

Education Scrutiny Committee
Previously Completed Scrutiny Reviews & Approved Recommendations

Review	Rec No.	Approved Recommendations	Update as of 28 October 2008
Post 16 Inclusion Recommendations as approved by Education EMAP on 15/03/2005	1	In order that it can fulfil its monitoring functions correctly, the Local Education Authority (LEA) should ensure that schools, particularly mainstream schools with delegated resources, return copies of transition plans and annual reviews promptly after the meeting has taken place.	The LA monitors closely the return of all annual reviews and transition plans from schools and achieves a high rate of return. This enables the LA to fulfil its duties to make decisions in the light of recommendations made.
	2	The Council must ensure that progression for children with Special Educational Needs (SEN) is included in the programme of monitoring visits made to each school.	Over the last four years the LA has implemented a rigorous programme of monitoring outcomes for pupils with SEN/LDD (Learning Difficulties and Disabilities). This includes detailed scrutiny of progress data, the use of delegated funding and the quality of provision matched to pupils' needs. This supports schools in developing and sharing good practice. This is a central tenet of the school improvement agenda and all members of SISD (School Improvement & Staff Development Service) including SIPs (School Improvement Partners) are responsible for reporting on SEN issues.
	3	The Council must put in place a formal process for monitoring and reviewing the transition plans for those young people who change provision and move onto the "education otherwise" register.	This is covered by colleagues in Connexions through the "September Guarantee" mechanism, which means that all 16 and 17 year olds must be made an appropriate offer of a place. Currently young people with disabilities in transition are supported by a number of agencies. These include Connexions Specialist Personal Advisors, children's social workers, Adult Care managers and a York Independent Living and Travel Skills Coordinator. Transition reviews are conducted in Year 9 and services work with schools to review and monitor transition plans for disabled young people. Funding has been committed by LCCS and HASS to support a full time coordinator of a designated transition team. This post should be in place by December

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	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>
	5	<p>The Council should take a lead in assisting the transition of people with Special Educational Needs into employment. The skills development work being carried out should be enhanced and extended. Skills Requirements analysis should be carried out in order to identify the</p>	<p>The 14–19 Partnership has done a significant amount of work in raising awareness of schools (and other providers) about local economic priorities and drivers, in order to facilitate provision planning. Recent research commissioned by LSC and undertaken by Blueberry Academy and Future Prospects into progression into employment in North Yorkshire 2008 has identified a number issues for employers in SMEs. Clearer routes of progression need to be outlined and employers made more aware of supported employment opportunities. There is also a case</p>

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	6	<p>The Council should continue to develop initiatives which will encourage schools to retain pupils on school rolls until the end of their final year. This will enhance the valuable work which is already being carried out in this area and will enable young people to benefit from a continuity of provision. Proposals to be completed by September 2006.</p>	<p>Within the 14–19 perspective the LA is in the second year of 14–19 Schools Engagement Programme funding (DCSF, via LSC). This funding supports engaging KS4 learners in school rather than excluding them (127 learners this year, 91 last year). Post-16 the LA is prioritising inclusion and raising participation through the LSC Flexible Fighting Fund. Partners can bid for funding to support related curriculum activity. The BSS (Behaviour Support Service) review is providing us with the opportunity to re-shape services that are targeted at supporting learners vulnerable to exclusion. The Danesgate site is in the process of being unified under a single leadership team to provide a more coordinated and responsive service to schools. In return, schools are being challenged to develop a 'no exclusions' policy supported by the development of a</p>

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	7	<p>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.</p>	<p>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>

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<p>Post 16 Inclusion - Recommendations as approved by Education EMAP on 15/03/2005 (Update provided by Paul Murphy)</p>	8	<p>The Board recognises the progress of schools in improving physical access. The Council should monitor these alterations and continue to offer support to all schools in improving physical access. Where access is a problem there should always be alternative provision in a nearby school.</p>	<p>We are working to ensure access issues around Diploma facilities are addressed. Monitoring of schools' duties under SENDA (Special Educational Needs and Disability Act) is central to the LA's inclusion agenda (ie to ensure appropriate provision is made, not to treat disabled people less favourably, and to make reasonable adjustments). It is carried out routinely through visits by LA staff and analysis of the annual self review framework and the Self Review Framework for Inclusion. Every effort is made by the LA to support schools and challenge them when necessary in making provision for disabled people in their local community. <i>[Joint Area Review, January 2008]</i></p>
	9	<p>The Council should continue to promote access to the curriculum for all students in conjunction with school and college accessibility strategies.</p>	<p>The responsibility to draw up and implement a School Accessibility Plan is monitored by the LA Schools Access Development Worker, appointed as a part of the Accessibility Strategy in 2003. Access audits of all mainstream schools were conducted 2003–05 and work continues to support schools in carrying out their responsibilities under the DDA in relation to the physical environment. The CYC guidance document 'Inclusive school design' supports this.</p> <p>Schools are advised and supported in drawing up their Access Plan and are requested to forward a copy to the LA. In 2006 all mainstream schools had Access Plans in place, although analysis showed that a number of schools needed further support to improve the quality of their planning (see attached data). Work is in hand to ensure that all schools have plans in place, both through requests to headteachers and through regular visits to schools carried out by the Schools Access Development Worker. The LA approach to access planning and the development of inclusive practice relies on good relationships with schools, helping them to take ownership of their access duties. A checklist has been developed to support schools in auditing their access. This is included in the Self Review Framework for Inclusion. The</p>

