February 2017

Children with statement of special education needs have placements confirmed.

1st March 2017

Parents and Schools informed of allocation of secondary places to mainstream pupils.

14 days for parents to lodge an appeal
--

21st March 2017

Appeals against refusal to admit

Schedule of Events for

Infant, Junior and Primary School Admissions

2017 - 2018

7th October, 2016

Application forms / School Prospectus, Information for Parents Handbook distributed to parents.

Parents of children entering a new school (Reception; Year 3) have a minimum of 6 weeks to apply to a school of their choice.

Application forms to be returned to:

*Mrs H Lewis
Schools Admissions Officer,
Neath Port Talbot County Borough Council,
Port Talbot Civic Centre.
Port Talbot
SA13 1PJ*

25th November 2016

Closing date of submission of Admission Application Forms

Applications processed

January Schools given indicative information regarding numbers due for admission (excluding statements).

1st February 2017

Children with statement of special education needs have placements confirmed.

17th April 2017

Parents and Schools informed of allocation of infant, junior and primary places to mainstream pupils.

14 days for parents to lodge an appeal

4th May 2017

Appeals against refusal to admit

Schedule of Events for
Nursery Allocations 2017 - 2018

7th October, 2016

Application forms distributed to parents.

Application forms to be returned to:
Mrs H Lewis
Schools Admissions Officer,
Neath Port Talbot County Borough Council,
Port Talbot Civic Centre.
Port Talbot
SA13 1PJ

14th April 2017

Closing date of submission of Admission Application Forms
Applications processed

31st May 2017

Parents and Schools informed of allocation of nursery places.

CHILDREN AND YOUNG PEOPLES EDUCATION BOARD

REPORT OF HEAD OF TRANSFORMATION – ANDREW THOMAS

3rd December 2015

SECTION A – MATTER FOR DECISION

WARD(S) AFFECTED:

All Wards

Reorganisation and Inclusion of the Provision of pupils who receive their education otherwise than at school.

Purpose of the Report

1. To seek Members approval to implement the proposal previously agreed for consultation with amendments following the consultation process.

Executive Summary

2. The Consultation Report sets out the Local Authority's strategic approach to wellbeing and behaviour provision with particular reference to pupils who are taught outside of the school setting, in relation to the Home Education and Engage Service areas.
3. The proposal has been further developed following consultation. Whilst there was general agreement that there needed to be changes to the service offered there was concern from staff and parents regarding some aspects of the proposal.
4. The Consultation Response recognises these concerns and as such it amends the proposal in two key areas.
 - 4.1 The education of pupils who are school refusers or have significant and serious medical needs – currently these pupils are educated at home by the home

education service. The authority will maintain this provision for those pupils currently utilising the service and whose needs are such that they cannot leave their home, employing if possible, the same teacher as at present, with the teacher coming under the management of the pupil's mainstream school.

- 4.2 Schools may choose whether or not to use this service in relation to any new pupil whose condition prevents them from leaving their home to be educated. Costs incurred by the authority will be recharged to the schools sector budget.
- 4.3 There are a number of pupils, particularly at Years 10 and 11, for whom education at mainstream school is unsuitable, this includes pupils twice excluded, a small number of movers in to the authority at Year 11 and pupils who have social, emotional and behavioural difficulties that cannot be addressed at school or at either Secondary Education Nurture Centres.
- 4.4 The provision currently based at Bevin Avenue caters for most of these pupils but in unsuitable premises. The authority will source and staff an alternative site for the education of up to 24 pupils with three teaching and four non-teaching staff. This cost will be met within the existing budget cost base. The provision will be placed under the management of a yet to be determined school.
- 4.5 The proposal does indicate a new Secondary Education Nurture Centre (SENC); this will be placed within a yet to determined school and will cater for 16 pupils with behavioural difficulties. The SENC based at Ysgol Hendrefelin will continue to cater for 16 pupils with school anxiety issues.

- 4.6 The reintegration of pupils currently on the Home Education Service will be managed during the Spring Term 2016, with each pupil identified as 'returning to school' being supported by the teacher they currently work with. It is inappropriate to reintegrate the 22 Year 11 pupils currently educated outside of the school setting, these pupils will be supported within the service until the end of their education.

Background

5. The authority has consulted on a proposal: 'A Reorganisation of the provision for pupils who receive their education otherwise than at school' (Appendix 1). The authority has considered its response to the consultation (Appendix 2) and amended the original proposal into a final document 'A Reorganisation and Inclusion of the provision for pupils who receive their education otherwise than at school'. (Appendix 3)
6. Officers recommend that the proposals be implemented with the identified amendments.

Financial Appraisal

7. The proposed new model will be met from the cost base of the current Education Outside of School Setting and the Engage Continuation budget.

Equality Impact Assessment

8. An Equality Impact Assessment has been undertaken, amended following consultation to ensure that no pupil is disadvantaged by implementation of the proposal. (Appendix 4). The Equality Impact Assessment has found that there is no adverse effect on any particular group and the process has checks and monitoring in place.

Workforce Impact

9. The creation of 9 posts outlined within the proposal will be supplemented by the development of the alternative site for pupils whose social, emotional and behavioural difficulties cannot be met at a mainstream school; this will lead to three additional teaching and non-teaching posts. The proposal will impact on current staff employment upon implementation existing staff will cease to be employed but will be eligible to apply for posts in the new structure as they will possess many of the skills required in the new structure.

As part of the reorganisation process all staff will be supported by the relevant authority policies and procedures which will include full consultation. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. Throughout the process the Council will be working to secure the employment of staff. Previous experience has shown that some staff may wish to secure employment in the structure but others take the opportunity to take on new challenges elsewhere. The Council is proud of its track record for supporting staff in such situations.

Legal Impact

10. The authority discharges its duty of providing an education for pupils of statutory school age.

Consultation

11. The reorganisation proposal has been subject to external consultation. Copies of the consultation responses have been provided for members in the Members Rooms at Port Talbot and Neath Civic Centres.

Recommendations

12. Having given due regard to the Equality Impact Assessment and consideration of the consultation responses, Members are asked to approve:

- a) The closure of the Council's Engage service
- b) The development of alternative arrangements for pupils who would normally receive their education via the Education Outside of the School Setting and Engage services, through a suitable provision to be managed by a school (schools) governing body, yet to be confirmed and at a site(s), yet for to be identified.
- c) Delegation of authority to the Head of Transformation to implement the recommendations

Reason for Proposed Decision

1. To support schools in providing an inclusive education for all their pupils.
2. To ensure that pupils that have to be taught out of school due to exclusion, health or social, emotional, behavioural difficulties receive an education appropriate to their needs.

Appendices

Appendix 1 – A Reorganisation of the provision of pupils who receive their education otherwise than at school

Appendix 2 – Consultation Responses

Appendix 3 – A Reorganisation and Inclusion of the provision for pupils who receive their education otherwise than at school.

Appendix 4 – Equality Impact Statement

List of Background Papers

Education other than at school: a good practice guide (Estyn June 2015) 'Review of Inclusion in Neath Port Talbot 2014', March 2014
Inclusion Review Action Plan, October 2014.

Officer Contacts

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Hayley Lervy

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Telephone 01639 763143

Reorganisation of the Provision of pupils who receive their education otherwise than at school.

The document has regard to:

Evaluation of Education Provision for Children and Young People Educated Outside the School Setting (Welsh Government June 2013) with particular reference to the recommendation for Local Authorities to- 'reduce exclusion from schools, focus on building the capacity, skills and confidence of staff in mainstream schools using for example, restorative practices, to improve relationships and behaviour in schools.'

The '**Review of Inclusion in Neath Port Talbot 2014**' has been received and approved by Cabinet Board in March 2014 and the subsequent Action Plan received and approved in October 2014.

Education other than at school: a good practice guide (Estyn June 2015)

1. Purpose of Report

This report addresses the recommendations of the Inclusion Review and sets out the Local Authority strategic approach to wellbeing and behaviour provision.

It sets out how the authority plans to consult with trade unions and staff in order to take views on the reorganisation of the services that deliver education to pupils educated outside the school setting.

2. Background Information - the need for change

The Review of Inclusion in Neath Port Talbot undertaken by the authority in 2014 identified the strengths and challenges relating to education support and provision for children with additional learning needs in NPT and presented options for its further development.

It considered:

- How effective inclusion is in local schools
- If the current arrangements for education support at school and LA level match need and are effectively co-ordinated for maximum impact, and
- Whether monitoring arrangements focus sufficiently on outcomes

The Report concluded:

- There are too many children receiving home education provided by the Local Authority at considerable expense on tuition and transport with too little emphasis on outcomes or reintegration into mainstream school.
- There is a confused patchwork of provision at KS3 and KS4 with insecure funding arrangements.

The Inclusion Review notes the unacceptably high number of pupils receiving education other than at school, 92 in 2014-15, the high levels of exclusion from school, which is a contributory factor to the EOTAS numbers and the high levels of pupil absence. In 2014-15 (as at June 31st 2015) there were 590 instances of fixed term exclusions involving 362 pupils with a total loss of 1306 days. There were 11 instances of permanent exclusion. Attendance in the secondary sector remained at 93.6% in 2014-15, which when compared with other authorities across Wales represents a deteriorating picture.

Following the Inclusion Review the authority commissioned a comprehensive review of the current arrangements for pupils educated outside of the school setting. The authority proposes a new continuum of support for behaviour and wellbeing which includes additional provision in the form of a revised behaviour pathway. The priority is to establish a consistent approach in all schools to improve support for all aspects of wellbeing and behaviour in order to reduce the number and length of exclusions.

Following the recommendations of the Inclusion Review an Action Plan was developed which included the following key actions:

1. Establish consistent behaviour / restorative practice approach in all schools
2. Establish clear continuum of support for behaviour management and provision for pupils with SEBD at each key stage to reduce exclusion and reliance on home education
3. Launch of LA Behaviour Continuum
4. Establish KS3/4 inclusion centres in each secondary school
5. Reconfigure ENGAGE and secure stable funding bringing ENGAGE and EOTAS under one management structure

3. Case for change

The Key Principles for change are:

- Ensuring all children and young people have access to appropriate high quality learning opportunities within their mainstream setting.
- Schools and the LA working in partnership to focus on prevention and early intervention in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.
- An emphasis on listening to the views of children and young people, in partnership with their parents to promote wellbeing.

- Inclusion for all pupils with additional learning needs and those with protected characteristics as identified in the Equality Act 2010.

3.1 Current Position

In Neath Port Talbot the EOTAS service comprises two main aspects, the Home Education Service and the Engage programme. In addition to this a small number of pupils are educated at Key Stage 3 Inclusion Centres.

Home Education Service

The Authority's School and Family Support Team provides education for a number of pupils:

- who do not attend school because they have medical needs which impede their attendance at school
- who have been excluded from school.
- who have special education needs and have been referred to the service by SEN Panel
- with mental health conditions that prevent school attendance
- who are pregnant or have given birth

Access to the Home Education Service is via a panel consisting of head teachers and officers of the authority, the panel considers each application against set criteria.

Manager, Education Outside the School Setting co-ordinates the education of these pupils. Education takes place in the child or young person's home or at a designated and approved centre, either individually or in a group situation. It may be provided by the School and Family Support Team or another approved provider such as Engage. For a few pupils this form of education is usually regarded as a short-term measure with the aim of returning pupils to school or other suitable provision as soon as is possible.

In 2014-15 the service delivered to a maximum of 92 pupils at any one time, the table below gives a breakdown of reason for referral and the year group of the pupil.

Total number of pupils on EOTAS – 92	Medical	Refuser***	Perm Ex	Avoid perm ex	SEN 1*	Not on roll	SEN 2**	Pregnancy	Other****	Movers into NPT
Total number	8	23	10	11	3	5	6	1	17	8
Year Group										

Yr. 1 – Yr6	2	1	0	0	1	0	0	0	0	0
Yr. 7	2	0	0	0	2	0	0	0	0	0
Yr. 8	2	3	1	0	0	0	1	0	2	0
Yr. 9	2	3	1	4	0	0	1	0	1	0
Yr. 10	1 (also SEN 2)	4	2	3	0	0	3	1	0	2
Yr. 11	0	12	6	4	0	5	1	0	14	6

* SEN1: awaiting placement by LA

**SEN2: pupils placed by SEN panel not awaiting placement

***Refuser: pupils who refuse to attend school due to a variety of reasons including those that receive support from CAMHS

****Other: pupils whose attendance at school places them at risk of permanent exclusion

Engage

Engage was established in order to raise aspirations, improve participation rates in education, training and employment, address social and educational exclusion and improve and extend provision for young people aged 14 – 16. Engage works to engage, re-engage, motivate and inspire young people through a series of innovative activities. It targets and supports young people who are currently within the education system but who are either/or:

- At risk of social and educational marginalisation
- Are currently under achieving against expected performance
- Are either on the verge of exclusion or have previously been on fixed term or permanent exclusion or have 70% or less school attendance
- Have basic skills levels of 18 months or more behind the average for their age
- Would gain long term benefit from alternative curriculum activities.

In 2014-15 the provision educated 17 pupils and was delivered in 2 centres, Taibach and Creunant.

Key Stage 3 Inclusion Centres

Key Stage 3 Inclusion Centres were established to ensure that pupils are placed within a mainstream setting and are able to benefit from all the wider provision that a

school is able to offer, rather than educate them in an out of school Pupil Referral Unit. Protocols have been developed to ensure that pupils retain contact with their 'home' school and all placements are predicated by the principle of securing a return to the pupil's 'home' school. This way of working will ensure a more dynamic approach to supporting pupils' behaviour.

At present the authority has facilitated four Inclusion Centres, three cater for pupils at KS3 across the LA and one caters for pupils within the catchment area, which includes Key stage 2 pupils.

Inclusion Centres are successful both in terms of their academic, social and emotional development when the school is able to re-integrate the pupils into lessons, this enables the pupils to feel supported by the facility whilst simultaneously feeling part of the school. Regular identification of pupils who may benefit from the support and being pro-active in providing a flexible approach to their educational provision is a key element to this success. Provision may range from pupils spending all their lessons in the Inclusion Centre for a limited period of time or being taught specific lessons in which the pupil is experiencing difficulties. The aim is to re-integrate the pupils wherever possible in order that the pupils do not feel stigmatised but supported in their development in their own school"

3.2 Outcomes

Home Education Service

Pupils are entered for GCSE both through their substantial school and EOTAS, pupils who are not entered for GCSE English and Maths follow an entry level curriculum which equates to GCSE D-G grades.

