

Swindon Borough Council

Schools Forum

Thursday, 16 October 2008

Committee Room 2, Civic Offices, Swindon at 4.00 p.m.
(Light refreshments will be available from 3.40 p.m.)

School Members:

Nick Capstick, Primary Headteachers
Lauren Connor, Primary Headteachers
Chris Davies, Primary Headteachers
Debbie Kalyuka, Primary Headteachers
Terri Menham, Primary Headteacher
Paul Boyles, Primary Governor
Mr David Easter, Primary Governor
Heidi Teague, Primary Governor
Steve Colledge, Secondary Headteacher
Steve Flavin, Secondary Headteacher
Rachael Matthey, Secondary Headteacher
Peter Wells, Secondary Headteacher
Bob Walker, Special Headteacher
John Newman, Secondary Governor
Kevin Gray, Secondary Governor

Non-School Members:

Sally Inskip, Diocese Representative
Rhian Cockwell, Diocese Representative (Deputy)
Phil Baker, Trade Union Representative
Debbie Waldron, Early Years Representative
Cathy Parker, Early Years Representative (Deputy)
Jan Downey, 14-19 Partnership

Committee Officer: Helen Harris

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Swindon, SN1 2JH (Telephone 01793 445500)

AGENDA

- 1. Apologies for Absence**
- 2. Minutes** (Pages 1 - 6)
To receive the minutes of the meeting held on 17 June 2008
- 3. Feedback from Meeting on 17 June 2008** (GDC) (Pages 7 - 10)

4. **Schools Block Budget Monitoring** (GDC) (Pages 11 - 14)
5. **Final Dedicated Schools Grant 2008/09** (GDC) (Pages 15 - 40)
6. **Early Years Flexible Offer** (GDC) (Pages 41 - 50)
7. **Review of Local Authority Provision for Pupils with Behaviour, Emotional and Social Development 2008/09** (GDC) (Pages 51 - 58)
8. **Dates of Future Meetings**
Future meetings of the Forum will be held on 27 January and 21 April 2009, starting at 4.00 p.m.

Date of Despatch: 08 October 2008

Key:

Officers:

CE	-	Chief Executive
GDC		Group Director: Children
GDHSC	-	Group Director: Housing & Social Care
GDER	-	Group Director: Environment & Regeneration
GDBT	-	Group Director: Business Transformation

Access Arrangements – *The Venue is wheelchair accessible and an infrared receiver hearing system is provided. If you would wish to attend the meeting but have any special requirement to enable you to do so please contact the Committee Clerk above, as soon as possible prior to the date of the meeting.*

If you would like to receive any of the pages contained in this agenda in a larger print size please contact the Committee Officer whose name appears on the first page of this agenda.

SCHOOLS FORUM

TUESDAY, 17 JUNE 2008

PRESENT: -

School Members: Nick Capstick, Primary Headteachers
Lauren Connor, Primary Headteachers (**Chair**)
Chris Davies, Primary Headteachers
Debbie Kalynka, Primary Headteachers
David Easter, Primary Governor
Steve Flavin, Secondary Headteacher
Rachael Matthey, Secondary Headteacher
Peter Wells, Secondary Headteacher
Bob Walker, Special Headteacher
Kevin Gray, Secondary Governor

Non-School Members: Sally Inskip, Diocese Representative
Phil Baker, Trade Union Representative
Debbie Waldron, Early Years Representative

Officers: Ian Bickerton (Director Access and Provision), Martin Coles (Director Quality and Standards), Sue Wald (Director Strategy and Commissioning), Geoff Hogg (Director Early Years and Pupil Services), Karen Murray (Group Finance Manager Children Services), Huw Ford (IT Business Partner), Kirsty Cole (Head of Corporate Finance) and Frank Knight (Project Manager Workforce Modernisation).

Apologies for absence were received from Terri Menham (Primary Headteacher), Paul Boyles (Primary Governor and Vice-Chair) and Jan Downie (14-19 Partnership).

1. Minutes

Resolved – That the Minutes of the meeting held on 29 April be confirmed and signed as a correct record.

2. Feedback from Meeting on 29 April 2008

Ian Bickerton (Director of Access and Provision) presented a report by the Group Director Children to provide feedback on the recommendations made at the previous meeting.

With regard to the item Harnessing Technology, Huw Ford (IT – Children Services), distributed a paper setting out the key differences between Merlin and VLEs. He advised that the Education ICT Group had considered the issue and decided that a VLE was not appropriate and therefore there would not be any compensation for schools that had already purchased such a system.

It was noted that a further report on the School Development Grant 2008/09 would be submitted to the next meeting.

3. CRB Policy - Review

Ian Bickerton (Director of Access and Provision) presented a report by the Group Director Children to provide an update on the review of the Criminal Records Bureau (CRB) policy/guidance for schools by the Local Authority (LA).

He advised that head teachers' comments had been taken into account and a benchmarking exercise undertaken. The guidance would now be changed to bring the CRB checks in line with those of other authorities. If necessary, cases would be considered on an individual basis, but they would still need to comply with statutory regulations. It might be a different situation for staff moving from a foundation or voluntary aided school to a community school and that aspect would need to be clarified. He confirmed that the revised guidance would have immediate effect.

Members welcomed the changes to the LA's guidance but commented that it seemed harsh for employees joining from another authority. It was difficult enough to recruit staff and this was likely to provide another hurdle. Steve Flavin (Secondary Headteacher) referred to the potential loophole regarding teachers who worked for supply agencies and were therefore not employees of the authority or the school, and to work experience visits by pupils where it was not possible to impose CRB checks. He suggested that guidelines should be in place to cover these situations. Although it was stated that safeguards were already in place, Mr Bickerton confirmed that he would ascertain whether any specific guidelines were in operation.

Resolved – That the Forum notes and welcomes the revised guidance relating to Criminal Records Bureau clearance and provides comments as above.

4. Schools Block Outturn 2007-08

The Forum considered a report by the Group Director Children, as presented by Karen Murray (Group Finance Manager-Children Services), advising of the Schools Block Outturn 2007-2008 and the individual school's year-end balances.

Mrs Murray distributed a revised Appendix D to the report and explained that Options 1, 2 and 3 were as the original report. Option 4 included top slice provision for SENRAP of £171k and also £50k for Early Years and £50k for BME. Members agreed that small schools protection should be included within the calculations. The Chair clarified that the Early Years and BME money was not to fund specific teams but to enable the set up of new processes. In order to monitor what benefits had been achieved, the groups would be asked to report back to the Forum at the year end.

Resolved – (1) That the Schools Block Outturn 2007-2008 of £705k underspend be noted.

(2) That the one-off surplus of £705k be allocated as set out in Option 4 of the revised Appendix D to the report distributed at the meeting.

(3) That the Local Authority undertake a detailed review of the individual schools

balances as at 31 March 2008 that fall above the current thresholds for each type of school, and a further report be submitted to the Forum with the outcome of the review.

5. Single Status Arrangements for Schools

The Directors of Finance and Human Resources submitted a report regarding the potential financial impact of the Single Status project.

Kirsty Cole (Head of Corporate Finance) and Frank Knight (Project Manager, Workforce Modernisation) attended for this item and Ms Cole introduced the report. She referred to paragraph 2.15 of the report and requested guidance on the preferred funding areas for investigation, although it was appreciated that costs were currently unknown and further reports would be needed as information became available.

Members considered and discussed the implications of Single Status and raised the following points and concerns:

- Much was made of potential pay increases but it was known that a great number of people would have a pay freeze. It would be helpful if this aspect was given equal prominence.
- Cost of implementing would be a huge problem for school budgets and there was a great deal of concern at the lack of any estimate of the potential burden.
- The danger of working to a generic job description did not take into account local conditions or the fact that Swindon was one of the lowest funded authorities.
- The role and responsibilities of certain posts varied between schools, for example a business manager.
- Special schools had a far higher number of teaching assistants compared to mainstream schools but there was no guidance as to possible funding requirements.
- The possibility of redundancies should also be considered and evaluated in the process.

Mr Knight explained that until the job evaluations had been completed, it was not possible to give any estimate of the cost burden for schools. Information from other authorities showed considerable variations of between 4% and 12%, depending on the type of authority. Reference was made to the need for schools to set a balanced budget, but that was not possible without any information on costs. As a guide, Ms Cole advised that the rest of the Council had allowed for an average 4% increase over a three-year period but that the increase for schools was expected to be lower due to a significant proportion of jobs being considered for single status within schools being at the lower end of the pay scales.

It was generally decided that without any information on potential costs, it was impossible to put forward any proposals on the areas of funding to be investigated.

Mr Knight further suggested that he attend each meeting of the Forum to give a brief update on the situation.

Resolved – (1) That, once the job evaluations have been completed and the

council has undertaken an assessment of the likely financial impact of single status on schools, a further report be submitted to a future meeting to include the estimated costs to schools of single status.

(2) That Frank Knight ((Project Manager Workforce Modernisation), be requested to attend future meetings to provide an update on Single Status.

6. Early Years Flexible Offer

Sue Wald (Director of Strategy and Commissioning) presented a report by the Group Director Children regarding a project plan for the delivery of the flexible offer for early years education.

