

## Education Scrutiny Committee

### Previously Completed Scrutiny Reviews & Approved Recommendations

Review	Rec No.	Approved Recommendations	Update as of 28 October 2008
<b>Inclusion in York Schools</b> Recommendations as approved by Education EMAP on 29/04/2003 (Update provided by Paul Murphy)	1	Continue to provide training in inclusion for school governors and encourage all schools to participate.	Governor training is offered termly both as a centrally organised activity and as bespoke training for individual schools. The programme is reviewed annually and is amended to ensure information is current. This is planned as part of the Governor training programme.
	2	Continue to work in partnership with colleges and the university to enhance teacher training on inclusion.	<p>The Educational Psychology Service (EPS) has delivered a module on the application of psychology in the classroom as part of the PGCE course at the University of York for the last 5 years. Units have included classroom behaviour management accelerated learning circle time and self esteem.</p> <p>In addition, individual units have been run by the Inclusion Development Team to support Quality Teaching and Learning, and the Behaviour and Attendance Consultant from EDS (Education Development Service) has run training on Behaviour for Learning.</p> <p>There has been extensive collaboration with the Centre for Reading and Language at the university, including participation in research, supporting the city-wide Dyslexia Friendly School Initiative, and teaching on the MSc course to address SEN (Special Educational Needs) in schools.</p> <p>Work with York St John University has included collaboration to support the Anti-bullying Strategy across the city.</p>

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<p><b>Inclusion in York Schools</b>  Recommendations as approved by Education EMAP on 29/04/2003  (Update provided by Paul Murphy)</p>	3	Continue to encourage training in inclusion for all staff dealing with children with special needs.	There has been extensive training offered to schools as bespoke project work and as centrally disseminated training. There are well established SENCo (SEN Coordinators) Forums at Primary and Secondary level that provide a learning platform for all areas of SEN. Monitoring shows these are consistently well attended and 98% of delegates say courses are good or excellent. The SEN Annual Conference has become a keystone feature of the school year with participation from governors, teachers SENCos and staff from other LAs. Over the last three years the LA has provided targeted training for TAs (teaching assistants), including work with children with Speech and Language needs; this has been run in tandem with colleagues from Health. The training calendar for SEN is published yearly so schools can plan well in advance. Training reflects both the national agenda and local contextual needs.
	4	Initiate a review of post 16 provision with a view to providing a more comprehensive package to support young people with special needs after leaving school. (The board would be happy to carry this forward as a topic for scrutiny.)	LCCS, working closely with Adult Services and Connexions, will establish a multi-agency co-located Transitions Team during the Autumn 2008 term. This will ensure a coherent and coordinated approach to meeting the needs of young disabled people 14–25, particularly those with complex and/or severe needs. A new post of transition coordinator will work closely with all key agency partners in developing a core and virtual team to support this work, ensuring that good transition planning achieves the best outcomes and life chances for the young people. The core team will consist of qualified social workers (LCCS), care managers (HASS), Connexions specialist personal advisers and York Independent Travel and Life Skills staff. The coordinator will be jointly managed by the service manager for Health and Disabilities in LCCS and the service manager for the Community Team for People with Learning Disabilities in HASS.

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<p><b>Inclusion in York Schools</b>  Recommendations as approved by Education EMAP on 29/04/2003  (Update provided by Paul Murphy)</p>	5	To endorse the Draft Inclusion Strategy and send out for wider consultation.	The Inclusion Strategy Group has published the second Inclusion Strategy 2007–10; this has been shared with all stakeholders. This received strong endorsement from the JAR inspectors. Progress against agreed targets is monitored through the Inclusion Strategy Group. Evidence from this work helped secure the judgement of 'Outstanding' for SEN/LDD (Learning Difficulties and Disabilities) in February 2008.
	6	To continue with the strategy for maintaining some special school facilities and not going completely mainstream	The LA had undertaken a full review of SEN provision including special school provision, as a result we have successfully implemented this plan with the opening of two new 'state of the art' generic special schools. There has been an overall reduction of children placed in special schools; this has been achieved with the full support of parents, governors and stakeholders. There were no appeals to the SEN Tribunal with regard to these changes. Further developments in mainstream provision are continuing. There is now an enhanced resource for children with ASC at Fulford School and a second planned as part of the new build at Joseph Rowntree School. There is no anticipated further reduction in numbers of children in the special school sector.
	7	To support any future bids for funding necessary to implement the inclusion strategy and deliver the action plan and to recognise the key role of appropriately skilled teachers in delivering the action plan.	<p>Inclusion features strongly in the Children and Young People's Plan, and implementation is overseen by the Inclusion Strategy Group, who also monitor the progress.</p> <p>LDD and LDD NEET (Not in education or training) learners are a key priority within the city and therefore funding, including 14–19, is targeted at this group.</p>