In 2014 27 pupils sat a total of 99 exams

16 achieved some or all exams A* - C

3 achieved 5A* - C which would equate to the level 2 threshold.

In 2015 there were 48 Year 11 pupils of whom 29 sat a total of 62 exams

4 sat Entry Level,

3 who attended Engage were not entered for examinations.

6 achieved some or all exams A* - C

Reintegration to base school

Reintegration to their substantive mainstream school is a key aim within the home education service. In 2014 -15 the reintegration rates were as follows:

- Pupils referred for short term medical reasons: 10
- School refusers: 1
- Returning from a period of pregnancy: 1
- Pupils with behavioural issues: 0

There is a lack of success in reintegrating pupils in the current system of home education for both school refusers and those with behavioural problems.

Engage outcomes

The current configuration for Engage does not provide an education for pupils who are working at GCSE level A* - C and only delivers two subjects, Maths and English.

In 2013 -14. Of the 25 young people, 11 were at Year 11, 6 pupils achieved Level 1 threshold, which is equivalent to 5 GCSE's Grades D-G.

2014 – 15. Of the 17 pupils 9 achieved the Level 1 threshold, two left the provision prior to the assessment period and a further 2 were not able to achieve Level 1 threshold.

4. What do schools say?

- The Inclusion Review sought the views of schools on the current provision. Feedback emphasised that the support and provision for children with behavioural difficulties was not effective, head teachers stated that:
 - *“A programme on behaviour management is urgently needed to improve behaviour and avoid exclusions”*
 - *“The LA needs a strategic plan to tackle what is becoming an ever more challenging aspect of school life.”*
 - there is a lack of *“Scope for a whole cluster behaviour policy and practice that incorporates the best strategies used in our schools”;*
 - *“similar strategies used across the county”.*
 - *There is no consistent, overall LA approach to positive behaviour management; schools have developed or adopted their own approaches to meet their own needs, with varying degrees of success and confidence*
 - *High quality training provided or commissioned by the LA is vital,*

5. What do pupils say?

The Inclusion Review gave the following key messages from learners:

- They want support available when it is needed but they don't like support staff hovering over them or watching them work
- They want to be taught interesting, engaging and challenging lessons in clean, warm, well maintained buildings
- They want more independence when they are in schools, travelling to schools and socially; they like being taught how to exercise responsibility

Pupils who attended Engage expressed disappointment regarding the lack of academic qualifications/opportunities they had access to and also the variety of subject choices available to them. They enjoyed the small group provision in which they felt safe and valued. They acknowledged that they hadn't coped within the school environment, large classes and amount of subjects. They accepted that their strengths were kinaesthetic and were frustrated that whilst at the provision they hadn't been taught in the way they learn. They resented spending all day in 1 classroom. The pupils stated that they enjoyed 'doing' rather than sitting and having to listen in class - too boring - 'do each other's heads in.' Some were disappointed they would have max 2 GCSEs and were having to accept a College Course at a lower level than they were capable of. They felt that the lack of subjects and opportunities had a negative effect on their learning and wanted a greater variety of lessons

Some felt that as they hadn't shown improvement they felt excluded by not being entered for English and Maths GCSE. They were upset and felt undervalued about this. One young person claimed that she felt she 'had lost all those years.'

6. What does Estyn Say?

Estyn- 'Education other than at school: a good practice survey' (June 2015) made the following recommendations for schools and local authorities:

Local authorities and schools should:

- R1 have a locally agreed strategy to support all vulnerable pupils so that they remain in full-time education
- R2 Identify pupils who are at risk of disengagement early and put in place appropriate, timely interventions
- R3 work together to increase the range of learning options and experiences available to EOTAS pupils

Local authorities should:

- R4 ensure that all stakeholders have a clear understanding of the role of PRUs and other forms of EOTAS within a continuum of provision, and that these provisions have clear entry and exit criteria
- R5 appoint PRU staff who have appropriate experience and expertise in leadership, teaching and learning as well as behaviour management

- R6 ensure that all PRU staff have access to the same training and development opportunities as staff in mainstream schools
- R7 work with regional consortia to provide robust support and challenge for PRU managers and management committees

The proposed reorganisation aims to meet these recommendations within a new continuum of support for all pupils within our school

7. What is the proposal.

The proposal is for a reorganisation of the provision of pupils who receive their education otherwise than at school in order to enhance provision for pupils with Social Emotional and Behavioural Difficulties (SEBD) within the local authority.

All pupils in NPT will be placed on a school roll. Each school will take responsibility for the education of its pupils.

All pupils, including those with health needs and maternity will have their education delivered at, or by the school. It is considered that school are best placed to meet the needs of these pupils, liaise with parents and provide a high standard of appropriate and differentiated work.

It is recognised that there will be a very small number of pupils whose needs are best met outside the mainstream setting e.g.

- Pupils who are awaiting placement following permanent exclusion, once the statutory exclusion process has been completed
- Pupils who have been permanently excluded twice in a two year period and whom the authority is unable to place at school

The proposed model for future delivery will include:

- Implementing the LA behaviour pathway and sharing resources and good practice
- Developing KS3/4 support in each secondary school that delivers an individual learning programme
- The use of Pupil Centred Planning
- To access an out of school provision that meets the needs of the pupil, whilst the school maintains responsibility for the pupil's education
- Where in-school strategies fail:
 - working with other schools to assess whether a managed move may assist the pupil. Schools could manage this process themselves operating within certain parameters, e.g. accepting parental preference is of vital consideration.
 - accessing alternative curriculum providers which may include utilising the expertise offered by the Family Information Service.

Inclusion Support

The LA proposes to establish a Strategic Wellbeing Group to provide a strategic direction for wellbeing and SEBD needs within and across all schools in NPT. The group will comprise of a senior practitioner educational psychologist for wellbeing and behaviour, representatives from schools and other services.

In addition to the 0.8 full time equivalent teacher development officer for SEBD currently in post, the LA propose to recruit 2 x wellbeing leads and 2 x key workers. (Appendix 2)

Head teachers have expressed their concerns about the high level and increasingly complex needs of some of their young people. The LA proposes to recruit suitably experienced staff for the wellbeing leads, with thorough knowledge and practical experience across some of the following areas: mental health, attachment, trauma, sexualised behaviour, therapies, substance misuse, domestic violence.

This service will be school based with weekly, planned sessions in each of the secondary schools, working with staff and pupils.

In addition to this the LA proposes to appoint 2 x key workers. It is proposed that the key workers assist in the transition of pupils returning to mainstream over the course the spring term and continually support them in accessing vocational learning and work experience opportunities.

Training

The LA is currently developing a training menu which will help develop capacity within schools and work with school staff to deploy expertise within their own setting effectively, further develop skills and knowledge and to access staff expertise in other settings and specialist services.

This training programme will also ensure that schools work in partnership with the LA to prepare for the proposed reform of the statutory framework for SEN by involving children and young people, parents and carers in assessment, planning and review and a pupil centred approach to early identification and planning for individual needs.

Transition

It is proposed that transition is planned carefully over the course of the spring term with each individual school, this will allow for a planned and staged transition back to mainstream with the additional support of the senior wellbeing practitioner key workers and wellbeing team.

Additional Specialist Secondary Provision

There is currently one Secondary Education Nurture and Assessment Centre (SENC) based at Ysgol Hendrefelin catering for pupils with high levels of anxiety and school phobia. It is proposed to establish a second SENC to assess the needs of pupils with social, emotional and behavioural difficulties. At these centres pupils will

be able to access a bespoke, highly differentiated curriculum and access to therapeutic interventions.

Overall responsibility will rest with the Head of Transformation, under the overall management of the Co-ordinator for Support for Inclusion.

7.1.1 How will this affect the future?

Reorganising provision will enable us to deliver a pupil centred model and address the recommendations of the Inclusion Review:

- Develop and implement a clear pathway in schools and the LA, setting out a consistent approach to support and provision for children with social and emotional behavioural difficulties at every key stage. (Appendix 3 &4).

This pathway will accommodate the needs of pupils who with effective intervention and support should remain and/or reintegrate successfully into mainstream. A very small number of pupils may not fit into the graduated response of this pathway, for example sudden and acute needs such as mental health, trauma. In these low incidence cases the fast reaction of support services will be essential to support the pupil, parents and school.

7.1.2 What would happen if things stayed the same?

Whilst the maximum numbers of pupils at any one time on Home Education in 2014-15 was 92, the Inclusion Review states that the number of children receiving education provided by the Home Tuition service from 2008/9 – 2013/14 fluctuated from 89 a year to 152 pupils. In 2012/13 the most common reason for receipt of home tuition was “other” – 57 pupils and “refuser” – 45 pupils. The category of “other” is not referenced in the Authority’s EOTAS policy and “refusers” should only be in receipt of home education if supported by a clinical diagnosis. During the course of last year (2012/13) 65% of the pupils on home education had SEN and 50% were in KS4. At the end of the summer term 2013, 60 pupils were in receipt of home education – 24 were “refusers” and 22 were “other”, 7 were awaiting placement, 4 were permanently excluded and 3 were medical. 78% had SEN.

The data shows a high number of pupils on Home Education, this is unsustainable both in the capacity to deliver and the increasing costs.

Unless significant changes are made to the current delivery model there is a risk that demands on EOTAS provision, both placement and financial will rise, whilst outcomes for pupils are generally unsuccessful.

7.1.3 Key benefits of change

The main focus of this consultation document is to propose the development of a new delivery model that outlines a proposed model of continuum of support for pupils at the primary and secondary phase of education. It includes the establishment of a new Senior Well Being post, two Well-being officers, two Key Workers who will deliver ongoing support for the needs identified by the school e.g. attachment, anger management and inappropriate sexualised behaviour, an additional Assessment Unit at secondary level and the development of the inclusion provision at each secondary school. All pupils will be placed on a school roll. It is proposed that the current EOTAS provision will cease. Schools know their pupils best and will assess, plan, deliver and monitor the education that is appropriate to the individual pupil including those with medical needs.

7.2 Who will this affect

As part of the process all employees affected will be supported by the relevant Policies and Procedures including the Managing Change in Partnership Policy. This will involve consultation and access to the Council's 'at risk register' where they have been placed at risk of losing their jobs. Some employees may wish to take Voluntary Redundancy. Throughout the process the Council will be working with the teacher associations/trade unions to secure the employment of staff where possible.

All staff employed within the Home Education Service and Engage will potentially be affected. There are currently 25 staff members within the Home Education Service, one manager, 18 teachers, two of whom are permanent, one unqualified teacher, two learning support tutors, and three teaching assistants. There are five staff member within Engage, a Team Leader; two Youth and Community Workers, both of whom are permanent, two Youth and Community Support Workers both of whom are permanent.

8. Equality Impact Assessment

An equality impact assessment has been carried out and found that there is no adverse effect on any particular group and the process has checks and monitoring in place. Any potential negative impact on any protected characteristic has been evaluated and the adverse effect mitigated.

9. Consultation

Formal statutory consultation on this proposal will be undertaken within the period Friday, October 9th – Monday, November 9th 2015 with Trade Unions, Staff, NAASH, LLAN, Special Schools, School Governors, Parents, Children and Young Peoples Education Board and the Schools Forum.

Consultation will be facilitated via team and one to one meetings where relevant.

Outcome of consultation will be reported to Personnel Committee on November 23rd, 2015.

10. How to Respond

Responses may be made to ***Director of Education Leisure and Lifelong Learning, c/o Huw Roberts, Manager School and Family Support Team.***

Responses can be by:

Email: h.g.roberts@npt.gov.uk

Postal: *Director of Education Leisure and Lifelong Learning, c/o Huw Roberts, Manager School and Family Support Team, NPTCBC., Civic Centre, Port Talbot. SA13 1PJ*

11. Current and Proposed Cost

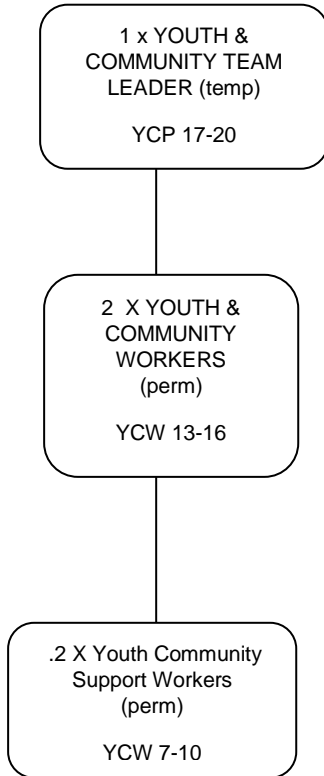
Implementation of the new behaviour continuum:

	£ Budget 2015/16	£ Projected Out-Turn 2015/16	£ Budgets 2016/17
Education Outside of School Setting	411,000	584,000	
Engage	103,000	152,000	
KS3 Inclusion Centres	278,000	278,000	
Transport	150,000	150,000	100,000
Control Total	942,000	1,164,000	
New Senior Well-being Post			Grant funded
2 x Well-being Officers			92,000
2 x Key workers			45,000
Elective home Education Teacher 6hrs per wk.			10,000
Assessment Unit Secondary			150,000
KS3 / KS4 Inclusion Provision			360,000
Total Projected Cost	942,000	1,164,000	757,000

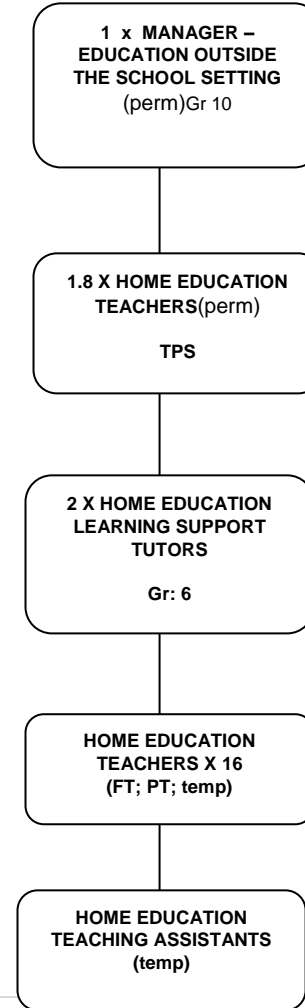
Current Structure of Engage and the Home Education Service