Resolved – That a report be submitted to the next meeting with (a) proposals on how the £50k funding should be used, (b) an amended project plan to include more realistic timescales, and (c) clarification as to whether the extended entitlement is specifically for education or childcare provision generally.

7. Parent Support Advisers

The Forum considered a report by the Director of Strategy and Commissioning with proposals for the delivery of Parent Support Advisers, (PSA) following consultation with Headteacher representatives from SASH, ASSSH and SAPH and further consultation with extended services clusters and the Schools Forum Sub Group.

Sue Wald (Director of Strategy and Commissioning) referred to the revised report and explained that revisions had been made following the Sub-Group meeting on 10 June. Bob Walker (Special Headteacher and Chair of the Sub-Group) also gave an explanation of the Sub-Groups reasoning behind the revised proposals.

Resolved – (1) That the proposed model for the management of Parent Support Advisors and four senior Parent Support Advisors be agreed as follows

- Each extended services cluster receives funding to employ and manage the Parent Support Advisers based on an agreed funding formula.
- The Standard Fund funds and primary schools employ two senior posts for Central South (specialism BME) and Central North (Transition). Each of the Standard Fund posts will be employed by a nominated primary school who will also manage the Parental Support Adviser for the cluster.
- The Local Authority funds the senior post for North (specialism mental health) and South (specialism young people with challenging behaviour).

(2) That Option A: Funding for extended services is maintained 2008 – 2011 at the funding level of 2007/08 with additional funding for Parent Support Advisers who will be recruited as new additional posts, be agreed as the method for the financial allocation of Parent Support advisers and Extended Services for the delivery of Parent Support Advisers.

8. Educational Procurement Centre

Ian Bickerton (Director of Access and Provision) submitted a report to provide information about the outcome of a meeting with Department for Children, Schools & Families (DCSF) representatives regarding the Educational Procurement Centre

and the opportunity for schools to improve their procurement capability through the Schools Procurement Partners (SPP) service.

Resolved – That the Forum notes the report and supports the proposal to further explore with schools the improved procurement capability initiative.

9. Next Meeting

The Chair advised that following a letter from SASH, an item on place funding for education other than in school would be an agenda item for the October meeting.

10. Farewell

The Chair advised that this was the last meeting to be attended by Martin Coles (Director Schools and Learning) and Geoff Hogg (Director Services to Children and Young People). On behalf of members, she thanked them for their significant contribution to the work of the Forum and wished them well for the future.

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Schools' Forum
Feedback from Meeting on 17 June 2008

Schools' Forum

16 October 2008

Author: Group Director, Children

Parish / Wards Affected: All

Purpose

To provide feedback on the recommendations made at the last meeting of the Schools' Forum on 17 June 2008

Recommendation

The Schools' Forum is requested to note this report.

1. Reasons

- 1.1 The Schools' Forum has requested that feedback is provided at the following meeting on each occasion regarding the outcome of recommendations made by the Forum at its previous meeting.
- 1.2 This report, therefore, provides feedback about recommendations made at the last meeting of the Schools' Forum.

2. Detail

- 2.1 A copy of the notes of the last meeting of the Schools' Forum, on 17 June 2008, is attached to the Agenda.
- 2.2 Feedback on each of the Agenda items considered at the last meeting is as follows:

- CRB Policy - Review (Minute 3)

At the last meeting, the Schools' Forum welcomed the revised guidance relating to CRB clearance. However, the Forum did ask for it to be ensured that there were guidelines in place relating to supply agencies. The position on this is that all Employment Agencies have a statutory duty to ensure that any staff they recommend to schools have had all relevant checks including CRB and List 99 (where applicable). Schools are required to maintain a central single record of all staff (including supply staff) and agencies must provide written confirmation certifying that all the checks required have been satisfactorily completed. Where the CRB Disclosure contains information, a copy of the Disclosure must be supplied to the headteacher.

Further information on the subject of this report can be obtained from Ian Bickerton on 01793 465724 or Email ibickerton@swindon.gov.uk.

Schools' Forum

Feedback from Meeting on 17 June 2008

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- Schools Block Outturn 2007/08 (Minute 4)

The Forum agreed at the last meeting how the underspend of £705k should be allocated. This is now being implemented. It was also agreed that the Local Authority would undertake a detailed review of individual school balances at the end of 2007/08 and it is intended that a report on this will be made to the next meeting of the Forum.

- Single Status Arrangement for Schools (Minute 5)

The Forum considered a report on the latest position on the potential financial impact of single status. It was agreed that, once the job evaluations had been completed and the likely financial impact assessed, a further report would be brought to the Forum. It was also agreed that Frank Knight would regularly attend future meetings of the Forum to provide an update on single status. Frank Knight will, therefore, be at this meeting to answer any questions.

- Early Years Flexible Offer (Minute 6)

A report on this matter is attached to the Agenda.

- Parent Support Advisers (Minute 7)

At the last meeting, a model for the management of Parent Support Advisers and Senior Parent Support Advisers was agreed. Option A for the funding arrangements, as presented, was also agreed. This Option is now being taken forward.

- Educational Procurement Centre (Minute 8)

The Forum, at its last meeting, was informed about the pilot for an Educational Procurement Centre (EPC) and supported this proposal being explored further to improve schools' procurement capability.

The DCSF attended the Council's Schools' Finance Liaison meeting in June to demonstrate the EPC to schools. There was a lot of interest and really good feedback from the attendees of the meeting. This resulted in the establishment of a pilot group of twenty schools to trial the project. The DCSF are working very closely with the Council's Schools' Finance Team and they have arranged the first meeting in September to move this project forward.

The Schools' Forum will be kept up to date on the progress of this project.

Further information on the subject of this report can be obtained from Ian Bickerton on 01793 465724 or Email ibickerton@swindon.gov.uk.

Schools' Forum

Feedback from Meeting on 17 June 2008

Schools' Forum

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Alternative Options

The Schools' Forum requested this report to go to each meeting of the Forum and, therefore, no alternatives have been considered.

Risk Management

Financial and Procurement Implications

There are no direct financial considerations for this report but, of course, there are for the individual items referred to above.

Legal / Human Rights Implications

None directly applicable to this report.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

Promise 45: "We will make sure that schools will be at the heart of each community."

Consultees

The Director of Finance (Section 151 Officer) and Director of Law & Democratic Services (Monitoring Officer) are consulted in respect of all reports.

Background Papers and Appendices

Reports considered and Minutes arising from the last meeting of the Schools' Forum, on 17 June 2008

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Schools Block Budget Monitoring 2008/9

Schools Forum

16 October 2008

Author: Group Director, Children Services

Parish / Wards Affected: All

Purpose

To provide Schools Forum with the latest budget monitoring information to the end of August 2008 in respect of the Schools Block Budget for 2008/9.

Recommendation

The Schools Forum is requested to:

- Note the 2008/9 financial projections in respect of the Schools Budget for the current financial year.
- Ask the Group Director, Children Services to continue rigorous and robust monitoring of the Schools Block budget and to bring budget monitoring reports to future meetings of Schools Forum.

1. Reasons

- 1.1 This report provides an update on the projected outturn of the current years budget for members of the Schools Forum.

2. Detail

- 2.1 The budget monitoring report as at end of August 2008 shows a projected year-end overspend of £276k. Appendix A provides a breakdown of the individual budget variations that make up this position.
- 2.2 The Schools Finance Regulations 2006 allow for the balance of Dedicated Schools Grant (DSG) at 31 March to be carried forward to the next financial year. If the projection for the year-end remains as an over spend at the end of the financial year it will be deducted from the DSG allocation for 2009/10.
- 2.3 If the year-end position is an under spend then this will be available for distribution with the DSG allocation for next year. It must be noted that any under spend can only be used as a one off funding allocation and must not be used for recurring spend.
- 2.4 There will be bank transfers to schools in the next month for a total of £422k relating to the School Development Grant 2007/08 to cover expenditure in the period April to August. This funding will be distributed

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Schools Block Budget Monitoring 2008/9

Schools Forum

16 October 2008

on the same basis as the School Development Grant Headroom 2008/09, on NOR so that there is an allocation for every learner.

Risk Management

Financial and Procurement Implications

- The budgets and expenditure referred to within this report are all contained within the ring-fenced dedicated schools grant.

Legal / Human Rights Implications

- None

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- Promise 45 "We will make sure that schools will be at the heart of each community"
- Promise 33 "We'll help our most vulnerable, looked after young people to achieve an appropriate qualification, paying particular attention to literacy and numeracy and vocational skills to help their future prospects"

Consultees

- The Director of Finance, and the Director of Law and Democratic Services are consulted on all reports.
- The Chair of the Schools Forum

Background Papers and Appendices

- Appendix A – Children Services 2008/9 Revenue Budget Monitoring as at August 2008.

