

Education Scrutiny Committee
Previously Completed Scrutiny Reviews & Approved Recommendations

Review	Rec No.	Approved Recommendations	Update as of 28 October 2008	Update as of 24 February 2009
<p>Post 16 Inclusion Recommendations as approved by Education EMAP on 15/03/2005</p>	4	<p>Adopting a more varied and engaging approach to work experience will give pupils with emotional and behavioural difficulties a greater chance of benefiting from it. A positive work experience will help young people to move into successful post 16 provision. The Assistant Director (Access and Inclusion) should co-ordinate the development of a coherent approach for this category of student and report back to the Board by September 2005.</p>	<p>A number of students with LDD have really developed using the Mencap work preparation programme. A few have secured paid employment and a large number have had work experience and continuing work placements. With Headteachers, the 14–19 Partnership is reviewing the current model for work experience in KS4 (2 week blocks), which does not suit many of the newer programmes (Young Apprenticeships, Diplomas etc). There are similar issues post-16. Work is focused on all learners, not just those with behavioural difficulties. York Training Centre provides support and arranges work experience for young people from Applefields. Unfortunately, work experience for disabled young people is often difficult to find. There can be difficulties in finding appropriate support for the young people. LSC are now no longer funding courses that are aimed at Preparation for Employment if they do not have a valid work experience element.</p>	<p>Danesgate Skills Centre offers a range of personalised learning programmes for young people with emotional and behavioural difficulties (EBD). Many of these feature extended work placements, with young people spending one or two days a week on a work placement over a period of several months, with the remainder of their time in other institutions such as the Skills Centre, Rossmore Grange and the Boxing Club. This less intensive approach with work placements interspersed with educational placements helps some young people to stay on track and develop social, practical and vocational skills, and the less formal settings and approaches combined with extra adult contact can enable young people with EBD to develop more maturity and skills than they would do in a traditional setting. Young people aged 16+ with EBD can access E2E (Entry 2 Employment) programmes – this is a national programme managed by the Learning Skills Council, which includes work placements and is specifically aimed at young people who are not able to access traditional learning and are not ready to enter employment, but who would be expected to be able to enter</p>

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				<p>employment after completing the programme.</p> <p>At both pre-16 and post-16, where young people have severe EBD, these programmes are tailor-made to the skills, maturity and developmental needs of each individual learner.</p> <p>A large proportion of young people aged 13–16 with LDD are offered alternative education provision through Danesgate at the Skills Centre and regular coordinated tasking meetings. There are also programmes run by the Young People’s Services which help to retain young people in learning, such as Personal Engagement Through Choice (PETC), Outdoor Learning Zone and the Alternative Learning Programme which provides for 18 young people in KS4. The Local Authority is also working through the NEET Strategy Group to ensure that LSC monies are best targeted at this group through pre-16 engagement programmes.</p> <p>Many of these programmes feature extended work placements, with young people spending one or two days a week on a work placement over a period of several months, with the remainder of their time in other institutions such as the Skills Centre,</p>

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				<p>Rossmore Grange and the Boxing Club. This less intensive approach with work placements interspersed with educational placements helps some young people to stay on track and develop social, practical and vocational skills, and the less formal settings and approaches combined with extra adult contact can enable young people with EBD to develop more maturity and skills than they would do in a traditional setting.</p> <p>Post-16, there is a range of provision including full time courses and training such as the Skills for Living course at York College, Options Course at Askham Bryan College, and E2E work preparation programmes. E2E (Entry 2 Employment) is a national programme managed by the Learning Skills Council, which includes work placements and is specifically aimed at young people who are not able to access traditional learning and are not ready to enter employment, but who would be expected to be able to enter employment after completing the programme.</p> <p>There are some obstacles to successful provision:</p> <ul style="list-style-type: none"> ▪ There is a still insufficient availability of pre-entry and level 1 full time provision.

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				<p>We are working hard with the providers to rectify this.</p> <ul style="list-style-type: none"> ▪ For those young people who don't reach level 1 within one year of starting the course there are limited progression opportunities at present. Progression rates from full time college special needs courses are about 50%. <p>We would prefer there to be greater availability of supported training for young people with LDD. Outcomes for Work Preparation Schemes are still disappointing, confirming insufficient provision of sustainable employment opportunities. We will be talking to a number of York's larger employers in the coming months to see if we can improve this.</p>
	7	CYC officers should prepare a business case with partners for providing additional personal advisor support for children with social, emotional or behavioural difficulties and report back by June 2005.	The ALPs programme has seen an increase in personal individual support being offered to young people who are experiencing social, emotional difficulties. One of the BSS Review action points is that all learners will have a personal tutor for both their academic and emotional wellbeing.	<p>The 1-to-1 tutoring is based on the 'Making Good Progress' pilot. The initial indications that this was emerging nationally came in the 20/20 Vision Ofsted report and The Children's Plan. We are about to receive a small amount of funding from National Challenge to begin our own pilots of the project but the bids are currently 'with the minister'.</p> <p>The DCSF has recently informed the LA of the funding package available to support individual tuition in English and maths. 855 pupils have been identified (477 primary</p>

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				and 378 secondary) for 1-to-1 tuition to ensure their progression towards targets. Some of these pupils may have behavioural and emotional needs but this is not a specific criteria underpinning the funding. Consultations are currently underway to decide on the most effective mechanisms to ensure the tuition is accurately targeted, effective and carefully monitored.
	10	The Council should ensure that pupils with special needs who are helped by School Action Plus (SAP) should receive transition planning which is as rigorous as that received by statemented pupils.	Those young people who receive additional support under School Action arrangements are offered intensive support because they are highlighted as being at risk of NEET. They receive support to address issues that they experience and practical “hands on” help with job, training or college applications. They also receive support during the transition period from full time education to post-16 provision. <i>[Joint Area Review, January 2008]</i>	