Appendix 1

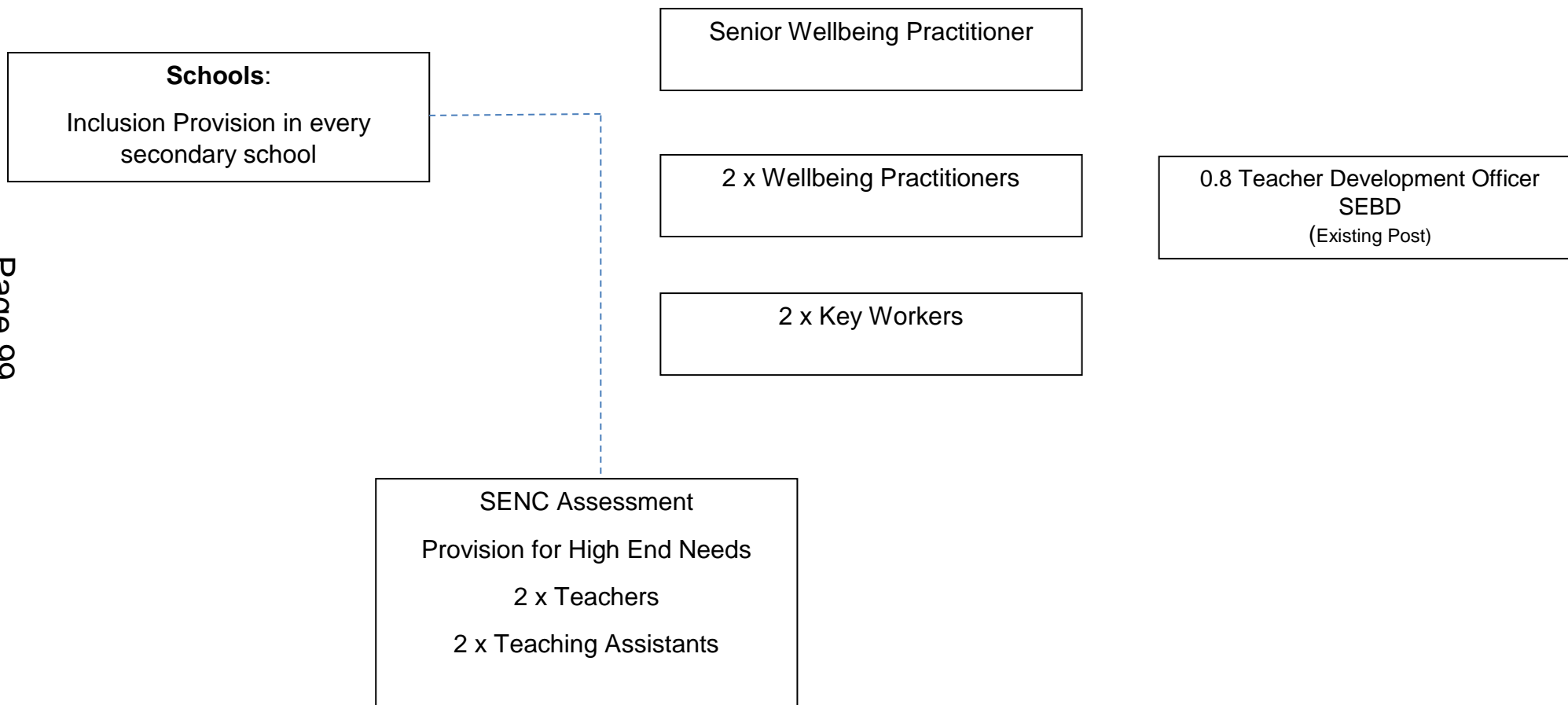
Engage Structure



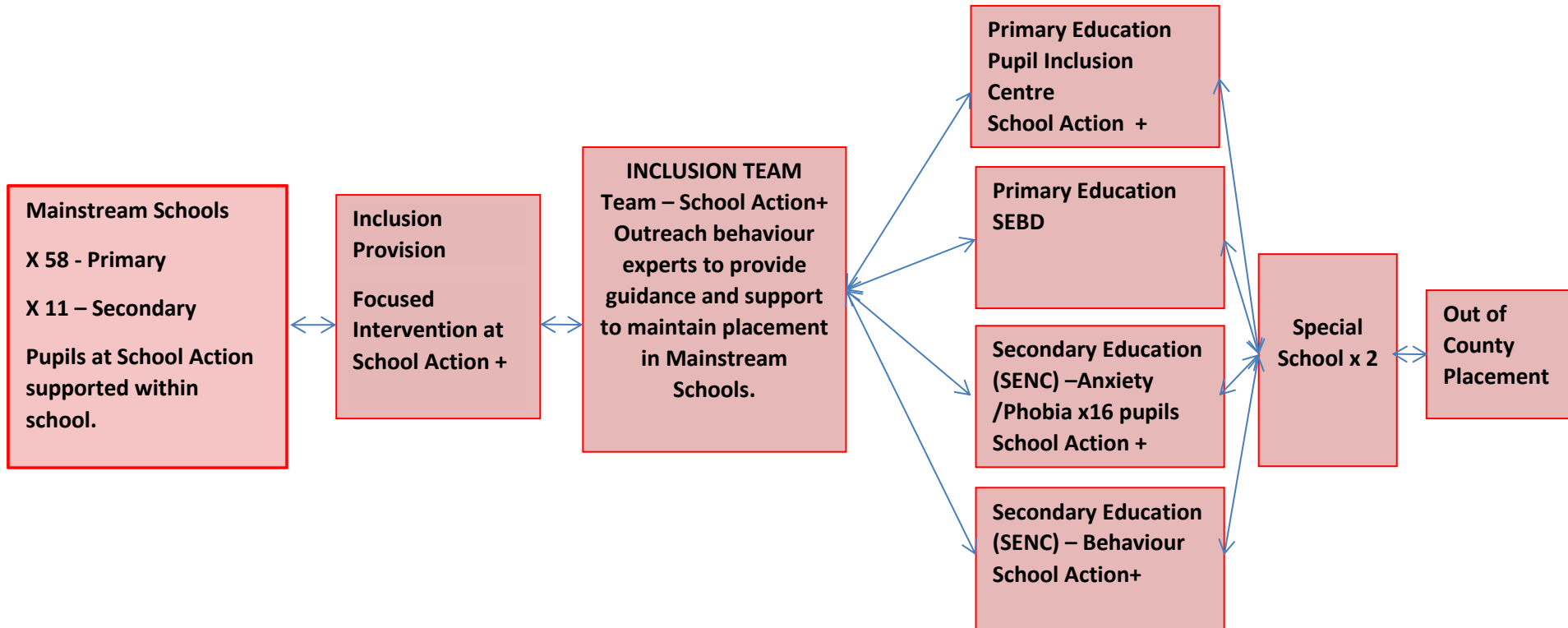
Home Education Service



Proposed Reorganisation of Services for Provision for pupils with SEBD

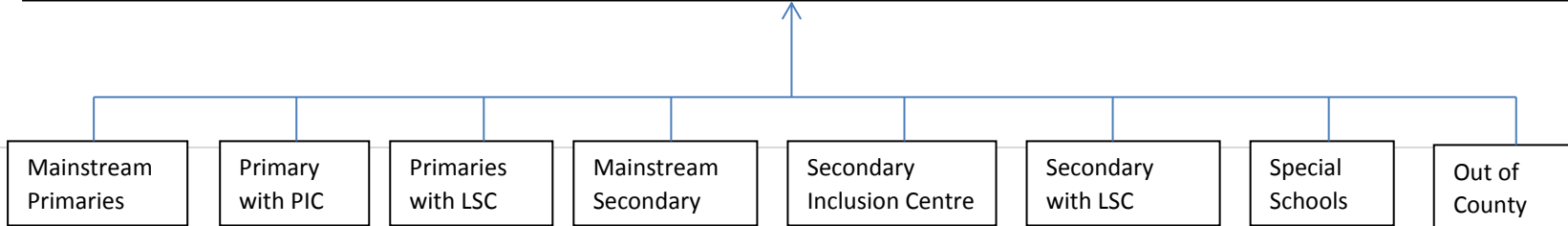


Proposed Continuum of Provision for Social, Emotional and Behavioural Needs in NPT.



Wellbeing and Behaviour Strategic Group

Group to comprise of Senior Practitioner EP and representatives to include Head teachers, special schools, SfL and Senior Wellbeing Practitioner. Group to provide strategic direction for LA approach to wellbeing and behaviour, support to schools and quality assurance of provisions.



A Continuum of Support for Social Emotional and Behavioural Needs in NPT

Universal	Targeted	Specialist	Specialist Plus
<p>Provision for all pupils</p>	<p>Early Intervention</p>	<p>Supporting pupils with high levels of need</p>	<p>Supporting pupils with most complex needs</p>
<p>School reviews and monitors consistency and effectiveness of approach to behaviour management in continuous cycle.</p> <p>All staff are trained in early identification and effective use of a range of behaviour strategies.</p>	<p>School identifies concerns, liaise with parents and undertakes an initial assessment of needs. This could include signposting parents to support and advice.</p> <p>Effective strategies are identified, implemented and reviewed.</p> <p>All staff are aware of the pupil's needs and there is consistency across the school in understanding and meeting the pupil's needs.</p>	<p>Pupil accesses the school's inclusion provision for time limited bespoke support (e.g. anger management/ attachment/ sexualised behaviour/ anxiety).</p> <p>Staff in the inclusion provision trained and have regular access to wellbeing officer and education psychologist for support and advice.</p> <p>Close liaison between staff in inclusion provision and mainstream to share strategies and plan effective transition back to full-time mainstream.</p> <p>Following a review of progress and strategies with pupil, parent and school staff, where there continues to be a high level of need direct intervention from Inclusion Support Team.</p> <p>Flexible and highly differentiated curriculum. Engagement with and referral to outside agencies.</p>	<p>Multi- agency meeting for most vulnerable pupils and those at risk of permanent exclusion.</p> <p>Review of continuum of intervention.</p> <p>Placement within SENC. Time limited bespoke intervention from Inclusion Support Team. Planned transition arrangements.</p> <p>Flexible and highly differentiated curriculum. Regular communication with base school.</p> <p>Access to therapeutic interventions. Rapid response of support services.</p> <p>Review of pupil's needs to include pupil and parents.</p> <p>Where concerns are not resolved continued intervention at SENC for further assessment and support.</p> <p>For most complex needs consideration for alternative placement, involving pupil, family and professionals.</p>

Consultation Report

Proposal to Reorganise the Provision of pupils who receive their education otherwise than at school.

1. Purpose of the consultation report

This report is to inform the outcome of consultation with stakeholders which took place between 9th October 2015 and 9th November 2015. During this time a consultation document was made available on the Council's website under the EOTAS section in addition to being placed on the authority's Consultation Portal. The document was made available to all staff within the Education Other than at School service, all schools and all parents of pupils who currently receive their education otherwise than at school.

2. Consultation Process

The consultation document invited written views and opinions to be submitted in respect of the proposal. The council publishes a consultation report summarising any issues raised by consultees and the Council's response.

If approved, the next stage of the process is to proceed with the proposal, including any agreed amendments from the consultation process.

3. Summary of responses to the consultation

Staff Consultation

A consultation meeting was held with the staff of the service area on October 9th following which written comments were received from staff and officers.

School Consultation

The consultation document was forwarded to all schools on October 9th 2015; schools were requested to bring the proposed document to the attention of staff, governors, parents and pupils. A meeting was held with secondary head teachers on October 23rd and primary head teacher representatives on October 16th.

Parent Consultation

Two consultation meetings were held with parents on November 3rd.

Pupil Consultation

Consultation meetings were held with some pupils currently educated outside of the school setting on November 6th.

Public Consultation

Consultation with the public was held via the authority's website under the EOTAS section and the Consultation Portal.

Summary of Responses Received

A total of 30 responses were received. The category of respondent is as follows:

Staff	8 plus one response from all staff employed within the service area and one response from staff within the Bevin Avenue site.
School	9 including one primary governing body
Parent	6
Pupil	1 individual plus one from the pupils based at Bevin Avenue and Taibach Community Centre
Public	4

A summary of the comments made is as follows:

Agreement

Many of the respondents agreed that there is a case for change to the current arrangements.

Summary of Responses: Consultation period

- There was a request to extend the consultation period
- Staff were concerned that they were not involved in the development of the consultation proposal

Officer Response

The consultation document was discussed with trade unions on Thursday October 8th and staff, October 9th. It was sent electronically to all schools on October 9th with a request that it be shared with school stakeholders, including staff, governors, parents and pupils. The authority placed the document on its website and Consultation Portal thus allowing all relevant stakeholders sufficient time to respond accordingly.

Summary of Responses: Staff

- All staff (25) expressed concern regarding redundancies and lack of opportunity for redeployment within the proposed restructure.
- Redundancy would mean lack of continuity for pupils.

Officer Response

The authority understands that the proposal has an impact on staff and the potential for redundancies. The proposal outlines the creation of five new posts plus increased funding to schools which may present further opportunities for employment. An outcome from the consultation is outlined under 'Appropriate Placement of Pupils' below. This amendment to the original proposal will put in place a provision for some of our most challenging young people and will be staffed appropriately, providing additional opportunities for staff to maintain their employment status. Secondary schools will be provided with additional funding to meet the needs of their Inclusion Provision and this may involve staff recruitment. The authority has an agreement with schools and governing bodies that staff at risk are given prior consideration for relevant posts on a ring fenced basis, however individual schools are able to make appointments as they see appropriate..

Summary of Responses: Primary age pupils

- Staff and schools have asked what will happen to primary aged pupils who currently receive their education outside of the school setting.
- Staff note that there is a lack of early identification and provision at primary level.
- One primary school governing body responded that the proposal represents a positive way forward.

Officer Response

The numbers of pupils educated outside of the school setting at the Foundation Phase and KS2 in 2014/15 was four. The total number is small in comparison to the total number of 92 pupils. Schools will have the flexibility to manage the education of children themselves or request the authority to do so on their behalf with a full cost recovery from the sector budget. The authority will work with schools to ensure that those pupils, for whom mainstream setting is unsuitable, are educated appropriately and receive a curriculum that is flexible meeting their individual needs.

One of the principles that underpin this review is the continued support and training that will be given in the primary sector, particularly at the Foundation Phase. The authority will work with schools and families from entry into school to identify issues that may arise later in schooling thereby reducing the numbers of pupils that become disengaged at a later date.