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Children Services 2008/09 Revenue Budget Monitoring as at August 2008

Variance		Explanation of Year End Position of £276k overspend
£'000 276		
		Schools & Learning
238		The Special Educational Needs Resource Allocation Panel (SENRAP) are currently forecasting a year-end overspend of £409k which has arisen due to an increase in demand for this service. A contribution of £171k to offset this overspend has been earmarked which will reduce the year-end overspend to £238k.
(7)		Primary Behaviour Support North Team are projecting an underspend of £7k due to a vacant post.
(29)		The Hillside Centre for pregnant teenagers and teenage mothers has a higher level of income than budgeted for due to an increase in 'Care to Learn' income.
(72)		Pupil Referral Unit are forecasting an underspend of £72k consisting of increased costs for learning packs to meet demand of £9k and transport costs which will also increase by £20k but this will be offset by anticipated income of £101k by year-end. This will be generated from miscellaneous income including pupil allowance.
(102)		CAMHS are currently forecasting an overspend on staff costs of £28k at year end but it is anticipated that this will be more than offset by an increased level of income resulting in an overall underspend of £102k. Marlborough House has achieved a high level of excellence award for the services they provide, which has resulted in a high level of placements from outside the borough by other authorities. The budget pressure on staff costs has occurred due to the vacancy factor being applied to the budget, which is not achievable, and this pressure will be addressed in the 2009/10 budgets.
7		Increased staff costs £24k due to extra cover required for a suspended Teaching Assistant offset by additional income £17k from SENAT for special educational needs child which will result in an overall overspend of £7k on Riverside.
9		Increased staff costs have also resulted in a budget pressure on Great Western Hospital of £9k.
4		An overspend of £4k also on staff costs has been currently reported within the Secondary Behaviour Support Team but it is anticipated that savings will be made on staff costs due to the retirement of the team leader and recruitment delay of two new support assistant posts which will offset this budget pressure.

Prepared by Karen Murray

41	The Stratton Education Centre is reporting a budget pressure on staff costs due to temporary cover for a suspended teacher.
42	Home Tuition are currently forecasting an overspend of £42k on staff costs due to high numbers of children receiving home tuition.
360	During September a detailed review of the out of borough placements has highlighted that 10 additional high risk clients are likely to require an out of borough placement. If all 10 children are placed in an out of borough provision then the part year costs will result in an over spend of £560k. We are looking to place 2 children in existing provision within Swindon which, if successful, would reduce the commitment by £100k. We are also looking at contributions from social care and the PCT and again we are confident that this could reduce the spend down by another £100k. However, if these children were placed in residential provision then the ongoing commitment for future years would be in the region of £1m.
(215)	To help contribute to the out of borough provision the directorate has frozen any further expenditure on the schools in challenging circumstances budget. This is not a sustainable option for future years, however it will allow us some time to understand what the outcome of the alternative provision review will mean in terms of stabilising educational support.
<p>Finance Overview</p> <p>The projected year-end overspend on the Schools Block is £276k.</p> <p>In addition a further budget pressure has been highlighted in Four Year Old's Education due to an increase in the number of children. This budget supports the PVI sector. During the 2008/09-budget setting process schools forum agreed to fund the PVI sector at £3.59 per pupil per hour. This increase will create a pressure of £92k, however, there is a possibility of extra funding from the DSG to offset this as mentioned in the report on Surplus DSG.</p> <p>If the year-end position remains as an overspend this will be deducted from 2009/10 allocation of Dedicated Schools Grant (DSG).</p>	

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Author: Group Director Children.

Ward: All

Purpose

- To provide Schools Forum with the final allocation of the Dedicated Schools Grant (DSG) for 2008/09.

Recommendation

- The Schools Forum is requested to recommend to the Local Authority the method of allocating the surplus DSG.

1. Reasons

- 1.1 To inform Schools Forum that the DSG has now been finalised and the total allocation for Swindon is £107.1m.
- 1.2 To explain the reason for the variance between the estimated DSG and the final allocation.
- 1.3 To recommend to the local authority the method of distributing the surplus DSG for 2008/09.

2. Detail

- 2.1 The Department for Children, Schools and Families (DCSF) do not announce the final DSG until after the start of the financial year, normally in June. This means that Local Authorities (LAs) have to prepare their budget based upon an estimated DSG allocation using the most up-to-date pupil numbers.
- 2.2 The finance team works closely with the schools data team to ensure that the variance in pupil numbers is as accurate as possible to reduce the risk of over committing resources.
- 2.3 The budget was agreed at the Schools Forum on 22nd January 2008, soon after that the finance team was notified that the early years numbers were likely to increase by approximately 54. Due to the timing and the uncertainty of the final pupil numbers it was considered prudent not to commit this money until the final allocation was announced.
- 2.4 The DCSF announced on the 19 June 2008 the final DSG allocations, the table below shows the pupil number variation between the budgeted figures and the actual figures.

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

	SBC data	DCSF data	Variance
Nursery	0.0	0.0	0.0
Primary	16,203.5	16,203.5	0.0
Secondary	10,481.0	10,492.0	11.0
Special	363.5	363.5	0.0
PRU	79.0	246.0	167.0
Alternative Provision	27.0	14.0	-13.0
Early Years	981.08	1034.9	53.8
3 Year old adjustment	0.0	35.9	35.9
Total Pupils	28,135.08	28,389.8	254.72
Unit Allocation			£3,774.89
Total surplus			961,540

- 2.5 The main variance was due to the calculation of the dual registered pupils. These pupils are included on the schools number role when the PLASC data is submitted as well as being on the PRU return. The budget was calculated based on receiving one unit allocation however; the actual allocation includes the schools pupils count as well as the PRU pupil count.
- 2.6 The other significant variance is the numbers within the early years sector. These figures are always difficult to predict due to the complexity of the provision. In addition to this Swindon was fortunate enough to benefit from an adjustment within the 3 year old funding; this is not something that the Council could have predicted. As a result of this Swindon now has an unallocated amount of DSG for 2008/09 totalling £961k.
- 2.7 The Children Services Leadership Team in consultation with the Schools Forum Chair has considered a number of proposals regarding the method of distributing this surplus within the overall schools block, including retained services as well as individual school budgets.
- 2.8 When developing the proposals consideration has been taken to ensure that these projects are pupil-focused, particularly those in the most vulnerable circumstances, and link to key strategic plans/strategies, including the Children & Young People's Plan, the Children Services' Strategic Plan, relevant Council Promises and the LAA.
- 2.9 The detailed proposals are shown at appendix A to this report. The LA must remind schools about the potential financial impact of single status. Any new money delegated to schools should be set aside to help meet the costs of Single Status.

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Alternative Options

Schools Forum may wish to consider a different proposal, it must be understood however that this will delay the distribution of the funds.

Risk Management

Financial and Procurement Implications

- The budgets and expenditure referred to within this report are all contained within the ring-fenced dedicated schools grant.

Legal / Human Rights Implications

- None

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- Promise 33 “We’ll help our most vulnerable, looked after young people to achieve an appropriate qualification, paying particular attention to literacy and numeracy and vocational skills to help their future prospects
- Promise 45 “We will make sure that schools will be at the heart of each community”
- Council's Health & Safety Policy
- Children Services' Strategic Management Plan
- Promise

Consultees

- The Director of Finance, and the Director of Law and Democratic Services are consulted on all reports.
- The Chair of the Schools Forum

Background Papers and Appendices

Appendix A – Proposed Allocation of Surplus DSG

Appendix B – Background Information, Swindon Young People’s Empowerment Programme

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Appendix A

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
1	Access & Provision	Schools Forum will already be aware of the requirement for schools to meet the new nutrient based standards. Swindon has also been successful in securing £2m for targeted capital funding to install kitchens in schools where there are currently none. The Council currently employ a school meals project manager that is support by grant; this grant ceases from April 2009. However, the post will still be required to support schools in achieving national and local strategies in terms of promoting and helping schools achieve these. The recommendation to Schools Forum is that £55k is provided to support the continuation of this key strategic post, together with administration support to implement the successful bid, as well as to develop possible future bids.	Ongoing	£55K	Children's Services Strategic Plan, School Meals' Strategy, LAA
2	Access & Provision	The temporary accommodation for the new PS7 school in Oakhurst is required to enable the school to open in September 2009. There will be a requirement to purchase furniture and equipment prior to September to ensure the temporary accommodation is fit for purpose. The accommodation is expected to be in place by the beginning of July 2009. It is estimated that £70k will be	One off	£70k	School Organisation Plan, Children's Services Strategic Plan

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		required for the furniture/equipment.			
3	Schools & Learning	<p>There is an increasing level of concern for children in care that experience turbulence in their lives with the knock on result that their educational provision may be put at risk. There have been a number of incidents in the last academic year where such episodes have placed untenable pressure on school placements and also in turn foster placements. The result of this has been in some cases that children have had to be transferred out of Swindon. This is hugely disruptive and upsetting to our most vulnerable children and deeply distressing to all of the professionals involved. Placements away from Swindon at times of personal crisis can cost thousands of pounds a week for one child. Following senior management level discussion regarding appropriate strategies that could be put in place on a proactive basis to minimise such circumstances it was agreed that appropriate staff support if put in place quickly could go a long way in addressing this issue. The proposal therefore is to appoint two key workers based within the Secondary Behaviour Support Team at Stratton Education Centre. These colleagues would work in close partnership with the Looked After Children Education Service with the key aim of maintaining Children in Care</p>	Ongoing	£50K	Children's Services Strategic Plan Community Strategy CYP 200 8-11

