

Alternative Learning Provision Review 2017

For the purposes of this review, the definition of alternative provision is as follows: education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

What is alternative learning provision?

It is education outside of school, arranged by Swindon Borough Council and Swindon schools for children in KS1, 2, 3 or 4 who are permanently excluded, at risk of exclusion, or for whom mainstream education is inappropriate. It is something in which the pupil participates as part of their regular timetable, away from the site of the school and not led by school staff. Schools can use ALP to prevent exclusions or to re-engage students in their education. It includes:

- ☐ Pupil referral units
- ☐ Hospital education
- ☐ Education for children in custody
- ☐ Schemes providing full-time or part-time alternative education outside of schools
- ☐ Preventative programmes working

Three key obsessions

- Reduce the rate of fixed term and permanent exclusions for children in Swindon to below the national average.
- Increase the number of Alternative Provision re-integrations.
- Reduce the percentage of children who attend more than one secondary school between Years 7-11.

Key principles

- Learner needs are central to the Alternative Learning Provision Review – securing the a mix of ALP provision that meets the needs of all learners in Swindon, securing the highest outcomes
- Equity and excellence are underlying drivers
- Securing value for money is an imperative
- Alternative Learning Provision to focus on prevention and appropriate re-integration into an appropriate educational setting
- There needs to be choice in the range of high quality Alternative Learning Provision and curriculum offers available locally
- A partnership approach is central to all future working
- Alternative Learning Provision providers need to be place funded
- The roles and responsibilities of all stakeholders need to be clear, transparent and understood.

Further information on the subject of this report can be obtained from Marie Horton on 07341 077537 or mhorton@swindon.gov.uk

Strategic outcomes	Outcomes for children and young people
<ul style="list-style-type: none"> • Reduce (or eliminate) permanent exclusion at key stages 3 & 4 • No permanent exclusions at key stages 1 & 2 • Increase attendance for every child • Improve achievement of academic and vocational qualifications • Reduce gap in achievement for children in care • Reduction in pupils missing education • Reduction in NEET (young people not in education, employment or training) • Cease withdrawn PEX reduce number of EHE pupils in KS4 	<ul style="list-style-type: none"> • To intervene and offer support early • Improve attendance • Improve engagement in learning • Improve emotional health and well-being including resilience • Progress in learning • Attain academic and/or vocational qualifications • Are kept safe and feel safe • Successful pathway to follow-on provision • Improve social skills and life-skills and social mobility • Improve employability

Aims

Children's needs

- Improve outcomes for children and young people, ensuring they meet their potential
- Make sure all pupils are in an educational setting that best suits them, be that in a mainstream school, specialist school or alternative learning provision (ALP) (this includes timely progression from ALP)
- Ensure every young person progresses post-16 to suitable further education, training or employment to enhance social mobility and long term individual economic security.
- Ensure all students are offered full time education
- Ensure all students are safe and feel safe
- Reduce unnecessary travel for children and young people
- Ensure that every pupil who accesses any aspect of ALP has a clear support plan that is regularly reviewed.
- To establish profiles of the young people that each ALP meets

Swindon's strategic needs

- To reduce the number of pupils that need to access ALP.
- Reduce the need for permanent exclusions and reduce fixed term exclusions to a rate that is below both regional and national averages.
- To create early intervention model
- To work with schools to support the creation of flexible pathways for pupils where this may be appropriate (particularly in supporting pupils who seek admission toward the end of KS4 e.g. unsuccessful elective home education)
- To move to an LA commissioning model, with all ALP being place funded.
- To grow ALP market, provision and quality,
- Embed a culture where ALP becomes short stay provision as far as possible.
- To ensure FAP model supports the aims above.

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- To work with key partners including social care, early intervention services and health to ensure strong partnership working supports young people in ALP, learning from best practice.
- To forge ALP links with quality first teaching, secondary networks, Teaching School and Swindon Challenge.

Securing value for money

- To ensure ALP supports a sustainable high needs budget.
- Reduce unnecessary travel for children and young people

Risks

- Some children's education needs are currently not being met. This is a contributory factor to Swindon's outcomes at 16, 17 and 18.
- AP demand continues to increase via PEX and EHE.
- High needs at budget becomes 'at risk' due to a move to 25 hours provision for all in ALP.
- By offering 25 provision, there is a risk that there will be a reduction in the number of pupils that ALP can serve.
- In year transfers increase, as this 'solution' is taken, rather than commission early intervention or AP.
- There could be reluctance by some secondary schools to engage in the shaping and implement this development and a town wide inclusion strategy.
- CPD re SEMH (attachment, inclusion), school SEMH practice and broad support is insufficient.

Draft implementation plan

Date	Action	Who
March – April 2017	Agree principles, aims and risks	PN KR SASH EOTAS Management Committee
March - April 2017	Consultation with schools and key stakeholders to Identify key issues Risks Potential solutions Key learning visits	MH NP
April -July 2017	FAP review to include Audit and mapping of current inclusive in secondary schools Notional allocation of AP places for schools. Formula re charging re PEX that addresses the length of time a young person has been on roll at a	NP SASH SSF

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	<p>school</p> <p>Explore PEX costs in a range of LAs and share with SASH</p> <p>Ensure costs re PEX promote inclusion, nurture and discourage exclusion</p> <p>Ceasing withdrawn PEX</p>	
Summer 2017	<p>Create an AP directory covering the provision available in schools, FE Colleges and other AP providers</p> <p>Include a menu of school to school support that can minimise exclusions and is available across Swindon</p>	NP MH B and A Skills Team
Summer 2017	Work with SASH and Admissions Team to redesign blue transfer form	GC MH SASH
March 17 August 17	Move STS to EOTAS for September 2017	MH , NP, HR team
January 2018	Move EOTAS and STS to Clapham Hobbs and new Ferndale site	BS, GC,
Summer 2017	<p>Clarify the relationship between this review and Swindon Challenge</p> <ul style="list-style-type: none"> Identify the key areas of improvement required to deliver the reviews strategic aims 	PN, MH
September 2017 – March 2018	Explore, agree and clarify roles and responsibilities – schools, LA, providers, reintegration team for September 2017	NP MH
September 2017 onwards	Restructure EOTAS to include a graduated early intervention offer starting in September 2017 and developing throughout 2017-18	BS EOTAS Management Committee MH NP SASH
September 2017 onwards	Explore a range of options for AP delivery in 2018	BS NP, MH
March 2018	Secure an ALP service level agreement that supports the aims of this paper	MH, NP SBC Finance team
May 2017 onwards	Explore moving to a place funding model for September 2018	Finance team NP
Ongoing	Explore and model the implications of need for ALP against future demographic growth	GC
September 2017	Explore moving to a commissioning model for September 2018	Finance team MH

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		NP
September 2017 onwards	<p>Explore town wide strategies to ensure by September 2018</p> <ul style="list-style-type: none"> • PEX places are allocated to schools via a formula • Early intervention is promoted as the best for the child and offers the best value for money 	

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