Summary of Responses: Pupils with serious medical issues

- Staff and parents have responded that the proposal does not make reference:
 - to pupils that have serious medical issues
 - to how the education of pupils with social and emotional issues will be addressed
 - to pupils with school anxiety / phobia conditions
 - to pupils with conditions and treatment which affect the immune system cannot be taught out of the home.
- Staff and one parent stated that the local authority will be failing in its responsibility if it withdraws education for children who have specific and serious health needs.
- One parent has stated that the current systems works well, why change it?
- Parents have noted that a child should not suffer because of their complex medical needs
- Staff have noted that pupils who are pregnant are not identified within the proposal.

Officer Response

The authority accepts that the proposal document does not take particular note of pupils that have specific and serious health conditions that prevent their attendance at school.

The authority accepts and works to the statement: " A child or young person who is unable to attend school because of medical needs should have educational needs identified and receive educational support quickly and effectively. The education must be flexible and suitable to meet needs and the demands of what can be a changing medical status. "(Access to Education and Support for Children and Young People with Medical Needs: WAG Circular 3/2010.

We recognize that there are pupils with specific, serious health conditions and pupils who have serious anxiety problems, who are currently being educated by the home education service. Continuity of provision is essential to address the fears and anxieties of pupils and parents. The authority does not propose that these pupils are asked to attend school to receive their education and will work in partnership with schools to ensure that a consistent, flexible education arrangement is in place to meet the needs of each case on an individual basis. Pupils who are currently within the service area will continue to have their education met at home and if possible with the same teacher as at present. The substantive school will manage their education with the teacher, utilizing, if possible, the teacher currently working with that child.

There is currently one pupil who is educated outside of the school setting due to pregnancy; the authority considers that the education of this pupil is best managed

and arranged by the mainstream school. Maintaining these links throughout pregnancy will assist in reintegration when the pupil is ready to return to school.

Summary of Responses: Pupils awaiting placement in receipt of a statement of special education needs

- How will the education of pupils with or awaiting a statement be addressed when mainstream school is deemed inappropriate?

Officer Response

Pupils who are in receipt of Statements of Special Education Needs are placed in an appropriate available provision by a Special Education Needs panel. This placement is agreed by the parent before it is implemented. The proposed new Secondary Education Nurture Centre (SENC) expands the provision for pupils within the authority whilst an assessment is being undertaken, if it is agreed between the mainstream school, parent and the authority that this is an appropriate interim placement. It is noted that the majority of pupils with 'statements' are educated effectively within their mainstream school and the authority provides funding for this within its school funding formula.

Summary of Responses: Pupils permanently excluded from school / the proposed new Secondary Education Nurture Centre (SENC)

- Insufficient staffing identified to effectively manage a SENC and the complex needs of pupils that may be placed there.
- Where and how will permanently excluded pupils, including those from a specialist provision, be educated within the proposed new structure?
- There is no pathway within the proposal to reduce exclusions
- There is a potential that permanent exclusions will rise

Officer Response

Pupils who are excluded from school in accordance with the Welsh Government Guidance document Exclusion from Schools and Pupil Referral Units, Guidance Document Number 171/2015, will be placed on a new school roll. In the case of pupils who have been twice permanently excluded, the authority has identified a need for a provision to educate pupils for whom school is unsuitable and twice excluded pupils will be educated on this site. The development of a specific provision is outlined under the response to 'Appropriate placement of pupils.'

The funding for pupils who are excluded and educated within this provision is addressed in the authority's proposal document, 'Financing of Schools Scheme'. Schools will be recharged on a full cost recovery for pupils who are excluded.

The SENC will be based in a school, with funding provided to the school to manage the provision.

The proposal outlines a clear pathway for schools in how the authority will support them in dealing with challenging pupils, including the development of a Secondary Education Nurture Centre, which will support pupils with behavioural difficulties and the additional provision for pupils with social, emotional and behavioural difficulties. These provisions will deliver in parallel with the Well-being officer and Key Workers a comprehensive support system for schools.

Summary of Responses: Appropriate placement of pupils

- Staff have stated that:
 - there have been 23 pupils placed within the service since September 2015
 - there will be a negative impact on attendance and attainment if all pupils are educated within their mainstream school.
 - there will be an impact of the proposal increase the number of parents who choose to electively home educate their children
 - placing all pupils in schools may increase the number of young people classed as NEET.
 - there is a need for an off school setting for the pupils with complex needs
 - schools cannot offer the broad curriculum that some pupils require.
 - there is a need for a bespoke alternative education provider.

- Staff and schools have stated that
 - the placement of challenging pupils in school, will have a detrimental effect on the school, its' staff and pupils.
 - the report recognises that for a small number of pupils, their needs cannot be met at school but does not outline the provision they will receive
 - attendance rates will decrease
 - School attainment data will decrease

- Pupils stated:
 - *"If it had not been for the Cyber cafe, I would still not be able to cope and withstand people my own age that I do not get along with."*
 - most pupils attending the alternative provision felt their educational needs were being met whilst a small number felt there were areas they would like to have covered but were not available.
 - the accommodation and some of the equipment provided is poor
 - almost all young people had aspirations to progress to further education

- some pupils felt there was a lack of support in school for them

Officer Response

The authority has taken on board the responses made by staff and accepts that the proposal does not adequately cover the needs of some of our most difficult and challenging pupils. Whilst schools need to take responsibility for their own pupils there is a need for an additional provision for pupils with high complex needs that cannot be placed on a mainstream roll. The quality of work undertaken by the Home Education Service and the need for such a provision with these pupils is accepted.

These pupils, for whom education at mainstream school is unsuitable, are concentrated mainly at Years 10 and 11, this includes pupils twice excluded, a small number of movers into the authority at Year 11 and pupils who have social, emotional and behavioural difficulties that cannot be addressed at school or at either Secondary Education Nurture Centres.

The provision currently based at Bevin Avenue caters for most of these pupils but in unsuitable premises. The authority will provide a setting that comes under the management of a school but housed separately with entry criteria to be determined. It will replicate the provision currently based at Bevin Avenue linking closely with the two Secondary Education Nurture Centres and the specialist behavioural centres providing a facility for up to 24 pupils, staffed by three teachers and three teaching assistants. The provision will offer pupils an individualised learning programme, developed in conjunction with the pupil, parent and the SENC, offering academic and alternative education experiences.

The proposal outlined the development of a new Secondary Education Nurture Centre (SENC), this will be placed within a secondary school and will cater for 16 pupils with behavioural difficulties, whilst the SENC based at Ysgol Hendrefelin will cater for 16 pupils with school anxiety issues.

These provisions will be further enhanced by the involvement of the Well-being officers and the Key Workers who will provide ongoing support to the pupils and staff.

Summary of Responses: Budget

- There is insufficient money allocated to support the creation of inclusion provisions within schools
- There is no money allocated to support the teaching of excluded pupils

Officer Response

The proposal to fund secondary schools with a further £40K is in addition to delegated funding and grants provided to schools. In the secondary sector circa £34million pounds is delegated to schools for the education of all appropriately

aged pupils (11-16) and circa £2,267,117 is provided in the form of grant support, Education Improvement, Pupil Deprivation and Welsh Education Strategic Plan Grants.

It is widely accepted that schools are best placed to plan for the education provision of their pupils and to ensure all pupils achieve an appropriate education.

The proposed additional funding is not intended as a spending limit but as a supplement to existing funding to assist secondary schools better meet the needs of all their pupils.

Funding for excluded pupils will be met by the additional provision outlined whilst pupils are offered a placement in a new school. On the occasion that a pupil is in receipt of two permanent exclusions within a two year period, that pupil will be educated at the additional provision.

Summary of Responses: Training and Support

- Staff and schools have emphasised the need for training and on-going support for staff
- Schools have stated that the initial training needs will be significant and need to be resourced
- Schools should be looking to share their expertise

Officer Response

Training and support for all school staff is a key element of the proposal. A comprehensive training programme will be provided to help develop capacity within schools enabling school staff to deploy expertise within their own setting effectively, further developing skills and knowledge, accessing staff expertise in other settings and specialist services. The proposal outlines 5 new roles within the authority that will be involved in delivery of training and providing ongoing support.

Support will be maintained, with all schools asked to identify a named teacher as the behaviour co-ordinator. The authority will provide a bespoke training package for these teachers in order to maintain their expertise in school, replicating the current practice that exists for Additional Learning Needs Co-ordinators and Designated Child Protection teachers.

Summary of Responses: Role of the Wellbeing Officers in relation to social / emotional needs

- The proposal does not identify enough well-being staff to meet the needs across all schools

Officer Response

The Well-being officers will work as a team to support schools and their pupils, in addition to the current support services available to schools they will deliver training to all schools and work collaboratively with the two Key Workers and staff within the SENCs and the additional centre provision being developed. The authority will develop and enhance the expertise that currently exists within schools, replicating the current process that exists for Additional Learning Needs Co-ordinators and Designated Safeguarding Staff.

Summary of Responses: Academic qualifications

- Schools and staff have commented that:
 - success is not based on examination results
 - the report references Level 2 GCSE qualifications and has no reference to the progress and success made by pupils within the service.
 - the report doesn't recognise the achievement of pupils with Engage.
 - Engage did not have sufficient resources to meet the needs of pupils
 - Bevin Avenue provides a bespoke, highly differentiated curriculum to pupils with educational, emotional, behavioural and social difficulties, how will schools manage to range of difficulties these children possess.

Officer Response

The proposal indicated the level of qualification achieved by pupils who receive their education outside of school in relation to GCSE level 2 achievements. All pupils achieve a variety of recognised qualifications whilst receiving their education via the EOTAS service however the range of subjects that can be offered is limited when compared to schools. Not all pupils are academic but the authority believes that schools are best placed to plan and arrange an education provision for each pupil. This may be provided within the mainstream school or involve an alternative provision either as a full time option or developed to complement areas taught with schools.

Summary of Responses: Reintegration

- Staff have:
 - asked if the Secondary Education Nurture Centres be used to assist in reintegration
 - concern over the reintegration process of pupils from the current provision, including Year 11's.

Officer Response

The Secondary Education Nurture Centres will be part of a process in supporting pupils with specific and challenging behavioural issues which will include those with school anxiety issues. Support for these pupils will involve a reintegration plan where appropriate. If, following an assessment within the SENC it is determined that mainstream or special school provision is inappropriate, the pupil will be placed in the new alternative provision.

Pupils who are currently taught outside of the school setting will be reintegrated into mainstream school over a period of time of one term. Each pupil's needs will be looked at on an individual basis and where reintegration is appropriate, they will be supported during the term by their current home education teacher. Year 11 pupils currently on home education will not be subject to this reintegration and their education will be maintained by the authority throughout the remainder of the academic year.

The reintegration of pupils currently accessing the Home Education Service will be managed in the Spring Term 2016, with each pupil identified as returning to school, being supported, as far as possible, by the teacher they currently work with.

Summary of Responses: Inclusion Provision in secondary schools

- Schools have stated:
 - The use of Inclusion Centres is not always the most suitable placement for a pupil, especially those whose behaviour cannot be managed within the mainstream setting
 - Inclusion Centres need the correct staff, appropriately trained and cannot be set up overnight.
 - Not all schools have available accommodation to develop an Inclusion Centre.

Officer Response

There are currently four inclusion centres within our secondary schools, one of which works with its catchment primary schools. The proposal does not outline the setting up of Inclusion Centres in each secondary school but rather looks to explore the

process and provision the school makes for inclusion. This will be for each school to determine with the authority providing initial and on-going training and support. It is for the individual school to determine whether they wish to develop an Inclusion Centre within the school and this will be determined by individual school factors including available accommodation and appropriately trained staff being available.

Summary of Responses: Monitoring quality

- Staff are unsure how the appropriateness of education provided to pupils placed in a mainstream school rather than being educated outside of the school setting will be monitored..
- One head teacher questioned whether the use of Person Centred Planning is best use of staff time.

Officer Response

The authority monitors the quality of provision within all of its schools using a categorisation process that is uniform across the region. The authority employs Challenge Advisors to undertake this. Where it is determined that the provision for pupils with specific social, emotional and behavioural difficulties need additional monitoring the authority will determine the appropriate officer to undertake this.

The statutory reform of Additional Learning Needs, which is currently in its consultation process, includes the development of Person Centred Planning (PCP). The authority considers that PCP involves the pupil in their learning provision and is supportive of this process.

Summary of Responses: Alternative Curriculum Providers

- One secondary headteacher is concerned that the proposal will increase the use of alternative curriculum providers and difficulty in monitoring the quality of what is delivered.
- One Education Consultancy asked that the authority give serious consideration to commissioning an EOTAS service from a suitably experienced and qualified contractor.

Officer Response

The authority and its schools are aware of the opportunities that may arise from the use of alternative providers. The schools are best placed to determine the appropriate education for the pupil and may wish to utilise the expertise that these provides offer. One respondent, a local education and consulting service asked that the authority give serious consideration to commissioning an EOTAS service from a

suitably experienced and qualified contractor .The authority thanks the consulting service for its response but does not propose to delegate the responsibility of educating pupils who are currently taught outside of school to a third party provider

Summary of Responses: Alternative suggested proposals

Proposal 1

There is a need for a more robust service, which is staffed and resourced sufficiently to improve the outcomes of pupils working in conjunction with schools and other agencies for which a Manager is accountable for. In order to do this the following would need to be put in place:

- A scaled down EOTAS service to ensure schools retain responsibility and work with all of their pupils.
- Bevin Avenue Tuition Centre could play a vital role in the reorganisation it can provide:
 - Closer links with schools
 - To enable pupils to transition back in to mainstream school where appropriate.
 - To ensure that our curriculum runs in line with each child's school.
 - Access to better assessment and monitoring tools.
 - Closer links with CAMHS / Educational psychologist.
 - Access for staff to support, training and development.
- A more joined up approach to working with challenging pupils between the LA and schools.
- A differentiated curriculum.
- Full cost recovery from schools.
- A team of home education teachers, a work experience co-ordinator and assessor, a dedicated Educational Psychologist, a dedicated school counsellor, youth service/support workers, wellbeing officers to work with both schools and pupils.
- A SENC which will sit under the umbrella of a school that has significant experience at managing pupils with challenging behaviour.
- INSET for schools to understand more fully the role of EOTAS.
- Access to a wide range of vocational areas

Officer Response

The response above under Appropriate Placement of Pupils, outlines the authority's agreement to the need for a provision for pupils with needs that are challenging for a mainstream school and its' pupils. The authority will source and resource an appropriate provision. Where the pupil remains on a school role whilst attending the unit, schools will be charged in accordance with the Funding of School's Scheme.

Where pupils are placed on a specific EOTAS roll, funding will be delegated from the education budget, prior to delegation.