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		in school, reducing fixed term exclusion and avoiding placement breakdown. The emphasis would be on proactive intervention and support. The total costs would be £50k, this would not only support the 2 key workers but would also allow some capacity for service delivery.			
4	Strategy & Commissioning	As mentioned earlier in the report one of the reasons the DSG allocation increased was due to an increase in the number of early years within the PVI section. During the recent funding review the Schools Forum agreed to fund the PVI section on a unit cost of £3.59 per hour. This means that the current budget allocation for the PVI section needs to be increased as the pupil numbers have increased. The financial impact would be (£3.59 x 12.5hrs x 38 weeks x 53.8) £92k.	Ongoing	£92k	
5	Schools & Learning	There are increasing numbers of children arriving in Swindon schools who have English as an Additional Language. An independent review, due to report in October 08, has been commissioned to assess those activities of the local authority, which are deliberately designed to raise standards for BME groups. The reviewer will be asked to offer advice on what more might be done by the local authority, and by schools, to improve the outcomes for BME groups and secure	Ongoing	£96k	Children's Services Strategic Plan Community Strategy CYP 2008-11 LAA

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		greater value for money. The reviewer will be asked to make recommendations for how the strategy on raising achievement for these groups might be improved as well as options on where resources should be targeted. The recommendations are bound to have financial implications and it is anticipated that there will be a move towards pooled funding to enable the schools to commission the provision in future. If the final outcome is to move to a pooled arrangement the recommendation to the Forum is that an allocation totaling the same level as the current allocation devolved to schools for BME will be earmarked from this surplus (£80K), in addition to this if the outcome of the review incorporates the youth provision a further £16k will be required.			
6	Group Director & Schools & Learning	The Group Director Children has been working closely with the secondary heads to work on a policy of alternative provision. A consultant has been employed to carry out a review on the current provision within Swindon. It is proposed to target some of the surplus allocation to support this consultant as well as help implement a revised and more effective provision. The first phase of this project would focus on the secondary section only, however, once this provision has been implemented then the intention would be to roll this provision out into the primary section.	One off	£20k	Children's Services Strategic Plan Community Strategy CYP 2008-11 LAA

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		<p>In order for this review to be successful and to free up the current system, there will be a requirement to invest some resources into this project. The current out of borough budget is under considerable pressure, 10 clients from Sept are at high risk of being placed in an out of borough provision. The estimated educational cost could be in the region of £560k. Work is ongoing to attempt to place support packages around these individuals to enable them to stay within the borough. This pressure has been reported in the monitoring report.</p> <p>Linked to the above, two new projects are beginning from this September in Swindon. The Youth Education Project (YEP) is an exciting development that combines the best of two alternative education provisions to deliver a joint Youth Curriculum and Educational Attainment to a group of up to 35 vulnerable pupils at KS4 that have been referred by schools across Swindon. These young people include some at risk of permanent exclusion, some with identified SEN and some with significant social challenges. The aim is to support these young people to achieve their potential and to ensure that they are not NEET (not in education employment or education) when they leave school. To increase the</p>	Ongoing	£100k	
			Ongoing	£35k	

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Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		<p>impact of this provision for the young people involved it is proposed to support two week-long residential experiences. Each young person will also be offered an individual support plan or personalised educational package that may involve work experience/college based courses or training experiences. In order to support all of the above and to ensure that finance is not a barrier to providing high quality individual and group support to these vulnerable young people £36k is requested.</p> <p>In addition and separate to this an exciting proactive project aimed at significantly reducing permanent exclusion at KS3 is planned to begin with its first course in November 2008. This project based on a hugely successful model in place in Slough consists of a four-week intensive full-time course delivered to 12-14 pupils at risk of exclusion nominated by their secondary schools six times a year. Staffing and premises structures for this project are in place. The cost of placing a pupil on this course for a school has been agreed as £500. To support schools and the Local Authority graduated response in relation to pupils with Behaviour Emotional and Social Development difficulties it is proposed that the cost of the course is supported by £200 per pupil with a school contribution being £300 per</p>	Ongoing	£14k	

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Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		<p>pupil. Overall cost would be £14k each year.</p> <p>To place a pupil with SEN out of Swindon in a therapeutic residential setting can cost up to £160k a year (range between £120k – £160k). If we were able to provide therapeutic support within the Borough particularly for pupils with BESD, significant savings could be made and could also result in improved inclusive outcomes for this small vulnerable group. The allocation of £40k to support the purchase of therapeutic interventions for such pupils managed between St Lukes Special School and Stratton Education Centre could serve to reduce the rising trend in out borough placement and the related costs.</p>	Ongoing	£30k	
7	Chair Schools Forum	<p>The Swindon Forest School initiative began in 2004 with the aim of increasing physical activity by 1% pa. This activity is currently supported by sponsorship from Nationwide as well as training support provided by Great Western Community Forest. The current level of funding is just enough to keep Forest School to run a basic service.</p> <p>Currently 28% of all Swindon schools have qualified or training Forest School Leaders as well as many other qualified individuals that support this activity. There are</p>	Ongoing	£45k	

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Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		many outcomes that have a positive contribution to students including increased self-esteem, confidence, team building and communications just to name a few. The recommendation to Schools Forum is to bid for £45k each year for the following 3 years to support the expansion of this already successful project, thus enabling young people and schools in Swindon to benefit.			
8	Group Director	<p>The Swindon Young People's Empowerment Programme (SYEP) aims to train dispirited young children to be good human beings and engage in positive behaviour and learning. A review of the service has been carried out by an external evaluator from Worcester University who has stated that this service "turned around vulnerable children and young people, some of whom have now reached university, as self understanding which led to motivation that earned qualifications beyond their initial aspirations and expectations". Further details can be found at appendix b.</p> <p>The reason for this proposal is that the Tudor Trust currently support 50% of the costs of running the current level of service until April 2010, we are bidding for the</p>	Ongoing	£40K	

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Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		<p>other 50% (£40k) to ensure sustainability, so that these programmes reach the neediest children and are ultimately accessible to all children, teachers and parents.</p> <p>If the proposal is approved by the Forum, we will expand the scheme in at least 50% of Swindon schools by April 2010 via facilitator training programmes. Progress will be monitored in each school and the impact of the approach will be measured in 3 key areas (improvement in self worth, increased engagement in learning and positive behaviour and a desire to make a positive contribution in service to the community). If the Forum agrees to this funding, we will provide regular progress reports, if however, the funding is not approved we will have to consider closing this service before the end of the year.</p>			
9	Schools & Learning	<p>The SENRAP budget, as reported at the last Schools Forum meeting, is under considerably budget pressure due to the increase in the number of children who have Statements. The recommendation is to increase the budget by a further £80k.</p> <p>The SENRAP budget is used to specifically target</p>	Ongoing	£80k	Children's Services Strategic Plan Community Strategy CYPP 2008-11 LAA

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		<p>additional resources and support early intervention.</p> <p>The advantages of early intervention include;</p> <ul style="list-style-type: none"> • Supporting children and young people to achieve the best possible outcomes through improved access to the curriculum. • Addressing problems earlier and more effectively thus preventing the need for many children and young people to go through the Statemending process. • Reducing the likelihood of the need for costly Out Borough placements. 			
10	Access & Provision	<p>Health & Safety on school sites is a key priority for both schools and the Local Authority, particularly bearing in mind relevant Health & Safety legislation and the recent Manslaughter Act. Health & Safety briefing sessions were held for all Head Teachers in June 2008 and feedback from those sessions identified the need for further briefings/training for Head Teachers, other relevant school staff and school Governors. A letter was sent to all Head Teachers in September 2008 as a follow-up to the Health & Safety briefings, identifying a range of issues, including events planned for late Autumn 2008 for School Premises Managers (or</p>	One off	£20k	<p>Health and Safety legislation, Council's Health and Safety Policies, Children's Services Strategic Plan</p>

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		<p>equivalent) and in Spring 2009 for Head Teachers.</p> <p>It is essential that these are effective, well-attended and well-presented events and are part of an ongoing programme of Health & Safety training. It is considered that these events should be delivered by a well-respected, external organisation that specialises in Health & Safety and work is currently going on to identify potential providers. There will obviously be a cost involved and the Authority does not have resources set aside for this purpose. There are two options that can be considered for funding these events, as follows:</p> <p style="padding-left: 40px;">A charge is made to each school</p> <p style="padding-left: 40px;">Funding is provided from the surplus DSG identified in this report.</p> <p>These two options have been assessed and there is concern about Option 1 that, apart from the administration involved, not all schools would necessarily be prepared to fund the charges involved. In addition, this would be an unsatisfactory option, where the Local Authority is requiring Head Teachers and other staff of Community and Voluntary-Controlled schools to attend such events.</p> <p>Bearing in mind the importance of Health & Safety on</p>			

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Final Dedicated Schools Grant 2008/09

Schools Forum

16th October 2008

Proposal	Director	Description	Ongoing or one off funding	Value £000s	Link to
		school sites, Option 2 is the preferred way forward and this approach is strongly recommended. It is proposed that a sum of £20K is set aside to fund these two events.			
12	Schools	To delegate the balance to schools using the same method as the 2007/08 under spend or;	Ongoing	£214	
12	Schools	To delegate the surplus to schools using FSM as a method of allocation. This will contribute to the level of budget the DCSF expect local authorities to spend on deprivation	Ongoing		
Total				£961k	

Further information on the subject of this report can be obtained from Karen Murray on 01793 465794 or Email kmurray@swindon.gov.uk.

