



Inclusion Strategy 2007 - 2010

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City of York Council Inclusion Strategy 2007 – 2010

Vision

'The ultimate goal for everybody engaged in providing services for Children and Young people is that their work should contribute towards high levels of personal achievement for all children and young people, both as individuals and as citizens contributing towards the greater good.' (City of York Children and Young People's Plan 2007 – 10)

1. This is our vision; it is what we want to happen. It will be delivered through the annual plans our services publish. We will set timetables so that everyone can see what we are doing and why we are doing it. We will report on the progress we are making 3 times each year.
2. In order to do what we say we want to do we have identified 9 key principles about how we should work in the future. If we can turn these 9 principles into actions that lead to real, measurable and sustained improvements to the lives of children and young people, then this inclusion strategy will be a success. The 9 key principles are these:
 - The development of effective systems to support early intervention where a diagnosis is made or problems occur in the lives of children and young people
 - The redirection of resources towards prevention so that there is no longer a need to invest so heavily in crisis management
 - The provision of services in communities in order to make them more accessible, and the key contribution that schools are able to make towards this
 - Improved co-ordination between different agencies working with children and young people and the establishment of common assessment systems
 - Effective support for parents through early years provision, family learning and parenting education programmes
 - School improvement work focused on narrowing the differences in performance between schools serving similar areas, and developing effective strategies for the lowest achieving children
 - The introduction of a school curriculum that is responsive to changes in the local economy, including the growth of Science City York
 - Greater involvement of children and young people themselves in shaping the services that are provided for them
 - A workforce strategy that can equip people to deliver high quality and responsive services

3. We will know that the strategy is working when we can see some important changes. We want to see fewer children and young people develop unnecessary problems and if they have diagnosed needs we think that they should get the right help straight away. We want to see happier and healthier children and we want parents and carers to be able to deal with all of the pressures they face in bringing up a family. Probably the best way of telling us that the strategy is working is if school attendance gets better across the city, because not going to school is a good way of telling us that things are not right and need to be fixed.

What does an inclusion strategy cover?

4. This inclusion strategy describes what we are going to do for children and young people who might need additional help or support to reach the high levels of personal achievement that we included in our vision statement. This strategy covers everyone aged from 0 to 19 in the following groups: those with learning difficulties and/or disabilities, including those with hidden impairments, those in black and minority ethnic groups, those who are already beginning to fail to achieve their potential and those who are at risk of failing to reach their potential. Children and young people might not always need support from the strategy, because needs can change. Our aim is that the strategy makes sure that support is there whenever it is needed.
5. This is our second inclusion strategy. We published our first one in 2003 and we said then that there were six ideas that we thought were really important. They were that:
 - we should provide whatever is in the best interests of each and every child;
 - we should identify barriers to learning and find ways to minimise those barriers and maximise the resources available to support learning;
 - the school builds its capacity to accept all pupils from the local community;
 - effective schools are inclusive schools;
 - schools with inclusive cultures usually have leaders who are committed to inclusive values; and
 - schools will have good links with their parents and communities.
6. We believe that these six ideas are still the right ones to have. We know that we have begun to make a difference because of these ideas. There are many pieces of evidence that make us think this but here are two examples. The first example is that more pupils with learning difficulties and/or disabilities are in mainstream schools now than ever before and they are achieving better than they ever did before we put the strategy in place. The second example is that we survey the views of parents,

pupils and schools leaders about schools and those surveys tell us that most people think that we are doing the right things and that they can see that services are getting better and that people are achieving more. What this means is that we still think those six ideas are the right ones to have.

What are the things we are going to do?

7. The government has described the way that they think our services should work to support children and young people. They have called their policy Every Child Matters. Every Child Matters means just that – every child should get the help, support, teaching and guidance they need to ensure that they are healthy, safe, happy, able to achieve to the best of their abilities and with a secure future once they leave school or college. This means that the health of a child is just as important as their safety or as their academic achievements, and so on.
8. Everybody is working hard to make sure that we can all say that every child really does matter in York. What we know, though, is that sometimes changing the way we work can take some time to do it properly and that you need more money to do some things well. Schools are beginning to get some extra money to make the sort of differences that we described earlier on. We have always said that the people who work with us are the best resource that we have got. As well as getting money to spend to improve things, we need to make sure that all of the adults who work with children and young people know the most effective ways of working and know how to make sure that we get even better outcomes.
9. What follows now is a list of the things we are going to do over the next three years to make sure that the money is spent well and that the people are given what they need to make a difference for our children and young people. In order to make sure that adults understand what we are going to do, the rest of this strategy, after the list, is written mainly for them and that might include using some words that they understand best because of the jobs that they do. However, the list is the important part of the strategy because it says what is going to be done and how we will know if it making a difference.

