

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

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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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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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- 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

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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.