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BACKGROUND INFORMATION

Swindon Young People's Empowerment Programme (SYEP)

"The training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible."

(Ofsted document, Promoting Spiritual, Moral, Social and Cultural Development)

Aim

SYEP's aim is to train dispirited children to be good human beings and engaged in positive behaviour and learning. Our training gives children an empowering vision of their potential as "a mine rich in gems of inestimable value". The gems are human qualities such as resilience, respect and the desire to make a positive contribution to society. By developing these gems in themselves they can change their outlook on the world. We refer to this approach as "developing a healthy human spirit".

Why it works

The evaluator has stated that this approach "shocks" children into instant change when they get a new picture in their heads about who they are as human beings. Their self worth increases, which impacts on their engagement in learning and positive behaviour – including an increased desire to be of service. In brief, as the evaluator has stated: "It turns their lives around."

How it works: Tranquillity Zone and Discovery Zone

This approach is currently delivered through two experiences called the Tranquillity Zone and the Discovery Zone, which are one-hour sessions run over 10 weeks. While the Tranquillity Zone is a relaxing experience, its aim is to encourage children to reflect on the challenges they face, and analyse what gems or qualities they need to develop in themselves in order to overcome these challenges. The Discovery Zone inspires children to use these gems in everyday situations to enable them to make choices that are beneficial to them and the wider society.

Currently in eight schools

(Drove, Lainesmead, Lawn, Penhill, Churchfields, Greendown, Dorcan Nova Hreod.)

These programmes have been set up in eight local schools, where pairs of facilitators have been trained to facilitate programmes, choosing children at risk. Facilitator training sessions are simple one-day training programmes and feedback from these courses is that staff often feel dispirited and need this intervention just as much as the children they work with.

PLANS FOR 2008 – 2010

Our plans for the next two years are to get these programmes in at least 50% of local schools by training two facilitators in each school. We are already working in eight local schools, so we will work in partnership with

approximately 15 schools each year over a two-year period, and continue to refine our evaluation procedures. We have raised 50% of our funds until April 2010 through The Tudor Trust. We now need the support of the Schools Forum to raise £50,000 to ensure sustainable expansion, so that these programmes reach the neediest children and are ultimately accessible to all children, teachers and parents. We hope that in establishing SYEP in 50% of schools, that Swindon will be in a lead position in 2010 to spearhead this approach around the UK.

Report on the work and effectiveness of the Swindon Young People's Empowerment Programme, 2001-2008

**Dr Stephen Bigger,
University of Worcester
March 2008**

Executive Summary

Schools have a dual role: to develop knowledge through the curriculum; and developing pupils' self understanding so that they can become positive members of the community. The first is measured by tests and examination results; and unfortunately the failure of the second is measured through exclusions. This project has been about turning disaffection into motivation, and thereby strengthen pupils' knowledge by first addressing their self understanding.

Awareness that raw knowledge is not enough has prompted a range of government demands, the most recent being to emphasise social and emotional aspects of learning. The programme on which this paper is based has been demonstrated as effective through four years of external evaluation. Its financial cost to schools is minimal, and its effectiveness rapid. It has turned around vulnerable children and young people, some of whom have now reached university as self understanding led to motivation, which earned them qualifications – all beyond their initial aspirations and expectations.

There is no magic cure for disaffection and negativity. Disaffected pupils find themselves in a vicious cycle in which bad behaviour causes conflict with adults (parents and teachers) whose dealings with them are then characterised by anger and frustration. There is no progress from this stalemate without breaking this cycle. The consequences of not breaking out of it is total life failure, without qualifications and a worthwhile job. Crime may seem the only visible route to take.

Breaking out of this negative spiral is what the project has attempted to achieve. The philosophy is summed up through six principles:

- We all have inner qualities, or 'gems'
- We all have the potential to do good, or to do harm (dual nature)
- Positive speech has power to transform
- We have the potential to transform our lives, whatever our histories
- Positive action brings about change: the community is more united if people work together
- We need, and can be, positive role models.

This report on the work of the Swindon Youth Empowerment Project (SYEP) between 2000 and 2007 explores how personal and social transformations can take place when young people with social, emotional and behaviour

difficulties are encouraged to talk through their life choices using visualisation, symbol and metaphor. They are referred to as 'dispirited' as they lacked motivation and ambition. All were failing academically.

The evaluation took place over three years, 2004-2007 with the external researcher working alongside the project team and interviewing a range of people involved. In doing so the team were trained in evaluation techniques in order to encourage a long

Dr. Stephen Bigger, University of Worcester

1

Term culture of evaluation, in schools as well as in the project.

The research demonstrates a clear long-lasting effect on many of the young people involved.

This report discusses a range of factors contributing to this success, primarily relating to trusting and empowering the young people so that they value themselves and their abilities, build positive and caring relationships with others, and work towards creating a better world. It shows that young people can transcend their limited world view, learning to see themselves differently as people with energy, potential, compassion and the ability to affect positive change. In this they can reach out to others and with others, building moral understanding and cascading positive attitudes and energies to those around them.

It has had rapid and lasting results with needy and disengaged children aged nine to thirteen. The processes involved should therefore be taken very seriously by government, schools, and youth services as a powerful intervention that has shown it is able to turn youngsters from actual and potential delinquency to becoming committed to contributing to society as good citizens. The report looks forward to ways of enabling whole classes of children to benefit. It shows how SYEP approaches can become a central strand in citizenship, personal, social and moral education, spiritual education, creative thinking skills, and social and emotional aspects of learning.

Inspired by the teachings of the Bahai Faith, it is non-partisan and works openly and transparently with all faiths and none. It looks forward to expanding its work to other schools.

SOME RESPONSES FROM CHILDREN AND YOUNG PEOPLE

"I don't just think it's changed my week, it's changed my whole life."

"I used to want to commit suicide. Now I know there are reasons to live."

"You can concentrate more in lessons."

"Coming here has helped me come off report."

"I've not got such a bad attitude towards my parents."

"It helps you leave your troubles behind."

"I can express my inner thoughts. It has helped my whole life."

"I always used to get really angry and got into trouble, but now I'm doing really well."

"My behaviour is a lot better after the Tranquillity Zone. My mum said I'm a different child."

"I have learnt to do my maths well and I've got a good nature. I feel like bursting with happiness. I have made new friends. Deep down every week I have become more peaceful inside."

"My behaviour got better."

"I learnt more about myself."

"Don't let your past results limit your future!"

"I won't get far without co-operation. Doing bad things can ruin the rest of your life."

"I've learnt to use the gems in me. To be helpful. To encourage people. I learnt to be calm. Learnt to be helpful. To look more to the Healthy Human Spirit. I have become nicer and less angry! To rise each time I fall."

"Show people respect and they will respect you."

“Controlling anger, how to calm down, how to relax, don't lie, never give up.”

“I have learnt more about myself and other people too. I feel more calmer that I used to be. I have learnt to control my anger.”

“Before the TZ I was the opposite of calm but as soon as I started the TZ and DZ I have now become calm I learnt how to control anger, never to tell lies and everyone is a mine rich in gems of inestimable value.”

“Since I started TZ I have felt calm, warm and important. Deep down every week I have become more peaceful inside.”

“I feel I know how to respect other people around me. I feel peaceful and calm in the TZ. I have learnt how to control my anger more in the TZ. I learnt to express my feelings. I feel more confident in myself. I have learnt more about myself and others in the DZ.”

“Found new ways to show I care. Found out different ways to show respect.”

**Statement from Roderick Bluh,
Leader of Swindon Borough Council**

March 2007

Councillor Roderick Bluh, Leader of Swindon Borough Council, said:

“We cannot ignore the human spirit in dealing with the challenges and problems faced in our communities today.”

“No-one is taking care of this side of life and what is happening in the Tranquillity Zones and Discovery Zones needs to happen in the rest of society. It’s important that here in Swindon we have a programme for developing the human spirit, that isn’t connected to any religious rituals or traditions, and is already benefiting hundreds of young people. I hope that this will become more widely available for all the children and young people in our schools.”

**Statement from Tom Wilkes
Community Deputy Head Teacher
Hreod Parkway School, Swindon**

11th February, 2005

Hreod Parkway School has worked with the Swindon Youth Empowerment Project for nearly two years now. After the initial contact we were convinced of the potential benefit of their work to our pupils.

To this end we were delighted, 14 months ago, to release a teaching space on our northern campus and allow the creation of a satellite ‘Tranquillity Room’.

The work of the Swindon Youth Empowerment Project through the Tranquillity and Discovery Zones has made a tremendous difference to the lives of approximately 15% of the pupils at the school.