The list

- Finding out more about the children and young people in the city and what they need – this is about using more effectively the information we already know about children and young people
- Getting the right sorts of places for children and young people to live, learn and play in – this is about knowing that different people need different sorts of provision and that the provision is of a high quality

- Making sure that if someone isn't in school then they are still getting good services – because every child matters and we have to do more for those who might be missing out
 - Respecting children and young people as individuals so that they get a more personal education – this is about making sure that we do our best to recognise everyone's needs and talents
 - Sharing information better so that people get what they need when they need it – this means different services working together in better ways
 - Making sure that all of the adults who work with children and young people have got the best training and expertise possible – we have already said that the best resource we have is our staff but they need help to make sure that all children and young people do better than they were able to do before
 - Making sure that everything we do puts children and young people at the centre of our plans – sometimes we have made it difficult for children and young people to get the services they want because our ways of working might have not always made it easy to access services
 - Getting things right when children and young people move on – we know that every time a child or young person changes school or placement they are at more risk of something going wrong
10. Children and young people will know if we are doing the things on the list. The ways they will know best will be when they ask questions like *'Do we get better services?', 'Are we happier?', 'Did anyone ask us what we wanted?'* and the answers are generally positive. As we wrote, above, if we do the right things, we think school attendance will get better.

Inclusion action planning

11. In order to be effective, the actions contained in this Inclusion Strategy need to be based on a rigorous analysis of strengths, weaknesses and needs. This is a process we followed previously, with good outcomes. It can best be exemplified by the opening of Hob Moor Oaks and Applefields Schools and by the opening of the Autistic Spectrum Condition unit at Fulford. Our previous analysis showed that children with learning difficulties and disabilities could achieve their potential in mainstream schools, that new types of special schools and support were needed to meet the needs of some children with complex learning difficulties and disabilities and that we needed to set up specialist provision for children who were entering the school system.
12. We are continuing with this approach. This included undertaking a comprehensive review of enhanced resource provision within the city. We can now undertake a regular analysis of pupil performance data, which provides information about the effectiveness of provision and the best use of resources. The programmed visits of monitoring and evaluation of school based provision are also part of our strategy.

13. An effective strategy also requires an agreed delivery mechanism. Since the first Inclusion Strategy was published we have established a children's trust in the city, led by the children's trust board – better known as the **voK!** Board. This body consists of partners from all agencies and sectors working with children and young people and includes school representatives. This body is now the lead body for the statutory Children and Young People's Plan and for the Children's Block of the Local Area Agreement. It is the lead strategic body for services to children and young people in the city, with the following purpose:
- provide leadership and be the catalyst for new ways of working
 - provide a focus for improved results for all children...over a sustained period of time
 - bring together resources and information across agencies that may impact on outcomes for children and young people; and
 - oversee the implementation of strategy.
14. Formal responsibility for council policy still rests with the Executive Member for Children's Services. Decisions are taken after consultation with an advisory panel. Member decision making is now enhanced by the advice and guidance made available by the **voK!** Board. The Board is also able to draw on extensive research and data held by partners and this has enhanced the capacity of the local authority to plan and organize for inclusion.
15. Parents are not directly represented on the **voK!** Board. The Board, however, is acting in the interests of parents in the city. The Board oversees an involvement strategy and the work of a Parents and Pupils sub-group. The Board has received three relevant and related reports which demonstrate that the interests of parents are paramount. The reports consist of a research report on the needs of families of disabled children and young people, a scoping paper describing the work plan for integrating services for disabled children and a thematic report on support for parents. These reports represent the analysis of needs undertaken and subsequent action planning. Our aim for parents is that specialist provision:
- is responsive and sympathetic to their concerns by involving them in planning;
 - uses the knowledge that parents have of their children's needs;
 - is based on a secure audit of local needs and is planned across agencies to meet future demands;
 - offers integrated services across agencies that meet their child's needs;
 - provides clear accountability for how funds are being used and for professionals' responsibilities; and

- ensures that their children are taught by professionals with the appropriate level of knowledge, skills and expertise.
16. There is national evidence that where there are strong links between schools and children's trusts, 'a number of positive impacts were reported: on children's wellbeing, information sharing protocols, identification of children at risk or in difficulty, and sometimes direct impact case management, levels of temporary and permanent exclusion and overall attendance.' [University of East Anglia report on children's trusts]. The inclusion of schools and colleges on the trust board will help us to bring about improvements in the city.
17. In particular, we are keen to see the narrowing of the gap between the attainment levels of children in affluent areas and those in deprived areas in the city. This is a priority in the Children and Young People's Plan and the Local Area Agreement. Our current performance in this area is set out in Chart 1, below.