The revised proposal would place this provision under a school's management which would provide links on a multi-agency basis with agreed staffing levels. The amended proposal meets the majority of aspects outlined in this amended proposal.

Training is identified within the proposal _which states: *'The LA is currently developing a training menu which will help develop capacity within schools and work with school staff to deploy expertise within their own setting effectively, further develop skills and knowledge and to access staff expertise in other settings and specialist services.*

This training programme will also ensure that schools work in partnership with the LA to prepare for the proposed reform of the statutory framework for SEN by involving children and young people, parents and carers in assessment, planning and review and a pupil centred approach to early identification and planning for individual needs.'

Proposal 2

This proposal involves an additional Rapid Response Education Team in addition to the model already proposed, with a full cost recovery from schools for any pupil that is not educated within the school setting. The Rapid Response Education Team would have two functions would be firstly to re-engage those pupils, reintegrating them into their mainstream school or by offering an alternative curriculum.

For those who would need an alternative curriculum, pupils that exhibit severe behavioural issues and pupils with certain medical conditions. Suitable accommodation would need to be identified and close links maintained with the pupil's school.

Officer Response

The proposal of a Rapid Response Team reflects the principles of the Well-being Officer and Key Workers. In supporting schools we are looking to make schools self-reliant with the authority providing training and ongoing support. An aspect of this support will be a rapid response to school's needs.

Proposal 3

The focus here would be on raising aspirations, resilience and self-efficacy rather than academic results, developing links on a multi-agency level, involving the family with clear early identification and intervention. Utilising the skills of staff and other

agencies e.g. Youth Service, TAF, to create an education appropriate for the individual pupil.

Officer Response

The proposal with it's planned amendments will more than meet this outlined proposal which lacked a practical solution to the document.

Reorganisation and Inclusion of the Provision of pupils who receive their education otherwise than at school.

The document has regard to:

Evaluation of Education Provision for Children and Young People Educated Outside the School Setting (Welsh Government June 2013) with particular reference to the recommendation for Local Authorities to- 'reduce exclusion from schools, focus on building the capacity, skills and confidence of staff in mainstream schools using for example, restorative practices, to improve relationships and behaviour in schools.'

The '**Review of Inclusion in Neath Port Talbot 2014**' has been received and approved by Cabinet Board in March 2014 and the subsequent Action Plan received and approved in October 2014.

Reorganisation and Inclusion of the Provision of pupils who receive their education otherwise than at school as presented to Cabinet Board in October 2015 for consultation.

Education other than at school: a good practice guide (Estyn June 2015)

1. Purpose of Report

This report is an amendment to the proposal presented to elected members in October 2015. It has been revised following consultation with trade unions, staff, schools, governing bodies, pupils, parents and the general public.

The report addresses the recommendations of the Inclusion Review and sets out the Local Authority strategic approach to wellbeing and behaviour provision, with particular reference to the KS3 inclusion provision and the education of pupils who would be taught outside of the school setting.

2. Background Information - the need for change

The Review of Inclusion in Neath Port Talbot undertaken by the authority in 2014 identified the strengths and challenges relating to education support and provision for children with additional learning needs in NPT and presented options for its further development.

It considered:

- How effective inclusion is in local schools

- If the current arrangements for education support at school and LA level match need and are effectively co-ordinated for maximum impact, and
- Whether monitoring arrangements focus sufficiently on outcomes

The Report concluded:

- There are too many children receiving home education provided by the Local Authority at considerable expense on tuition and transport with too little emphasis on outcomes or reintegration into mainstream school.
- There is a confused patchwork of provision at KS3 and KS4 with insecure funding arrangements.

The Inclusion Review notes the unacceptably high number of pupils receiving education other than at school, 92 in 2014-15, the high levels of exclusion from school, which is a contributory factor to the EOTAS numbers and the high levels of pupil absence. In 2014-15 (as at June 31st 2015) there were 590 instances of fixed term exclusions involving 362 pupils with a total loss of 1306 days. There were 11 instances of permanent exclusion. Attendance in the secondary sector remained at 93.6% in 2014-15, which when compared with other authorities across Wales represents a deteriorating picture.

Following the Inclusion Review the authority commissioned a comprehensive review of the current arrangements for pupils educated outside of the school setting. The authority will implement a new continuum of support for behaviour and wellbeing which includes additional provision in the form of a revised behaviour pathway. The priority is to establish a consistent approach in all schools to improve support for all aspects of wellbeing and behaviour in order to reduce the number and length of exclusions.

Following the recommendations of the Inclusion Review an Action Plan was developed which included the following key actions:

1. Establish consistent behaviour / restorative practice approach in all schools
2. Establish clear continuum of support for behaviour management and provision for pupils with SEBD at each key stage to reduce exclusion and reliance on home education
3. Launch of LA Behaviour Continuum
4. Establish KS3/4 inclusion centres in each secondary school
5. Reconfigure ENGAGE and secure stable funding bringing ENGAGE and EOTAS under one management structure

3. Case for change

The Key Principles for change are:

- Ensuring all children and young people have access to appropriate high quality learning opportunities within their mainstream setting.

- Schools and the LA working in partnership to focus on prevention and early intervention in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.
- An emphasis on listening to the views of children and young people, in partnership with their parents to promote wellbeing.
- Inclusion for all pupils with additional learning needs and those with protected characteristics as identified in the Equality Act 2010.

3.1 Current Position

In Neath Port Talbot the EOTAS service comprises two main aspects, the Home Education Service and the Engage programme. In addition to this a small number of pupils are educated at Key Stage 3 Inclusion Centres.

Home Education Service

The Authority's School and Family Support Team provides education for a number of pupils:

- who do not attend school because they have medical needs which impede their attendance at school
- who have been excluded from school.
- who have special education needs and have been referred to the service by SEN Panel
- with mental health conditions that prevent school attendance
- who are pregnant or have given birth

Access to the Home Education Service is via a panel consisting of head teachers and officers of the authority, the panel considers each application against set criteria.

Manager, Education Outside the School Setting co-ordinates the education of these pupils. Education takes place in the child or young person's home or at a designated and approved centre, either individually or in a group situation. It may be provided by the School and Family Support Team or another approved provider such as Engage. For a few pupils this form of education is usually regarded as a short-term measure with the aim of returning pupils to school or other suitable provision as soon as is possible.

In 2014-15 the service delivered to a maximum of 92 pupils at any one time, the table below gives a breakdown of reason for referral and the year group of the pupil.

Total number of pupils on EOTAS – 92	Medical	Refuser***	Perm Ex	Avoid perm ex	SEN 1*	Not on roll	SEN 2**	Pregnancy	Other****	Movers into NPT
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Total number	8	23	10	11	3	5	6	1	17	8
Year Group										
Yr. 1 – Yr6	2	1	0	0	1	0	0	0	0	0
Yr. 7	2	0	0	0	2	0	0	0	0	0
Yr. 8	2	3	1	0	0	0	1	0	2	0
Yr. 9	2	3	1	4	0	0	1	0	1	0
Yr. 10	1 (also SEN 2)	4	2	3	0	0	3	1	0	2
Yr. 11	0	12	6	4	0	5	1	0	14	6

* SEN1: awaiting placement by LA

**SEN2: pupils placed by SEN panel not awaiting placement

***Refuser: pupils who refuse to attend school due to a variety of reasons including those that receive support from CAMHS

****Other: pupils whose attendance at school places them at risk of permanent exclusion

Engage

Engage was established in order to raise aspirations, improve participation rates in education, training and employment, address social and educational exclusion and improve and extend provision for young people aged 14 – 16. Engage works to engage, re-engage, motivate and inspire young people through a series of innovative activities. It targets and supports young people who are currently within the education system but who are either/or:

- At risk of social and educational marginalisation
- Are currently under achieving against expected performance
- Are either on the verge of exclusion or have previously been on fixed term or permanent exclusion or have 70% or less school attendance
- Have basic skills levels of 18 months or more behind the average for their age
- Would gain long term benefit from alternative curriculum activities.

In 2014-15 the provision educated 17 pupils and was delivered in 2 centres, Taibach and Creunant.

Key Stage 3 Inclusion Centres

Key Stage 3 Inclusion Centres were established to ensure that pupils are placed within a mainstream setting and are able to benefit from all the wider provision that a school is able to offer, rather than educate them in an out of school Pupil Referral Unit. Protocols have been developed to ensure that pupils retain contact with their 'home' school and all placements are predicated by the principle of securing a return to the pupil's 'home' school. This way of working will ensure a more dynamic approach to supporting pupils' behaviour.

At present the authority has facilitated four Inclusion Centres, three cater for pupils at KS3 across the LA and one caters for pupils within the catchment area, which includes Key stage 2 pupils.'

Inclusion Centres are successful both in terms of their academic, social and emotional development when the school is able to re-integrate the pupils into lessons, this enables the pupils to feel supported by the facility whilst simultaneously feeling part of the school. Regular identification of pupils who may benefit from the support and being pro-active in providing a flexible approach to their educational provision is a key element to this success. Provision may range from pupils spending all their lessons in the Inclusion Centre for a limited period of time or being taught specific lessons in which the pupil is experiencing difficulties. The aim is to re-integrate the pupils wherever possible in order that the pupils do not feel stigmatised but supported in their development in their own school"

3.2 Outcomes

Home Education Service

Pupils are entered for GCSE both through their substantial school and EOTAS, pupils who are not entered for GCSE English and Maths follow an entry level curriculum which equates to GCSE D-G grades.

In 2014 27 pupils sat a total of 99 exams

16 achieved some or all exams A* - C

3 achieved 5A* - C which would equate to the level 2 threshold.

In 2015 there were 48 Year 11 pupils of whom 29 sat a total of 62 exams

4 sat Entry Level,

3 who attended Engage were not entered for examinations.

6 achieved some or all exams A* - C

Reintegration to base school

Reintegration to their substantive mainstream school is a key aim within the home education service. In 2014 -15 the reintegration rates were as follows:

- Pupils referred for short term medical reasons: 10
- School refusers: 1
- Returning from a period of pregnancy: 1
- Pupils with behavioural issues: 0

There is a lack of success in reintegrating pupils in the current system of home education for both school refusers and those with behavioural problems.

Engage outcomes

The current configuration for Engage does not provide an education for pupils who are working at GCSE level A* - C and only delivers two subjects, Maths and English.

In 2013 -14. Of the 25 young people, 11 were at Year 11, 6 pupils achieved Level 1 threshold, which is equivalent to 5 GCSE's Grades D-G.

2014 – 15. Of the 17 pupils 9 achieved the Level 1 threshold, two left the provision prior to the assessment period and a further 2 were not able to achieve Level 1 threshold.

4. What do schools say?

- The Inclusion Review sought the views of schools on the current provision. Feedback emphasised that the support and provision for children with behavioural difficulties was not effective, head teachers stated that:
 - *“A programme on behaviour management is urgently needed to improve behaviour and avoid exclusions”*
 - *“The LA needs a strategic plan to tackle what is becoming an ever more challenging aspect of school life.”*
 - there is a lack of *“Scope for a whole cluster behaviour policy and practice that incorporates the best strategies used in our schools”;*
 - *“similar strategies used across the county”.*
 - *There is no consistent, overall LA approach to positive behaviour management; schools have developed or adopted their own approaches to meet their own needs, with varying degrees of success and confidence*
 - *High quality training provided or commissioned by the LA is vital,*

5. What do pupils say?

The Inclusion Review gave the following key messages from learners:

- They want support available when it is needed but they don't like support staff hovering over them or watching them work
- They want to be taught interesting, engaging and challenging lessons in clean, warm, well maintained buildings
- They want more independence when they are in schools, travelling to schools and socially; they like being taught how to exercise responsibility

Pupils who attended Engage expressed disappointment regarding the lack of academic qualifications/opportunities they had access to and also the variety of subject choices available to them. They enjoyed the small group provision in which they felt safe and valued. They acknowledged that they hadn't coped within the school environment, large classes and amount of subjects. They accepted that their strengths were kinaesthetic and were frustrated that whilst at the provision they hadn't been taught in the way they learn. They resented spending all day in 1 classroom. The pupils stated that they enjoyed 'doing' rather than sitting and having to listen in class - too boring - 'do each other's heads in.' Some were disappointed they would have max 2 GCSEs and were having to accept a College Course at a lower level than they were capable of. They felt that the lack of subjects and opportunities had a negative effect on their learning and wanted a greater variety of lessons

Some felt that as they hadn't shown improvement they felt excluded by not being entered for English and Maths GCSE. They were upset and felt undervalued about this. One young person claimed that she felt she 'had lost all those years.'

6. What does Estyn Say?

Estyn- 'Education other than at school: a good practice survey' (June 2015) made the following recommendations for schools and local authorities:

Local authorities and schools should:

- R1 have a locally agreed strategy to support all vulnerable pupils so that they remain in full-time education
- R2 Identify pupils who are at risk of disengagement early and put in place appropriate, timely interventions
- R3 work together to increase the range of learning options and experiences available to EOTAS pupils

Local authorities should:

- R4 ensure that all stakeholders have a clear understanding of the role of PRUs and other forms of EOTAS within a continuum of provision, and that these provisions have clear entry and exit criteria

- R5 appoint PRU staff who have appropriate experience and expertise in leadership, teaching and learning as well as behaviour management
- R6 ensure that all PRU staff have access to the same training and development opportunities as staff in mainstream schools
- R7 work with regional consortia to provide robust support and challenge for PRU managers and management committees

The proposed reorganisation aims to meet these recommendations within a new continuum of support for all pupils within our school

7. What is the proposal.

The proposal is for a reorganisation of the provision for pupils who receive their education otherwise than at school in order to enhance provision for pupils with Social Emotional and Behavioural Difficulties (SEBD) within the local authority.

All pupils in NPT will be placed on a school roll. Each school will take responsibility for the education of its pupils.

All pupils will have their education delivered at, or by the school. It is considered that school are best placed to meet the needs of these pupils, liaise with parents and provide a high standard of appropriate and differentiated work.

It is recognised that there will be a very small number of pupils whose needs are best met outside the mainstream setting. These are pupils:

- with significant and serious health needs
- in receipt of two permanent exclusions
- who enter the authority at Year 11 with needs that cannot be address at a mainstream school
- for whom a mainstream setting is inappropriate.
- who are awaiting placement following permanent exclusion, once the statutory exclusion process has been completed

Pupils with significant and serious health needs

Pupils with significant and serious health needs who are currently within the service area will continue to have their education met at home. The substantive school will manage their education with the teacher utilising, if possible, the teacher currently working with that child.