Hreod Parkway has many pupils who are disadvantaged, vulnerable or ‘at risk’ in different ways. The Tranquillity and Discovery Zones have provided an important additional dimension to our support for such pupils. Through our enrichment programme, during tutorial time or as part of a wider literacy or emotional intelligence programme during the holidays, the Tranquillity room has proved to be an important, if not essential, service for many of our young people.

More recently, pilot work has begun to show potential benefits for parents with the first joint parent and pupil sessions in the Tranquillity room proved to be a fascinating experience.

We look forward to a third fruitful year of working with the Swindon Youth Empowerment Project and we are already making plans to develop such activities on our new school campus from 2006.

**Statement from Dr Ben Schmidt
Chair of Governors, Penhill Primary School, Swindon**

February 2007

Over the last few years the SYEP team has developed a truly innovative and marvellous programme to help young people overcome low self-esteem by raising their aspirations and giving them a lasting sense of self-worth and empowerment.

At the heart of the programme are the so-called Tranquillity and Discovery Zones, which have one great lesson to teach: that moral choices and inner happiness go hand in hand. Children are given a glimpse – and, what is more: an actual experience - of this fundamental truth: that doing the right thing will over time give one a lasting feeling of goodness, and that, conversely, feeling good inside one will be more likely to do the right thing.

A growing number of schools and youth groups in Swindon and elsewhere are working with the SYEP because they find that low self-esteem is a root cause for many other negativities that can manifest in life at school, such as low aspirations, low achievement, truancy, bullying, aggressive behaviour, or disengagement. What it comes down to is this: that it is very difficult to learn well and behave well when you are feeling down and out.

The enthusiastic, passionate belief in the power of goodness in each and every child that permeates every aspect of the SYEP is contagious: it convinces children (and staff) that they are truly 'mines rich in gems of inestimable value' – and that everyone else is, too. I find it hard to see how anything but good could come from that.

**Words of support from Bridget Long
Deputy Head Teacher, Lainesmead Primary School in
Swindon.**

January 2007

As deputy Head Teacher of a large primary school in Swindon, I have really realised the benefits of the TZ experience for children. The tranquillity zone creates a place to feel safe and calm. The children appear to transform as they enter it, both in mind and through their body language.

The tranquillity zone gives children an opportunity to relax and listen as well as to visualise. The stories told are open to their own interpretation and the children can relate them to their own way. They are positive, powerful and uplifting.

The programme allows the children to develop more self confidence in a caring and nurturing environment. The discussions help to develop their ability to overcome challenges and to realise that we have choices in life. Through interesting and exciting scenarios, the children become aware of how their choices affect themselves and others.

Some year 5 children who were involved in the programme last summer, have gone on to create a calm corner in their own class. The structure of this is very similar to that of the tranquillity zone. The decision to do this was brought up in class council and it shows how the children are using their positive experiences and are keen to share such a positive environment with other members of their class.

I believe that the tranquillity and discovery zone has had a positive impact on children's behaviour and attitudes at my school. It is an experience that they will remember for the rest of their lives. They really are made to feel that there are gems within them.

I believe that the Tranquillity and Discovery Zone is very powerful and can make a difference to children's lives. It would be my aim for the Tranquillity Zone and Discovery Zone experience to be available to all children.

Best Wishes

Bridget

January 2007

**Statement from Helen Smith, Student Adviser,
St Joseph's Catholic Comprehensive School, Swindon
2005**

I am writing to express my thanks for the tremendous effort you and the team put into the latest group from St Joseph's School. Although some of the students left the programme at various stages, I am certain that they all benefited in some way, no matter how small.

Young people transform like a chrysalis, so that not only were they confident enough to speak in front of their peers but also in front of adult strangers. This shows an amazing amount of progress for three of the students in particular, for whom English is their second language.

For another girl, whose literacy skills are poor, it was great to hear her read a poem, clearly and using words she had never seen before. She became a part of a team where she has often been an outsider.

Two boys have had problems with their social skills but I have seen them become more considerate group members, able to participate in activities with people they may not have otherwise worked with. They were easily able to take on the role of 'hosts' for our final presentation.

Another teenager has blossomed and although she has always appeared to be the more confident one of the group, she has had her own self-esteem issues. The programme has given her inspiration to believe in herself and to write songs and poems about her experiences.

Once again, on behalf of the school, many thanks and I look forward to working with you all again in the future.

Early Years Flexible Offer

Schools' Forum

16th October 2008

Author: Group Director, Children

Parish / Wards Affected: All

Purpose

- To report on the progress made in the delivery of the flexible offer for early education.

Recommendation

- Schools' Forum is requested to note the progress made with the project plan for the delivery of the flexible offer for early education and approve the selection process for the children to receive additional funding and flexibility in September 2009.

1. Reasons

- 1.1 The Department for Children, Schools and Families (DCSF) requires Local Authorities to revise their funding mechanisms for early education to ensure that they are consistent, fair and equitable across the private, voluntary and maintained sectors.
- 1.2 Parents' entitlement for funded early education will be increased from the current 12.5 hours to 15 hours.
- 1.3 This will be introduced for the 25% of children who live in the most disadvantaged areas in September 2009 and universally in September 2010. Additionally parents will have the right if they so choose to access their entitlement more flexibly rather than in two and a half hour sessions as now.
- 1.4 The duty on local authorities is to make this offer available, it does not mean that any particular setting has to offer this flexibility or the increased entitlement.

Further information on the subject of this report can be obtained from Sue Wald on (01793) 465713 or Email swald@swindon.gov.uk

Early Years Flexible Offer

Schools' Forum

16th October 2008

2. Detail

- 2.1 Through the ten year childcare strategy *Choice for Parents, the Best Start for Children*, the Government is committed to extending the free nursery entitlement for 3 and 4 year olds from 12.5 hours per week over 38 weeks of the year, and to make access to it more flexible in response to parental demand.
- 2.2 Currently parents have an entitlement to access funded nursery education for 3 and 4 year olds in the private, voluntary or maintained sector.
- 2.3 They have an entitlement to five two and a half hour sessions, which they may take across a mixture of provision.
- 2.4 The new entitlement will both increase the number of hours funded per week to fifteen and give parents the right to request that their entitlement is taken over 3 days rather than in sessions as now.
- 2.5 The DCSF guidance issued on 31st July 2008 indicates that parents may request a maximum of 10 and a minimum of 2 hours of funding in any one day. This would usually be taken over no more than 2 providers. The guidance also states that local authorities do not have to deliver all possible variants of the entitlement but must offer a balanced set of options. Specifically it states that parents must have a genuine choice of accessing more than just a three-hour session.
- 2.6 The method of funding used across the sectors is currently different. In the maintained sector funding is per place, irrespective of the number of children attending. In the private and voluntary sector, funding is based on a head count. The rates of funding for the two sectors are currently different.
- 2.7 It was proposed to set up a cross sector working party to look both at achieving a fair and equitable system of funding and to examine the issues involved in delivering early education more flexibly. This working party met on the 11th June.
- 2.8 At this meeting the project plan was amended following discussion about timescales. A revised version is attached at Appendix A. It was agreed to implement a consultation process with parents and providers to establish demand, potential supply and barriers for providers delivering wider flexibility.
- 2.9 Consultation with parents to establish likely demand started in August. This is taking two forms. Consultation with parents who have children under 3 is being carried out through outreach work in parent and toddler

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Early Years Flexible Offer

Schools' Forum

16th October 2008

group, parent and baby groups and children's centres. This has included groups of parents of disabled children and black and minority ethnic groups. Consultation with parents who use existing provision in the private, voluntary and maintained sectors is being carried out through questionnaires distributed by settings. In total 5000 questionnaires will be distributed.

- 2.10 Consultation with settings has started. A questionnaire has been sent to settings to establish current capacity and to explore their potential to offer longer and more flexible sessions. Face to face consultation has also started and will continue both through existing forums and specific events. This will focus on how the local authority can support schools and settings to meet the demand from parents. Full details of the communications strategy are attached at Appendix B.
- 2.11 DCSF guidance recommends that the local authorities focus first on the most disadvantaged children, as evidence shows that they have most to gain from accessing the free entitlement offer. Guidance also states that the measure used to identify these children is income deprivation, as measured through super output areas.
- 2.12 Guidance also recommends that funding be based on a setting's location rather than the home address of each child within the setting. This avoids a setting being asked to extend its hours for only a small number of children within that setting. It also avoids potential resentment from parents within that setting.
- 2.13 It is recommended that Swindon fund children who attend settings in the 25% most disadvantaged areas from September 2009.
- 2.14 The additional standards fund grant for 2009-2010 has been calculated to fund an additional two and half hours for 25% of eligible children. This equates to 900 children. Work has started to identify, based on the current numbers of children attending, which settings this would cover.
- 2.15 It is proposed that the funding allocated by Schools Forum will be used to buy in extra financial support to deliver a new funding formula. This is estimated to cost £17,000. The balance of the funding will be used to pay for the printing of questionnaires and for expenses arising from consultation events. This will include premises, catering and supply costs.
- 2.16 Funding to support the delivery of the flexible offer is available from the DCSF through Standards Fund. Swindon has been allocated £234,254 for 2009-10 and £ 979,711 for 2010 –11.