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<p>Post 16 Inclusion - Recommendations as approved by Education EMAP on 15/03/2005</p>	10	<p>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.</p>	<p>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></p>
	11	<p>The ability to use public transport unaided can be a major factor which enables independent living for many people with special needs. The Council should recognise good work undertaken by transport providers to improve access to services and to work with them to continue the improvements.</p>	<p>YILTS (York Independent Living and Travel Skills) has had considerable success in supporting disabled young people in developing travel skills. The ‘Independent Travel’ subject was first offered in Applefields during the first term of the 2006/07 academic year for 16+ pupils, with YILTS providing advice, skills and training to staff to deliver the subject. The school chose the Award Scheme Development and Accreditation Network (ASDAN) Towards Independence module ‘Using Transport’ both to rename this subject area and to stand as its Scheme of Work. ‘Using Transport’ is being taught alongside a strong YILTS presence in school working with students on 1:1 training. All 16+ students at Applefields have had access to one or both ‘Using Transport’ and YILTS and have therefore gained either a basic experience of public transport or have acquired and/or developed new abilities from a wide menu of travel skills. Within one year 19 students developed independent travel skills after working with YILTS, leading to a saving in taxi fares of £34,968.40. The projected average saving per student was £1665.16 (2006/07). Savings for 2007/08 are £32,941.38, when 16 young people and one adult from Brunswick Organic Nurseries became independent travellers. The average savings per young person is £1,937.73. The numbers of pupils working with YILTS for 2008/09 is 17.</p>

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<p>Post 16 Inclusion - Recommendations as approved by Education EMAP on 15/03/2005</p>	12	<p>The Council should recognise the key role of social and leisure provision in supporting inclusion and promote the current range of services available in the York area.</p>	<p>Leisure Services have worked closely with "Children and Inclusion" (CANDI), the forum for parent/carers with disabled children to identify some issues where additional support has been needed. For example, parents with disabled children used to have to pay the full price of individual lessons for their child to learn to swim, when they were unable to access group lessons. The council are now offering this service at the same rate as group lessons, following assessment of need. The council are also providing a specialist Halliwick trainer and additional member of staff during "dolphin swim" – time designated for disabled people. Out of school clubs are provided by leisure services for learners with LDD in Applefields School by the disability coach and a youth worker. Young people are encouraged to do the Duke of Edinburgh Award and have made significant progress in achieving this. Increasing numbers of activities in the "School's Out Programme" for holiday activities are inclusive or specifically for disabled children and young people. These are identified within the programme to help families know what they can access.</p>
	13	<p>The Council should recognise the importance of the transition between Children's and Adult Services for service users. It should support further investigation into the transition arrangements.</p>	<p>Moving into Adult Life, a strategic partnership board, coordinates the support of young people during transition. A Practitioner's Group coordinates the sharing of information and coordination of provision for this group. Please see information above concerning the development of the designated transition team. This is a target for the Children and Families' Service Plan 2008.</p>

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<p>Post 16 Inclusion - Recommendations as approved by Education EMAP on 15/03/2005</p>	14	<p>The Council should endorse the principles put forward by the Inclusion Strategy Group at their meeting of 28 October 2004 (attached as Annex G) which proposes the implementation of a young person centred key worker concept.</p>	<p>The Transition Pathway Pilot is promoting the role of lead practitioner for disabled young people and families. 10 families with children in Year 9 and Year 12 have had a lead practitioner to support them through transitions in 2007/08 and this pilot will be extended this academic year. The Pathway document provides families with a map that outlines the support and assessments they can anticipate from Year 9 onwards. As practitioners complete the shared document, families can see the coordination of support and know who to contact for information. Transition has been described by parents nationally and locally as a difficult and confusing period. By holding the transition Pathway document themselves, the aim is for them to experience a sense of “control” during this time.</p>