The authority recognizes that there are pupils with specific, serious health conditions and pupils who have serious anxiety problems. These pupils are currently educated by the home education service. Continuity of provision is essential to address the fears and anxieties of pupils and parents.

The authority does not propose that these pupils are asked to attend school to receive their education and will work in partnership with schools to ensure that a consistent, flexible education arrangement is in place to meet the needs of each case on an individual basis.

In relation to pupils who are not currently educated by the authority and where the school requests that the authority arrange an appropriate teacher they will be recharged on a full cost recovery basis.

Additional Specialist Secondary Provision

There is currently one Secondary Education Nurture Centre (SENC) based at Ysgol Hendrefelin catering for pupils with high levels of anxiety and school phobia. It is proposed to establish a second SENC, at a yet to be determined secondary school, catering for up to 16 pupils. This provision will assess the needs of pupils with social, emotional and behavioural difficulties. At both centres pupils will be able to access a bespoke, highly differentiated curriculum and access to therapeutic interventions. The identified school will be provided with an additional sum of money within their budget allocation to provide suitable staffing levels with an additional 'set up' allocation.

Schools will have access to the SENCs via a referral, gatekeeping system with entry and exit criteria. Pupils will be integrated into their mainstream school based on an assessment of each individual. Transition arrangements will be staged and carefully planned to ensure the best possible outcomes for pupils returning to mainstream. On occasion it may be agreed that returning to school is not a suitable option for the pupil, in these cases the pupil will be transferred into the new alternative provision outlined below.

The SENCs will act as an assessment unit for pupils who move into Neath Port Talbot with significant social, emotional, behavioural difficulties which have been identified by their previous school or local authority. The pupil will be admitted into the SENC and not placed on a school roll whilst a period of assessment is undertaken and an appropriate mainstream or specialist placement identified. These pupils will be placed on an EOTAS roll whilst this assessment takes place.

The authority accepts that there will be a small number of pupils, particularly at Years 10 and 11, for whom education at mainstream school is unsuitable, this includes pupils twice excluded, movers in to the authority at Year 11 and pupils who have social, emotional and behavioural difficulties that cannot be addressed at school or at either Secondary Education Nurture Centres.

The provision currently based at Bevin Avenue caters for most of these pupils but the premises are unsuitable to provide fully for their needs. The authority will source and staff an alternative site for the education of up to 24 pupils, with three teaching and three non-teaching staff. This provision will link closely with the new SENC and schools to provide a bespoke, highly differentiated curriculum, access to therapeutic interventions and alternative providers if appropriate. This cost will be met within the existing education budget. The provision will be placed under the management of a yet to be determined school for which statutory notice may be required. The

identified school will be provided with an additional sum of money within their budget allocation to provide appropriate staffing levels with an additional 'set up' allocation.

Overall responsibility will rest with the Head of Transformation, under the overall management of the Co-ordinator for Support for Inclusion.

The model for future delivery will include:

- Implementing the LA behaviour pathway and sharing resources and good practice
- Developing KS3/4 support in each secondary school that delivers an individual learning programme
- The use of Pupil Centred Planning
- To access an out of school provision that meets the needs of the pupil, whilst the school maintains responsibility for the pupil's education
- Where in-school strategies fail:
 - working with other schools to assess whether a managed move may assist the pupil. Schools could manage this process themselves operating within certain parameters, e.g. accepting parental preference is of vital consideration.
 - accessing alternative curriculum providers which may include utilising the expertise offered by the Family Information Service.

Inclusion Support

The LA will establish a Strategic Wellbeing Group to provide a strategic direction for wellbeing and SEBD needs within and across all schools in NPT. The group will comprise of a senior practitioner educational psychologist for wellbeing and behaviour, representatives from schools and other services.

In addition to the 0.8 full time equivalent teacher development officer for SEBD currently in post, the LA will recruit 2 x wellbeing leads and 2 x key workers. (Appendix B)

Head teachers have expressed their concerns about the high level and increasingly complex needs of some of their young people. The LA will recruit suitably experienced staff for the wellbeing leads, with thorough knowledge and practical experience across some of the following areas: mental health, attachment, trauma, sexualised behaviour, therapies, substance misuse, domestic violence.

This service will be school based with weekly, planned sessions in each of the secondary schools, working with staff and pupils.

In addition to this the local authority will appoint 2 x key workers. It is proposed that the key workers assist in the transition of pupils returning to mainstream over the

course the spring term and continually support them in accessing vocational learning and work experience opportunities.

Training

The LA is currently developing a training menu which will help develop capacity within schools and work with school staff to deploy expertise within their own setting effectively, further develop skills and knowledge and to access staff expertise in other settings and specialist services.

This training programme will also ensure that schools work in partnership with the LA to prepare for the proposed reform of the statutory framework for SEN by involving children and young people, parents and carers in assessment, planning and review and a pupil centred approach to early identification and planning for individual needs.

Transition

It is proposed that transition is planned carefully over the course of the spring term with each individual school, this will allow for a planned and staged transition back to mainstream with the additional support of the senior wellbeing practitioner key workers and wellbeing team. Pupils who are returning to the mainstream education setting will be supported by the teacher they currently work with, as far it is possible to do so.

7.1.1 How will this affect the future?

Reorganising provision will enable us to deliver a pupil centred model and address the recommendations of the Inclusion Review:

- Develop and implement a clear pathway in schools and the LA, setting out a consistent approach to support and provision for children with social and emotional behavioural difficulties at every key stage. (Appendix C &D).

This pathway will accommodate the needs of pupils who with effective intervention and support should remain and/or reintegrate successfully into mainstream. A very small number of pupils may not fit into the graduated response of this pathway, for example sudden and acute needs such as mental health, trauma. In these low incidence cases the fast reaction of support services will be essential to support the pupil, parents and school.

7.1.2 What would happen if things stayed the same?

Whilst the maximum numbers of pupils at any one time on Home Education in 2014-15 was 92, the Inclusion Review states that the number of children receiving

education provided by the Home Tuition service from 2008/9 – 2013/14 fluctuated from 89 a year to 152 pupils. In 2012/13 the most common reason for receipt of home tuition was “other” – 57 pupils and “refuser” – 45 pupils. The category of “other” is not referenced in the Authority’s EOTAS policy and “refusers” should only be in receipt of home education if supported by a clinical diagnosis. During the course of last year (2012/13) 65% of the pupils on home education had SEN and 50% were in KS4. At the end of the summer term 2013, 60 pupils were in receipt of home education – 24 were “refusers” and 22 were “other”, 7 were awaiting placement, 4 were permanently excluded and 3 were medical. 78% had SEN.

The data shows a high number of pupils on Home Education, this is unsustainable both in the capacity to deliver and the increasing costs.

Unless significant changes are made to the current delivery model there is a risk that demands on EOTAS provision, both placement and financial will rise, whilst outcomes for pupils are generally unsuccessful.

7.1.3 Key benefits of change

The main focus of this consultation document is to propose the development of a new delivery model that outlines a proposed model of continuum of support for pupils at the primary and secondary phase of education. It includes the establishment of a new Senior Well Being post, two Well-being officers, two Key Workers who will deliver ongoing support for the needs identified by the school e.g. attachment, anger management and inappropriate sexualised behaviour, an additional Assessment Unit at secondary level and the development of the inclusion provision at each secondary school. All pupils will be placed on a school roll. It is proposed that the current EOTAS provision will cease. Schools know their pupils best and will assess, plan, deliver and monitor the education that is appropriate to the individual pupil including those with medical needs.

7.2 Who will this affect

As part of the process all employees affected will be supported by the relevant Policies and Procedures including the Managing Change in Partnership Policy. This will involve consultation and access to the Council’s ‘at risk register’ where they have been placed at risk of losing their jobs. Some employees may wish to take Voluntary Redundancy. Throughout the process the Council will be working with the teacher associations/trade unions to secure the employment of staff where possible.

All staff employed within the Home Education Service and Engage will potentially be affected. There are currently 25 staff members within the Home Education Service, one manager, 18 teachers, two of whom are permanent, one unqualified teacher, two learning support tutors, and three teaching assistants. There are five staff member within Engage, a Team Leader; two Youth and Community Workers, both of whom are permanent, two Youth and Community Support Workers both of whom are permanent.

8. Equality Impact Assessment

An equality impact assessment has been carried out and found that there is no adverse effect on any particular group and the process has checks and monitoring in place. Any potential negative impact on any protected characteristic has been evaluated and the adverse effect mitigated. (Appendix 4)

9. Consultation

Formal statutory consultation on this proposal was undertaken within the period Friday, October 9th – Monday, November 9th 2015 with Trade Unions, Staff, NAASH, LLAN, Special Schools, School Governors, Parents, Children and Young Peoples Education Board, Schools Forum and the general public.

Consultation was also facilitated via team and one to one meetings where relevant.

10. Current and Proposed Cost

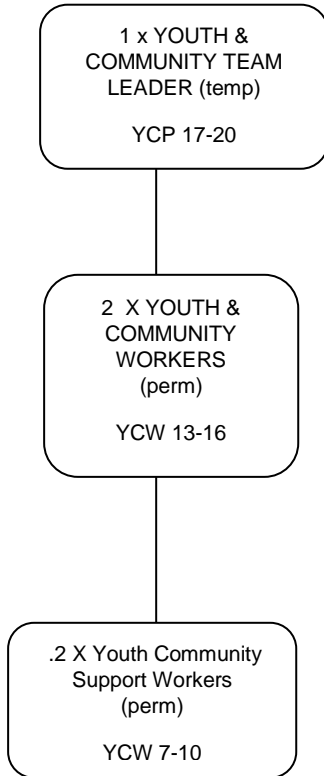
Implementation of the new behaviour continuum:

	£ Budget 2015/16	£ Projected Out-Turn 2015/16	£ Budgets 2016/17
Education Outside of School Setting	411,000	584,000	
Engage	103,000	152,000	
KS3 Inclusion Centres	278,000	278,000	
Transport	150,000	150,000	100,000
Control Total	942,000	1,164,000	
New Senior Well-being Post			Grant funded
2 x Well-being Officers			92,000
2 x Key workers			45,000
Elective home Education Teacher 6hrs per wk.			10,000
Assessment Unit Secondary			150,000
KS3 / KS4 Inclusion Provision			360,000
New Alternative Provision			300,000
Total Projected Cost	942,000	1,164,000	1,057,000

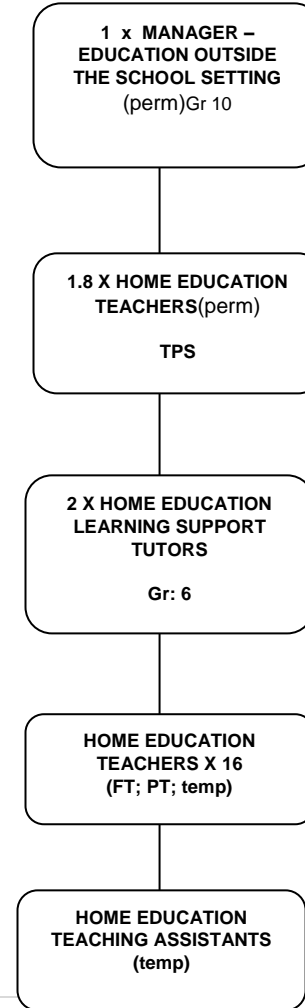
Current Structure of Engage and the Home Education Service