Further information on the subject of this report can be obtained from Sue Wald on (01793) 465713 or Email swald@swindon.gov.uk

Early Years Flexible Offer

Schools' Forum

16th October 2008

Risk Management

Financial and Procurement Implications –

The DCSF has allocated standards fund grant of £1,213,965 to support local authorities to deliver greater flexibility. Therefore the costs relating to this report will be funded through this grant at no additional cost to the Council. There are no procurement implications.

*Legal / Human Rights Implications –*The provision of early education is a statutory responsibility on local authorities. Section 7 of the Childcare Act 2006 places a duty on local authorities to provide free early years provision of a prescribed description. This is the legislative basis for the government's commitment to flexibility.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises) – Children are at the heart of the Corporate Plan and the Children & Young People's Plan. Promise 45 encapsulates the support for parents "we'll provide even more support for families to help them maintain their independence".

Consultees

The Director of Finance and the Director of Law and Democratic Services are consulted on all reports.

Background Papers and Appendices

Appendix A: Updated Project Plan

Appendix B: Communications Strategy

Further information on the subject of this report can be obtained from Sue Wald on (01793) 465713 or Email swald@swindon.gov.uk

Project Plan

	<u>15 hours/</u>	<u>Flexibility</u>	
Action	Lead	Supported by	By when
Seek volunteers for Working party from EY Reference Group	Carmel Burton		May 2008
Seek volunteers for working party from the private nursery chains	Carmel Burton		May 2008
Seek volunteers for working party from schools	Carmel Burton		May 2008
Research progress made by other LA's	Denise Stewart	Denise Stewart Kim Poulton	August 2008
Set up working party meeting to examine issues	Carmel Burton	Sandra Cooke	July 2008
Work with finance to start to draft funding proposals	Denise Stewart	Finance Carmel Burton	August 2008
Consultation with parents	Nicola Perrett	Denise Stewart Kim Poulton	Consultation with parents through outreach to start in August. Through settings in September 2008
Consultation with providers <ul style="list-style-type: none"> • Pilot with working party members • General distribution 	Chris Wilson	Karen Murray Denise Stewart	Aug 08 Sept 08 (return by October 08)
Hold consultation events <ul style="list-style-type: none"> • Schools • Sessional pre schools • Private full day care • Parents • Children's 	Kim Poulton	Nicola Perrett Denise Stewart	Dec 2008 (Finish date) Events September - December

Centres • Childminders			
Produce recommendation for Schools Forum	Nicola Perrett	Denise Stewart Kim Poulton	Feb 2009
Publicise roll out to providers	Denise Stewart	Kim Poulton	April 2009
Work with providers to support their delivery of flexibility (including use of peer support) • Schools • Sessional pre schools • Private full day care • Childminders	Kim Poulton	Nicola Perrett Denise Stewart	Ongoing but to start May 2008
Monitor take up and sufficiency of provision	Nicola Perrett	Kim Poulton Denise Stewart	Ongoing from September 2009
Review of effectiveness	Carmel Burton	All	March 2010
Implementation of changes	Carmel Burton	All	September 2011

Communications Strategy for the Flexible Offer

Phase 1

Establishing supply and demand

Communication with Settings

Establishing Supply and Potential Supply

The purpose of this work is two fold.

Firstly to establish the level of flexibility within existing provision in both the maintained and non-maintained sectors. Additionally we will assess where there are barriers that prevent existing providers from delivering a more flexible service and how the local authority will work with providers to overcome those barriers.

Secondly to make providers aware of the free entitlement so that they can factor it into their business planning and consider any implications it may have for their future delivery of funded early years foundation stage places.

The approach will take two forms.

Firstly all existing providers will be asked to fill in a questionnaire (attached at Appendix 1) about their current delivery. This will include any potential for additional flexibility and any known or perceived barriers. This questionnaire will be piloted with members of the flexible offer working group prior to general circulation.

It will be sent out with the headcount forms in order to encourage providers to return it.

Secondly we will hold a series of meetings with provider groups, using mainly existing fora such as the nursery managers' forum and the supervisor's forum, the children's centre co-ordinators group and the nursery heads group.

Additional meetings will be arranged to cover accredited childminders and those settings who do not attend any of the above e.g. the private nursery chains. These meetings will give the opportunity to both share information and to explore any concerns.

Following on from these initial meetings we will hold further sessions for providers who are interested in exploring flexibility further. At these sessions we will involve existing providers who have already developed a more flexible offer so that experience can be shared.

As a result of these sessions those settings wishing to develop a flexible offer will be supported by the Swindon Sure Start Partnership to put together an outline business case as a prelude to their proposal being accepted as a project.

Communication with Parents

Establishing demand

The purpose of this work is to survey parents to establish the likely demand from parents.

We will look at two specific areas: - lengths of session required and type of provision used.

Length of session

There will be particular emphasis on the likely demand for 10-hour sessions and for 2-hour sessions as they are outside our established patterns of working.

We will also ascertain whether parents are likely to want their sessions spread evenly across each week i.e. 5 three-hour sessions or as longer but equal sessions i.e. 3 five-hour sessions.

The final question will give parents the opportunity to specify their exact preference.

Type of Provision

Parents will be asked whether they wish to use

- A maintained nursery
- An accredited childminder
- A full day care nursery
- A pre-school/playgroup

We will also look at whether parents will wish to use their entitlement at only one type of provision or at a combination of two types of provision

This consultation will be carried out in two ways

- Through discussion with individual parents of children under 3 at toddler groups, stay and play sessions and other appropriate groups. Parents will be supported to fill in a questionnaire (attached at Appendix 2). Target 10 parents per visit. Groups will be selected to ensure that priority and excluded groups such as BME groups and parents of disabled children are included, so that the responses are representative of the wider population.
- Questionnaires will be sent to parents of children at existing PVI and maintained settings. The questionnaires will be sent to settings with a pre paid envelope for return. Settings will encourage parents to fill them in so that a high response rate is achieved. An explanatory letter will accompany the questionnaire. This letter will also clarify that the LA and settings will not always be able to match parents' request and that individual settings will normally not be able to offer the full range of flexible options.

The same questionnaire will be used in both cases so that responses can be aggregated.

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**Review of Local Authority Provision for Pupils with Behaviour
Emotional and Social Development (BESD) 2008/09**

Schools Forum

16th October 2008

Author: Group Director, Children

Parish / Wards Affected: All

Purpose

- To provide School's Forum with information about the continuum of provision for pupils with Behaviour Emotional and Social Development (BESD) in Swindon including those that are permanently excluded or at risk of permanent exclusion. To highlight the challenges that Children Services are currently facing in this area of need and provision.

Recommendation

- The Schools Forum is requested to consider this report in support of Final Dedicated Schools Grant 2008/09 report proposal 6 and confirm £50k allocation to support the consultancy process and implementation of a revised and more effective provision.

1. Reasons

- 1.1 To inform Schools Forum that the review of provision for pupils with BESD is to take place and timeline in terms of outcome reporting.
- 1.2 To consider the range of provision that is currently on offer and that which is planned both from within the Local Authority and externally.
- 1.3 To identify pressures within existing provision and processes.
- 1.4 To request funding for a review that ensures that there is a balance of responsibility for pupils with BESD between schools (both mainstream and special) and the Local Authority Education Other Than At School provision (EOTAS) including the Secondary Behaviour Support Team and Primary Behaviour Support Team.

2 Introduction, and outline of current provision

- 2.1 BESD is one of the four categories of Special Educational Needs (SEN) listed in the SEN Code of Practice, and as such the Borough provision and support for pupils with these issues does cross over into areas of exclusion involving SEN colleagues working closely with colleagues from Social Inclusion areas. There is clear data to show that a high proportion of excluded pupils have SEN.
- 2.2 Research also shows that 60% of permanently excluded children go on to some form of custodial sentence in later life. This fact coupled with the

Further information on the subject of this report can be obtained from Nigel Pickering on 01793 465754 or Email npickering@swindon.gov.uk.

Review of Local Authority Provision for Pupils with Behaviour Emotional and Social Development (BESD) 2008/09

Schools Forum

16th October 2008

increasing diversity of our governance arrangements, leads us towards the need to undertake a review of this kind to ensure that we provide pupils with the very best learning opportunities and environments.

- 2.3 The Local Authority has now agreed with schools and alternative providers a new structure and funding arrangement for alternative education in the Borough, following an external review of that provision. This re-structured provision includes Close to Home (Youth) Stepping Forward (Charity) and Swindon Creative Education Project (SCEP). The Pupil Training Centre is a new and additional provision planned to begin in the Autumn Term. The table below shows more detail about each of the provisions that will be in place from September 2008.

