

Alternative provision working party 2017-18

Members;

Marie Horton; Commissioner Education
Nigel Pickering; Additional Provision and Reintegration Manager
Darren Barton; Principal, Nova Hreod Academy
Clive Zimmermann; Executive Head Teacher Lydiard Park Academy and Abbey Park School
Tammy Van Der Meulen; Head Teacher Nyland Campus
Sally Clarke; Head Teacher Nythe Primary School
Ben Slater; Head Teacher EOTAS
Anne MacKay; Finance Manager, Education
Sue Rees; Head Teacher Oaktree Primary School (TBC)
Rhian Cockwell; Head Teacher Oliver Tomkins Infants and Junior School
Gareth Cheal; Strategic Planning Manager
Carey Tulloch; Commissioning Manager Vulnerable Young People.

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 Provision Review – securing the a mix of alternative 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 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 provision and curriculum offers available locally
- A partnership approach is central to all future working
- Alternative Provision providers need to be place funded
- The roles and responsibilities of all stakeholders need to be clear, transparent and understood.

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in pupils missing education • Reduction in NEET (young people not in education, employment or training) • Cease withdrawn PEX 	<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 • 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 provision (this includes timely progression from alternative provision)
- 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 alternative provision has a clear support plan that is regularly reviewed.
- To establish profiles of the young people that match each alternative provision.

Swindon's strategic needs

- To reduce the number of pupils that need to access alternative provision.
- 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 alternative provision being place funded.
- To grow alternative provision market, provision and quality,

- Embed a culture where alternative provision becomes short stay provision as far as possible.
- To ensure FAP model supports the aims above.
- To work with key partners including social care, early intervention services and health to ensure strong partnership working supports young people in alternative provision, learning from best practice.
- To forge alternative provision links with quality first teaching, secondary networks, Teaching School and Swindon Challenge.

Securing value for money

- To ensure alternative provision 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 alternative provision.
- By offering 25 provision, there is a risk that there will be a reduction in the number of pupils that alternative provision can serve.
- In year transfers increase, as this 'solution' is taken, rather than commission early intervention or alternative provision.
- 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.
- The AP review fails to link sufficiently with the High Needs Review and projected demographic changes.