Appendix A

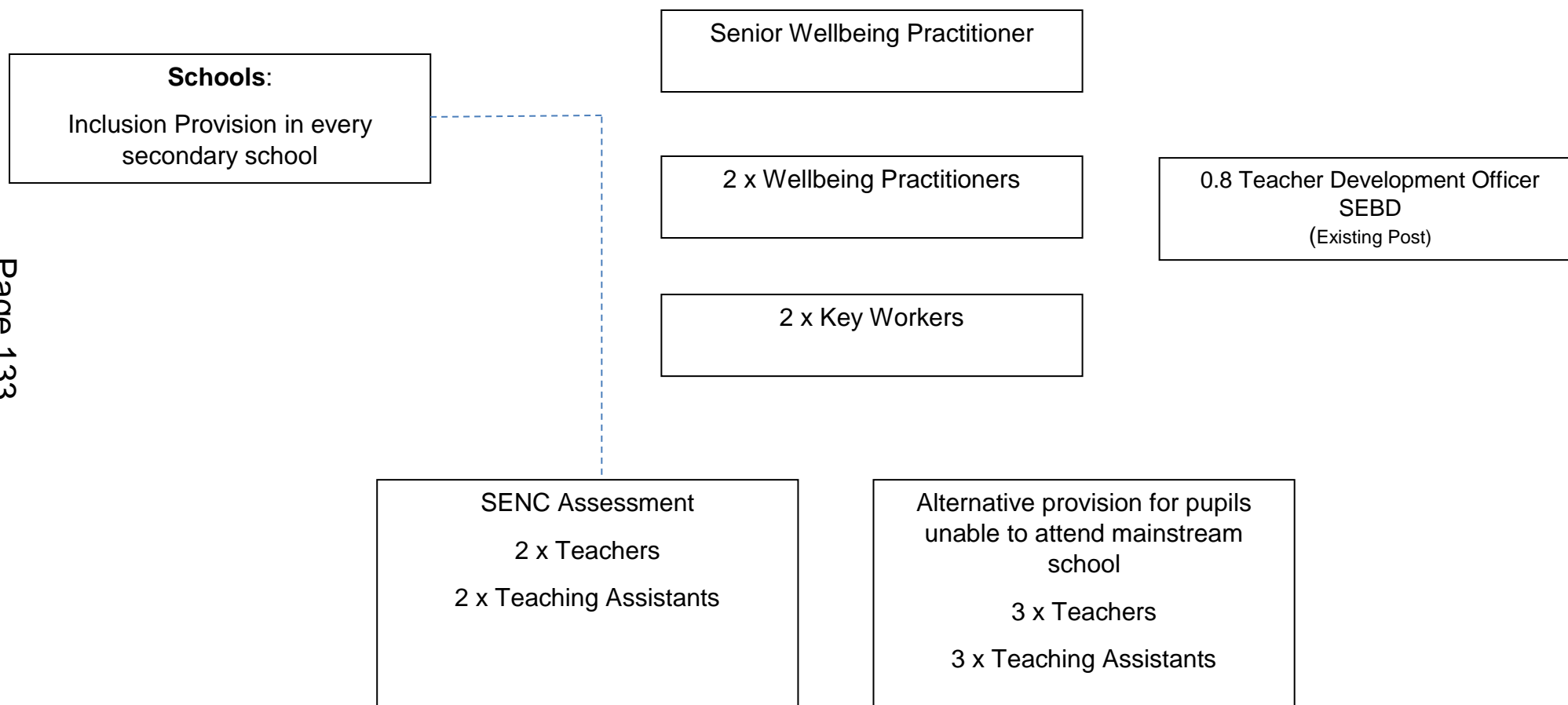
Engage Structure



Home Education Service

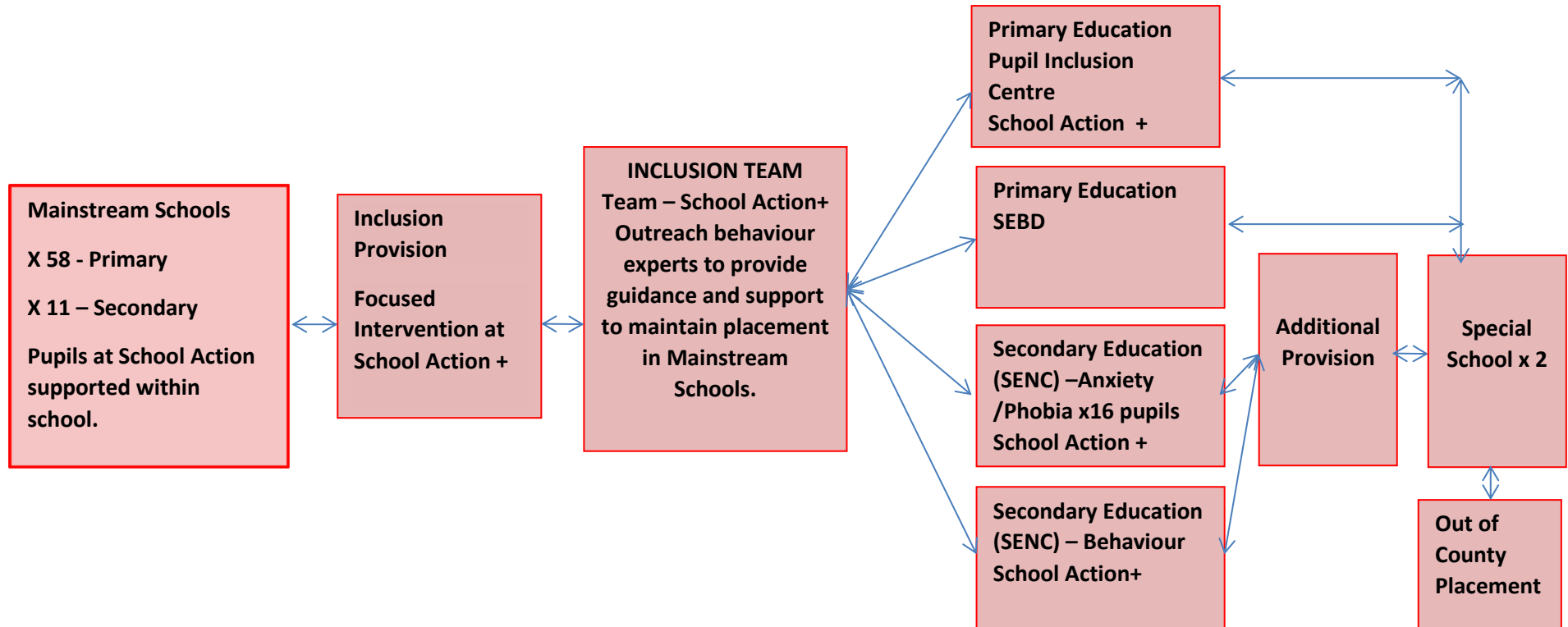


Proposed Reorganisation of Services for Provision for pupils with SEBD



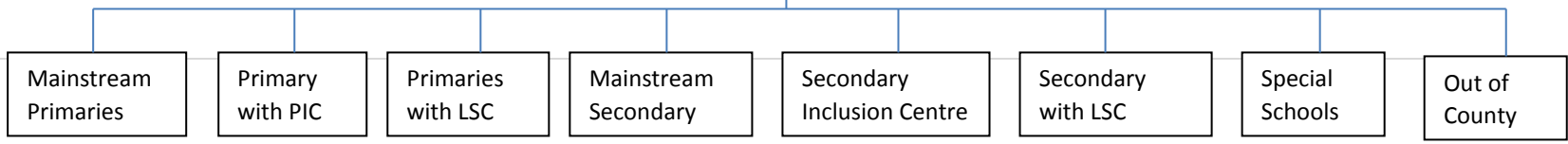
Proposed Continuum of Provision for Social, Emotional and Behavioural Needs in NPT.

Professional Development Programme ALN
 731 888 888
 Recognised Support Via LA – School to School Support/Specialist Teacher/INSET Training



Wellbeing and Behaviour Strategic Group

Group to comprise of Senior Practitioner EP and representatives to include Head teachers, special schools, SfL and Senior Wellbeing Practitioner. Group to provide strategic direction for LA approach to wellbeing and behaviour, support to schools and quality assurance of provisions.



School to School managed moves a supportive mechanism to avail permanent exclusion.

A Continuum of Support for Social Emotional and Behavioural Needs in NPT

Universal	Targeted	Specialist	Specialist Plus
<p>Provision for all pupils</p>	<p>Early Intervention</p>	<p>Supporting pupils with high levels of need</p>	<p>Supporting pupils with most complex needs</p>
<p>School reviews and monitors consistency and effectiveness of approach to behaviour management in continuous cycle.</p> <p>All staff are trained in early identification and effective use of a range of behaviour strategies.</p>	<p>School identifies concerns, liaise with parents and undertakes an initial assessment of needs. This could include signposting parents to support and advice.</p> <p>Effective strategies are identified, implemented and reviewed.</p> <p>All staff are aware of the pupil's needs and there is consistency across the school in understanding and meeting the pupil's needs.</p>	<p>Pupil accesses the school's inclusion provision for time limited bespoke support (e.g. anger management/ attachment/ sexualised behaviour/ anxiety).</p> <p>Staff in the inclusion provision trained and have regular access to wellbeing officer and education psychologist for support and advice.</p> <p>Close liaison between staff in inclusion provision and mainstream to share strategies and plan effective transition back to full-time mainstream.</p> <p>Following a review of progress and strategies with pupil, parent and school staff, where there continues to be a high level of need direct intervention from Inclusion Support Team.</p> <p>Flexible and highly differentiated curriculum. Engagement with and referral to outside agencies.</p>	<p>Multi- agency meeting for most vulnerable pupils and those at risk of permanent exclusion.</p> <p>Review of continuum of intervention.</p> <p>Placement within SENC. Time limited bespoke intervention from Inclusion Support Team. Planned transition arrangements.</p> <p>Flexible and highly differentiated curriculum. Regular communication with base school.</p> <p>Access to therapeutic interventions. Rapid response of support services.</p> <p>Review of pupil's needs to include pupil and parents.</p> <p>Where concerns are not resolved continued intervention at SENC for further assessment and support.</p> <p>For most complex needs consideration for alternative placement, involving pupil, family and professionals.</p>

Where do you work?
Service Area: Support for Inclusion
Directorate: ELLL

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

(b) Please name and describe below...

This assessment addresses the proposal to reorganise the provision for pupils educated within the Home Education and Engage service provisions (Education Other than at School – EOTAS) which is a key recommendations of the Inclusion Review undertaken by the council in 2014.

(c) It was initially screened for relevance to Equality and Diversity on ... 24-09-2015

(d) It was found to be relevant to...

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

(e) Lead Officer

Name: Hayley Lervy

Job title: Co-ordinator, Support for Inclusion

Date: 05.10.2015

(f) Approved by Head of Service

Name: Andrew Thomas

Date: 05.10.2015

Section 1 – Aims:

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

Proposing to change the way education is delivered to pupils who are currently taught outside of the school setting but within the county borough of Neath Port Talbot.

Who has responsibility?

Director of Education Leisure and Lifelong Learning, Head of Transformation and the Co-ordinator, Support for Inclusion.

Who are the stakeholders?

The main stakeholders are teachers, teaching assistants and youth workers within the authority's Home Education and Engage service areas, school staff, pupils and parents.

Section 2 - Information about Service Users:

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

The above gives information on pupils currently within the service areas at the time of this assessment. In addition to this the authority holds information on all of its pupils, which is not included within this assessment.

Age

Pupils -The proposal relates mainly to secondary pupils aged 11 – 16 plus a small number of primary pupils. At the present time there are 45 pupils (41 secondary and 4 primary) receiving their education outside of the school setting and being delivered by Neath Port Talbot.

Staff – There are recorded at the time of this assessment 25 staff members and their ages range from 31 to 70. .

Disability

Pupils -. Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments are made, where applicable, to how education is to be provided, this is the case for all types of disabilities. There is no pupil currently educated out of school with a physical disability that would mean adaptations being made to their substantive school.

Staff – The Council does not have a record of any staff member within the Home Education Service and Engage having a disability

Race

Pupils – Both service areas are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the councils Schools Admissions Policy.

The Pupil Level Annual School Census (PLASC) data for January 2015 shows that Black, Minority Ethnic (BME) pupils within the service areas represent 0% of the pupil cohort.

Staff – The Council is not aware of any BME staff within the defined service areas although 3 members of staff have elected to choose the option of 'prefer not to say'.

Religion or belief

Pupils–Data held is according to what individuals have chosen to disclose. Religion or belief is not a criterion under the Council's School Admissions Policy. Records show that 19 pupils have reported their religion/belief. Out of these 19 pupils, 5 pupils have confirmed their religion/belief as Christian, 3 pupils have stipulated Church in Wales and 11 pupils have chosen to state they have no religion.

Staff – Data held is according to what individuals have chosen to disclose. The Council does not hold this data for the staff within the Home Education Service or Engage.

Sex

Pupils – Both service areas admit both boys and girls. There are currently 27 male pupils and 18 female pupils.

Staff – The Council employs both male and female staff. There are currently 8 male member of staff and 19 female members of staff.

Pregnancy and maternity

Pupils – One pupil is currently pregnant.

Staff – The Council is not aware of any staff member being pregnant and none are on maternity/paternity leave.

Gender reassignment

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for pupils current educated outside of the school setting.

Staff – Data held is according to what individuals have chosen to disclose. No data is held for staff employed within the service areas.

Marriage and civil partnership

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – Human Resources records show that the service area has 14 married / 6 single / 3 partnered / 2 divorced members of staff.

Sexual Orientation -

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for pupils within these service areas.

Staff – Data held is according to what individuals have chosen to disclose. No data is held for staff in these service areas.

Welsh language

Pupils – Schools are both English-medium and Welsh medium, pupils will be taught in accordance with parental preference.

Staff – Human Resources records show that the service areas have 2 Fluent; 2 Welsh Learner; 7 Little or no knowledge and 14 prefer not to say.

Information is collected annually by the Council in respect of pupil and school data through various means such as the Data Unit, School Admissions, School and Family Support Team, Additional Learning Needs Support Team e

Data used for completing Section 2 includes:
 PLASC data as at January 2015
 NPTCBC HR records
 School pupil records
 Staff HR records

Any Actions Required?

Continue to check and monitor data held against the protected characteristics.

Section 3 - Impact on Protected Characteristics:

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience.

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Welsh language	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case? including details of any consultation (and/or other information), which has been undertaken to support your view?

The proposal has a neutral impact on pupils, as they will continue to receive an education based on their individual needs. Views from schools and pupils, both as part of the Inclusion Review and in the process of planning the proposed reorganisation, have been taken. Whilst there may be a positive impact for some, overall the impact will be neutral.

The proposal intends to reorganise how education to these pupils is delivered. It is proposed to educate all children in their substantive school providing a bespoke education according to the individual needs of the pupil. Consultation undertaken to date, with pupils and schools, indicates that under current arrangements achievement and reintegration is limited. The proposal sets out a continuum of support which will enable schools to provide for all pupils. The Council specialist services will work in partnership with its schools, to focus on prevention and early intervention, in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.

All pupils within the service areas will be reintegrated, over a period of at least a term, into their mainstream school. Where the pupil has no mainstream school, the appropriate school will be identified in accordance with the Council's School Admissions Policy. All schools are inclusive for pupils and staff of all ethnic groups. School data at the start of 2015 indicated two pupils are classed as being from Other Mixed Background.

The proposal does not intend to make any changes to Council policies currently applicable to the pupils and staff, although it is recognised that the proposal could reduce the number of staff required when pupils are fully reintegrated into their substantive school.

All schools have been assessed for access and have accessibility plans. Where schools are largely inaccessible, making the school non-compliant, the situation is monitored so that no individual is disadvantaged and works will take place where necessary. At present no individual in these service areas is disadvantaged due to accessibility. Council related policies and equalities legislation apply to any individual with a disability whether that be a pupil, staff member, governor or school visitor.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view?

The proposal is in its formative stage therefore it will be subject to full consultation with stakeholders including, Trade Unions, Children and Young Peoples Education Board, Schools Forum, service staff, primary and secondary schools, governors, pupils and parents.

Post Consultation

Consultation has highlighted the need that pupils that are medically unable to attend school should receive their education at home, provision must take into account their condition, the potential on their immune system and offer the continuity of teaching that would be provided within the mainstream school.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

To develop within the service a provision for pupils with significant and severe medical needs.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty
<p>Please explain any possible impact on each of the above.</p>	
<p>The Council aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff.</p>	
<p>The Council tackles poverty and social exclusion through various initiatives including breakfast clubs, free school meals, nurture groups, family learning, Flying Start, Communities First Projects, Catch-up (funded through Pupil Deprivation Grant).</p>	
<p>What work have you already done to improve any of the above?</p>	
<p>The Council undertook an Educational Inclusion Review in 2014; this proposal forms part of the recommendations and actions to be implemented.</p>	
<p>Is the initiative likely to impact on Community Cohesion?</p>	
<p>The Council aspires to deliver an inclusive education service that amongst other things celebrates diversity. Pupils being taught within their school or receiving an education planned by the school around the needs of the pupil will improve educational standards and pupil well-being; raising pupils' levels of awareness of self and others which, in turn, will help support and encourage children and young people to become good citizens and role models within their community. The ethos of respect will be promoted by the staff at the school.</p>	
<p>How will the initiative treat the Welsh language in the same way as the English language?</p>	
<p>Should pupils, whose substantive school is Welsh medium, return to a school setting, they will return to that school and be taught through their language of preference.</p>	
<p>Actions (to mitigate adverse impact or to address identified gaps in knowledge).</p> <ul style="list-style-type: none"> ● 	

Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

By the Council via data received from each school, together with reports from School Improvement Officer Core Visits and Estyn Inspection reports. Monitoring will be undertaken by the Headteacher and Governing Body.