Name of provision	Description of service offered
Swindon Creative Education Project SCEP.	Fulltime educational provision for up to 25 young people in Year 11. Outcomes include access to five GCSE's. Each secondary school can prioritise two pupils for a place (20 places) and the other five places are allocated through an admission panel process.
Youth Education Project (YEP)	This project is new and is a partnership arrangement formed between Stepping Forward and Close to Home. This is a fulltime provision offering an educational component comprising of a range of accreditation aspiring to GCSE where this is possible and also a Youth Curriculum offer again with appropriate accreditation. The project can support up to 35 young people at Key Stage 4 (Years 10/11)
Pupil Training Centre	This is a proactive four-week full time course designed to support pupils at Key stage 3 (Years 7,8,9) nominated by schools because of concerns over their behaviour. The course is modelled on the successful provision in Slough that has had a significant impact on the level of permanent exclusion in that authority. Stepping Forward has been commissioned to provide this model. Six courses will run each academic year with the possibility of supporting up to 84 pupils. Pupils are to be nominated by their schools and there is a charge of £500 per place.

- 2.4 A similar review is required for Local Authority provision for students with BESD and this has been agreed with secondary Head Teachers. Currently provision is delivered through: the Primary Behaviour Support Team, the Pupil Referral Unit at Stratton Education Centre including Secondary Behaviour Support, the Home Tuition Service and E Learning, Nyland Special School and St Luke's Special School. The table below outlines the provision that is currently available. The Behaviour Improvement Plan (BIP) and Behaviour and Education Support Team (BEST) also work in

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this area. The table below shows more detail about each of these provisions.

Name of provision and capacity.	Description of service offered.
Primary Behaviour Support Team. Available to all mainstream primary schools in Swindon by direct referral.	Outreach work in schools supporting individual pupils with challenging behaviour. From September 08 the team will be split North and South in line with the Integrated Service Teams. The Service provides training to Primary School staff to support children with challenging behaviour. The service plays a strategic role in delivering the SEAL (Social and Emotional Aspects of Learning) curriculum developed through the DCSF National Strategies. The service also offers support to pupils at risk of permanent exclusion who are subject to a managed move and to pupils reintegrating following permanent exclusion.
Stratton Education Centre (SEC) KS1/2 class. Capacity 6 pupils in each class.	Part time (2 day) (mon/tue or thur/fri) class provision for pupils with challenging behaviour. Pupils are referred through an admission panel and will have been supported by Primary Behaviour Support Team unless an emergency situation has arisen. Placements reviewed each term. Two terms placement is the benchmark.
Nylands Special School KS1/ 2. Capacity 42 pupils.	Primary school placement for children with a statement of SEN in the area of BESD.
Secondary Behaviour Support Team. Support allocated by referral to admissions panel each term. Available to all mainstream secondary schools	Outreach work in mainstream secondary schools supporting pupils with challenging behaviour. Support for managed moves for pupils at risk of permanent exclusion and reintegration of pupils permanently excluded are arranged in consultation with Exclusion and Reintegration Officer.
Stratton Education Centre KS3/4 classes for pupils permanently excluded. Capacity 40 pupils.	All pupils permanently excluded are offered full time class provision. At KS3 the intention is to reintegrate to mainstream school, (during 2007/8 15 pupils have been reintegrated). At KS4 pupils tend to remain at Stratton although the option of reintegration is considered and an individualised programme is arranged that in addition to class provision may include college placement and/or work experience.
Stratton Education Centre individualised packages of support. (KS4).	There are circumstances that arise each academic year where for a very few pupils at KS4 it is most appropriate to meet their educational needs through a package of support provided by SEC. This most commonly involves a combination of home tuition and work experience and is used as a last resort where

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	a pupil may have moved into the Borough with a history of issues and school provision within the Borough is not appropriate. Decisions of this nature are usually a multi agency view in consultation with the pupil and family.
Home Tuition (needs led)	For pupils in transition home tuition is provided as a last resort where a pupil has no school place. For pupils that are Children in Care or those that are statemented 10 hours a week are provided. For other pupils the basic allocation is 5 hours. Examples of where home tuition may be used would be for, pupils awaiting a class place following permanent exclusion, pupils moved into the Borough awaiting specialist provision, pupils awaiting provision out of Borough, pupils experiencing significant turmoil in their lives and for whom mainstream school is not appropriate for a period.
E Learning	From September 2008 a contract has been agreed with Accipio Learning to provide on line learning for a targeted group of pupils as part of the provision that they receive from Stratton Education Centre. Ten 'seats' have been bought to access science and ICT GCSE's for academic year 2008/9. It is intended to roll out this model of support further if this pilot proves to be successful.
St Lukes Special School KS3/4. Capacity 66 pupils.	Secondary special school provision for pupils with statements in the area of BESD.
Behaviour Improvement Project/Behaviour Education Support Team (BIP/BEST)	Secondary and Primary provision to support Behaviour and Attendance allocated to Nova Hreod Secondary School and Swindon Academy together with primary schools in the admission area now in its fourth year. Provision includes both internal pastoral support staffing and a designated team of professionals supporting the Primary sector.

3 Challenges currently faced in SEN areas:

- 3.1 There is an increase in the number of pupils that are being statemented for BESD and also an increase in the number of these pupils who are being placed out of Borough due to a lack of school capacity. Please see the table below that shows the current distribution of pupils with statements of BESD compared to this time last year. A placement away from Swindon can cost between £65k and £135k per academic year, therefore the cost for one pupil's secondary school career could be between £325k and £675k and more if a pupil stays into Y12/13. A placement in a therapeutic provision can cost upwards of £200k a year.

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Review of Local Authority Provision for Pupils with Behaviour Emotional and Social Development (BESD) 2008/09

Schools Forum

16th October 2008

Distribution of pupils with statements for BESD

Type of provision	Position 5 th September 2007.	Position 5 th September 2008.
Maintained Mainstream	58	67
Maintained Special	90	108
Non-maintained Independent Special	6	5
Parent arranged	0	2
Pupil Referral Unit	9	11
Special Resourced Provision	1	6
Awaiting placement	1	4
Total	167	195

- 3.2 The increase in numbers of statements also ties up a lot of service resource for Educational Psychology, Special Educational Needs Assessment Team, Parent Partnership Service and all other professionals that contribute to the process of statutory assessment both within Children Services and from other agencies.
- 3.3 There is already a significant overspend projected for the current financial year for SENRAP, in addition to this the Out of Borough Budget is also under significant pressure of overspending this financial year.
- 3.4 St Lukes School is at full capacity even though places available have increased from 60 to 66 from September 08.
- 3.5 Nyland School is likewise near to capacity and a recent development is that more pupils are being placed in years one and two. This is of significant concern. Reintegration of pupils to mainstream once placed in Nyland School is rare with most pupils moving on to St Lukes or other special provision.

4 Challenges currently faced in supporting pupils who are excluded or unable to be supported in the mainstream or special school provision.

- 4.1 Stratton Education Centre class provision for pupils permanently excluded is full with a waiting list as we start the new academic year. Pupils waiting do not get full time support (usually they have some home tuition). Current trends suggest that there will be increasing pressure into the future to the point where we are unable to fully meet student's needs.
- 4.2 The level of reintegration following permanent exclusion at KS3 is positive with 15 pupils reintegrated in 2007/8. However this still leaves an average of 18 pupils who are not reintegrated each academic year.

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Review of Local Authority Provision for Pupils with Behaviour Emotional and Social Development (BESD) 2008/09

Schools Forum

16th October 2008

- 4.3 Over the last six academic years since 2002/3 there have been 67 pupils that have been subject to a managed move due to risk of exclusion and 47 pupils reintegrated following a permanent exclusion. During this period there have been 160 permanent exclusions.
- 4.4 In addition to the pressure from excluded pupils there are circumstances that arise each year involving pupils with BESD who are either in transition to a special provision or who move into Swindon in KS4 particularly where individual packages of support are required through the PRU.
- 4.5 Once a pupil at the PRU reaches Year 10 they will almost certainly not return to mainstream school.

5 Conclusion:

- 5.1 In view of all of the pressures on provision for pupils with BESD and those excluded listed above John Gilbert, Group Director Children, in discussion with Secondary Head Teachers, has commissioned a review of provision for pupils with BESD.
- 5.2 The intention is that a consultant will work with Secondary Head Teachers and other key stakeholders to gather views and information and to produce a report with recommendations for solutions to address the challenges noted above.
- 5.3 The funding of £50k will support the work of the consultant as well as help implement a revised and more effective provision.
- 5.4 Importantly once the revised provision is agreed the intention would be to roll this into the Primary sector in order to support early intervention.

Risk Management

Financial and Procurement Implications

- The budgets and expenditure referred to within this report are all contained within the ring-fenced dedicated schools grant.

Legal / Human Rights Implications

- None

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- Promise 45 "We will make sure that schools will be at the heart of each community"
- Every Child Matters
- Children Plan (DCSF 2008)
- Back on Track White Paper (DCSF 2008)
- Swindon SEN Task Group recommendations 2008.

Consultees

Further information on the subject of this report can be obtained from Nigel Pickering on 01793 465754 or Email npickering@swindon.gov.uk.

Review of Local Authority Provision for Pupils with Behaviour Emotional and Social Development (BESD) 2008/09

Schools Forum

16th October 2008

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- The Director of Finance, and the Director of Law and Democratic Services are consulted on all reports.
 - The Chair of the Schools Forum

Background Papers and Appendices

- Final Dedicated Schools Grant 2008/09 paper (Group Finance Manager) September 2008 proposal 6.

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