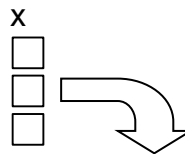
Annual monitoring will also take place via a formal consultation process and be reported to the Director, Education, Leisure and Lifelong Learning.

Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here

Section 7 - Publication arrangements:

On completion, please contact the Corporate Strategy Team for advice on the legal requirement to publish the findings of EIAs.

The proposal requires an Equality Impact Assessment, the findings will be used to inform and shape the formal consultation process. Findings will be published as part of the consultation document and where necessary in documents required under the closure process.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consult on the proposal	Director of ELLL, Head of Transformation and Co-ordinator for Inclusion, Manager School and Family Support Team	November 2015	Decision to implement the proposal at the conclusion of the process	On-going until implementation or abandonment of the proposal

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL
CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET
BOARD**

**REPORT OF THE DIRECTOR OF SOCIAL SERVICES, HEALTH
AND HOUSING – N. JARMAN**

3 DECEMBER 2015

SECTION B – MATTER FOR INFORMATION

WARD(S) AFFECTED: ALL

HILLSIDE SECURE CHILDREN’S HOME – ESTYN INSPECTION

Purpose of the Report:

To report to Members the ESTYN Inspection Report (2015) for Hillside Secure Children’s Home.

Background:

ESTYN are required to undertake annual inspections of Hillside under the provision of the Care Standards Act 2000 and associated regulations.

The primary focus of the Report is to comment on the quality of Education provided to the children and young people.

The Report reflects on the broad areas identified within the National Minimum Standards for children’s Homes (2002) and the Children’s Homes Regulations (2002).

The Estyn Report in 2013-4 identified many shortfalls within the education provision. CSSIW invited Estyn Inspectors to report annually on the education provision.

The Inspection was to measure the progress made against recommendations in the Estyn December 2013 Inspection

Report and a follow up report made in July 2014. Owing to changes in leadership and management personnel within the organisation and changes to the structure of the client group to which the centre delivers services.

The Inspection took place between 21ST September and 24th September 2015.

The format and length of the Inspection focussed on the previous reports recommendations and used these as a benchmark to evidence progress within the department.

Summary of Report Findings:

1. Recommendation 1: In light of the increased capacity, review the overall management of the centre to ensure that education is prioritised – Fully Addressed

- The local authority, Neath Port Talbot County Borough Council, continues to support the centre well. It provides useful guidance and challenge to ensure that the centre makes effective progress towards its strategic aims and the objectives in its post inspection action plan. The Director of Social Services, Health and Housing presents reports to the local authority's Scrutiny Committee to ensure that Elected Members are well informed of the centre's progress.
- The Headteacher of Cefn Saeson Comprehensive School (CSCS) now acts as an Executive at Hillside. This has improved the centre's ability to respond to management challenges within the provision by accessing a broader range of skills.
- A Recovery Board remains in place, following the Inspection of 2013, to hold the centre to account for the education provision offered to children and young people.
- Staff motivation has continued to improve and they make a good contribution to the development of the centre.
- Centre staff has linked well with comprehensive school staff to develop their skills and teaching practices.

- Education and care staff attend weekly meetings to review the progress of each learner. These meetings improve the joint working within the centre to ensure that learners make the best progress possible. However, staff do not update learners'

Recommendation 2: Improve the collection and analysis of data in education to help improve outcomes for all learners - This recommendation has been partly addressed.

- The centre has now identified an appropriate management information system, but is yet to finalise its purchase.
- The centre records learners' reading and writing abilities clearly. Teaching staff use an online initial assessment tool to measure new learners' literacy and numeracy skills. Several care workers use this package to support learners to improve their literacy and numeracy through their homework. However, the centre has not developed the use of the software package to help learners set short-term improvement targets.

Recommendation 3: Raise teaching in all lessons to a good standard. - This recommendation has been largely addressed

- Teaching staff have useful opportunities to attend a range of training, including on how to support learners with dyslexia and on improving self-assessment. There are clear plans in place for further appropriate staff development opportunities.
- Teachers took part in peer observations last year and these provided useful opportunities for staff to share best practice.

- In most of the lessons observed by Inspectors, teaching has many strengths. All teachers have a very reliable and professional relationship with the learners. Teachers have a clear focus on literacy and numeracy in lessons and make effective use of opportunities to develop learners' skills. In the best lessons, teachers engage the learners well in topics that stimulate their interest.
- Behaviour in lessons is generally of a good standard and staff apply behaviour rules consistently. This helps most learners to improve their behaviour in lessons.

Recommendation 4: Increase the availability of classroom-based learning support to ensure that all children's additional needs are met appropriately. This recommendation has been largely addressed

- The number of learning support assistants has increased. There are currently four learning support assistants, including one higher level teaching assistant (HLTA).
- Overall, learning support staff work well alongside the teachers to provide specific, tailored support for individuals.
- Learning support staff and teachers liaise well to discuss the needs of learners and the effectiveness of support strategies.
- Care staff now play an effective role in actively supporting all classroom-based learning.

Recommendation 5: Increase the use of ICT and other resources such as whiteboards to support learning. This recommendation has been fully addressed.

- Teachers use the centre's interactive technology well to provide learners with stimulating visual resources.
- Learners enjoy the wide variety of video clips and animated displays. In the best lessons, teachers use the technology with confidence and encourage learners to engage with interactive facilities.
- In most classes, learners use the in-class computers and tablet computers well to carry out activities such as research, retrieval and storage of cooking recipes and textile and jewellery design.

Recommendation 6: To formalise the partnership with the local authority School Improvement Service to help support improvements to teaching and learning. This recommendation has been fully addressed.

- A challenge adviser from the Regional School Improvement Service continues to support the centre. Other findings that relate to this recommendation are included under Recommendation 1.

Supplementary Recommendations

The Inspectors made some supplementary recommendations in order to support continued improvement of the education provided for children and young people. In order that the centre continues to improve, leaders and managers should:

- strengthen the rigour of performance management to improve the individual development planning and targeting of training for all staff, including teaching assistants;
- review how care staff who work with learners on education activities can improve or gain recognition for their education support skills;
- further improve the use of the strategic alliance with CSCS to increase the centre's ability to respond to staffing challenges;
- develop a literacy and numeracy strategy that helps ensure that all learners have clear targets for improving their literacy and numeracy; and
- fully embed management information systems to inform strategic planning.

Appendices

ESTYN Inspection Report (2015) for Hillside Secure Children's Home.

Background Papers

None

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Mark Lazarus
Manager
Hillside Secure Children's Centre
Burnside
Neath
SA11 1UL

19 October 2015

Dear Mark

Inspection of Hillside Secure Children's Centre

As you know, Alun Connick HMI and Gill Sims HMI visited your centre recently in order to monitor the progress made since the last inspection visit in July 2014.

Outcome of the monitoring visit

Since the previous visit, a greater proportion of referrals are by social services and fewer are through the justice system. This has required the centre to retarget the services it offers.

There have been several changes in the leadership and management personnel within the centre. The new senior management team work well together. As a result, care staff and education staff now work well together to meet learners' care and education needs. They communicate well with each other to ensure that all staff understand how they can help learners to make good progress.

Overall, teachers have responded well to developing their leadership roles and make good use of information and communication technologies (ICT) to enhance learners' participation in the classroom.

As a result of the visit, we are content that progress has been made against all the recommendations and good progress has been made in some areas.

Progress against previous recommendations

Recommendation 1: Review the overall management of the centre to ensure that education is prioritised.

This recommendation has been fully addressed.

The local authority, Neath Port Talbot County Borough Council, continues to support the centre well. It provides useful guidance and challenge to ensure that the centre makes effective progress towards its strategic aims and the objectives in its post inspection action plan. The Director of Social Services, Health and Housing presents reports to the local authority's scrutiny community to ensure that elected members are well informed of the centre's progress.

The Headteacher of Cefn Saeson Comprehensive School (CSCS) now acts as an executive at Hillside. This has improved the centre's ability to respond to management challenges within the provision by accessing a broader range of skills. For example, when the previous education manager left, the executive head seconded an interim manager from the comprehensive school until the centre made a permanent appointment.

A recovery board remains in place, following the inspection of 2013, to hold the centre to account for the education provision offered to children and young people. The executive head reports to this board, which monitors progress towards the centre's improvement targets well. The centre's education staff also report to the board on what they are achieving within their delegated management roles. This has encouraged staff to take responsibility for a range of initiatives, such as quality improvement, and literacy and numeracy.

Staff motivation has continued to improve and they make a good contribution to the development of the centre. For example, centre staff identified that the reduction of services from Careers Wales was limiting learners' ability to plan their progression. Two staff took the initiative to strengthen the centre's information, advice and guidance resources and worked with Careers Wales to enable the centre to secure the Careers Wales Mark, which accredits the procedures to help learners plan their futures.

Centre staff have linked well with comprehensive school staff to develop their skills and teaching practices. However, there is not yet an embedded performance management system to enable managers to plan strategically for the development of the workforce.

The improved co-operation between the centre's education and care staff has led to the centre being able to call upon a small number of qualified teachers from the care staff to cover for occasional absence of teachers. These staff have the opportunity to attend in-house education training events. However, they do not teach regularly and are not managed by the education unit. The centre misses opportunities to use the partnership with CSCS to address shortages in teachers.

Education and care staff attend weekly meetings to review the progress of each learner. These meetings improve the joint working within the centre to ensure that learners make the best progress possible. However, staff do not update learners'

individual education plans to reflect these discussions. Staff have made good use of pupils' views to increase the range of subjects and opportunities.

Good partnership working enabled learners to work with an external agency to develop a stimulating walled garden, where they grow food.

The centre does not yet have a clear strategy and policy to help it respond to the difficult challenge of developing the basic skills of learners, many of whom have gaps in their skills.

Recommendation 2: Improve the collection and analysis of data in education to help improve outcomes for all learners

This recommendation has been partly addressed.

The seconded CSCS manager worked well with local authority staff to evaluate existing management information systems, having identified shortcomings in a system that the centre had planned to purchase. He also developed useful spreadsheets that enable the centre to record learners' achievements and progress until they buy a new system. The centre has now identified an appropriate management information system, but is yet to finalise its purchase.

The centre records learners' reading and writing abilities clearly. Teaching staff use an online initial assessment tool to measure new learners' literacy and numeracy skills. Several care workers use this package to support learners to improve their literacy and numeracy through their homework. However, the centre has not developed the use of the software package to help learners set short-term improvement targets.

Recommendation 3: Raise teaching in all lessons to a good standard.

This recommendation has been largely addressed

Teaching staff have useful opportunities to attend a range of training, including on how to support learners with dyslexia and on improving self-assessment. There are clear plans in place for further appropriate staff development opportunities.

Teachers took part in peer observations last year and these provided useful opportunities for staff to share best practice. However, managers have not formally observed teaching and learning recently. This means that staff do not have clear, personalised targets to help them to further develop their teaching practices.

In most of the lessons observed by inspectors, teaching has many strengths. All teachers have a very reliable and professional relationship with the learners. Teachers have a clear focus on literacy and numeracy in lessons and make effective

use of opportunities to develop learners' skills. In the best lessons, teachers engage the learners well in topics that stimulate their interest. This helps most learners to play an active role and focus well on tasks. Overall, teachers plan lessons well. They include a wide range of activities that meet the learning styles of most learners effectively. However, in a very few lessons the pace is too fast and the learning is too intensive to allow the learners enough time to reflect. This means that a few learners do not develop their thinking skills well enough or consolidate their learning effectively.

Behaviour in lessons is generally of a good standard and staff apply behaviour rules consistently. This helps most learners to improve their behaviour in lessons.

Recommendation 4: Increase the availability of classroom-based learning support to ensure that all children's additional needs are met appropriately.

This recommendation has been largely addressed

The number of learning support assistants has increased. There are currently four learning support assistants, including one higher level teaching assistant (HLTA). There is one vacancy. When they first arrive, learners meet with the HLTA, who assesses their support preferences and needs well. This allows the learning support team to plan effectively to meet the needs of each learner.

Overall, learning support staff work well alongside the teachers to provide specific, tailored support for individuals. Learning support staff and teachers liaise well to discuss the needs of learners and the effectiveness of support strategies. Care staff now play an effective role in actively supporting all classroom-based learning. However, there are too few opportunities for care staff to engage in education staff development events. This means that these staff miss opportunities to develop or accredit their skills in contributing to learner progress.

Recommendation 5: Increase the use of ICT and other resources such as whiteboards to support learning.

This recommendation has been fully addressed.

Teachers use the centre's interactive technology well to provide learners with stimulating visual resources. Learners enjoy the wide variety of video clips and animated displays. In the best lessons, teachers use the technology with confidence and encourage learners to engage with interactive facilities.

In most classes, learners use the in-class computers and tablet computers well to carry out activities such as research, retrieval and storage of cooking recipes and textile and jewellery design.

Recommendation 6: To formalise the partnership with the local authority School Improvement Service to help support improvements to teaching and learning.

This recommendation has been fully addressed.

A challenge adviser from the Regional School Improvement service continues to support the centre. Other findings that relate to this recommendation are included under Recommendation 1.

Supplementary Recommendations

We have made some supplementary recommendations in order to support your continued improvement of the education you provide for children and young people

In order that the centre continues to improve, leaders and managers should:

- strengthen the rigour of performance management to improve the individual development planning and targeting of training for all staff, including teaching assistants;
- review how care staff who work with learners on education activities can improve or gain recognition for their education support skills;
- further improve the use of the strategic alliance with CSCS to increase the centre's ability to respond to staffing challenges;
- develop a literacy and numeracy strategy that helps ensure that all learners have clear targets for improving their literacy and numeracy; and
- fully embed management information systems to inform strategic planning.

What happens next?

We will join CCSIW on their next baseline scheduled inspection, when we will undertake a full inspection against the Estyn's Common Inspection Framework. CCSIW will contact you to confirm the timing of this. In order that continuing progress can be made, it may be useful to you to have this written summary of HMI's findings.

Yours sincerely

Jassa Scott

Jassa Scott
Assistant Director

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