Chart 1 Key Stage 2 Deprivation Analysis

Individual Year Group Analysis (2004-2006)															
IDACI	2006					2005					2004				
	Pupils		Level 4+			Pupils		Level 4+			Pupils		Level 4+		
Percentile	Num	%	English	Maths	Science	Num	%	English	Maths	Science	Num	%	English	Maths	Science
90-100	286	15%	89%	88%	92%	259	14%	92%	88%	97%	262	15%	91%	90%	93%
80-90	323	17%	86%	84%	91%	347	18%	87%	86%	93%	313	18%	89%	86%	93%
70-80	175	9%	88%	82%	93%	186	10%	88%	85%	91%	196	11%	87%	89%	93%
60-70	208	11%	89%	84%	88%	212	11%	85%	81%	88%	175	10%	84%	81%	90%
50-60	175	9%	83%	78%	86%	182	10%	80%	76%	89%	176	10%	85%	81%	91%
40-50	93	5%	76%	73%	81%	106	6%	76%	66%	88%	92	5%	84%	85%	87%
30-40	225	12%	72%	68%	81%	207	11%	80%	76%	87%	206	12%	67%	67%	76%
30-100	1485	79%	84%	81%	88%	1499	80%	85%	82%	91%	1420	80%	85%	83%	90%
20-30	166	9%	67%	66%	78%	153	8%	69%	68%	78%	149	8%	73%	69%	85%
10-20	85	5%	65%	59%	69%	105	6%	65%	52%	70%	91	5%	57%	52%	63%
0-10	138	7%	69%	64%	75%	127	7%	64%	63%	79%	124	7%	58%	59%	79%
0-30	389	21%	67%	64%	75%	385	20%	66%	62%	76%	364	20%	64%	61%	77%
Diff (0-30/30+)			-17%	-17%	-13%			-19%	-20%	-15%			-20%	-22%	-12%
Total	1874					1884					1784				

18. There are 6 priority areas which require further local strategic planning and each of these are dealt with in this strategy. These are:
- build capacity in the children's workforce to identify and meet children's needs
 - promote a flexible continuum of local provision
 - improve accountability for the outcomes children achieve
 - strengthen partnerships with parents and children, and

- improve provision for children with Behavioural, Emotional and Social Difficulties and children with Autism
 - securing better planning, commissioning and coordination of services around the needs of children with learning difficulties and disabilities and their families
19. These priority areas are developed in more detail in separate strategic plans, which set out the timescales and resources for improvements.

Inclusion and ethnicity

20. Government data suggests that the black and minority ethnic (BME) population in York is growing at a faster rate than it is in most other parts of the UK, although from a very low base line figure. The BME communities made up 4% of the school population only a few years ago but now stands at 6%. BME pupils were previously clustered in a few schools but now attend all schools in the city. Monitoring attainment data for very small cohorts at each key stage was previously an inexact process, subject to considerable fluctuations. We now have better data, for larger populations. BME children and young people in the city make excellent progress in our schools and settings in most cases. This Inclusion Strategy sets out the priorities for the council in raising the attainment of those sections of the BME communities that are currently underachieving, such as newly arrived migrants with little or no previous English.
21. The priorities are based on evidence. Ofsted findings show three key features of successful schools with BME pupils, particularly where raising attainment levels was a priority. The most important finding was that the ethos of each of the successful schools was firmly based on the expectation that all pupils would strive to achieve their best in both the formal curriculum and other school activities. The mission statements of the voluntary-aided schools suggested also that a community of faith is capable of providing a strong foundation for achievement. This was evidenced in faith schools in York, for instance, in the 2006 review of school behaviour policies. Work to raise the attainment levels of BME pupils is a whole school issue and not an issue for specialist services alone. Indeed, without the active engagement of school and subject leaders in devising suitable programmes, statements about expectations of achievement would be hollow. The Ethnic Minority Support Service in York will integrate its work much more closely with the School Improvement Service and national strategies.
22. Secondly, the headteachers, supported by staff and governors, had formulated policies which interpreted the schools' values in practical ways. To ensure consistency of approach, materials such as the school development plan and staff handbooks were key working documents. They gave practical guidance to teachers and made clear what pupils were expected to do in all aspects of their school lives. Schools had a consistent and positive tone and this had a direct impact on individual

pupils' attitudes in that it helped them to see the purpose of learning and to accept the disciplines which learning entails. This resulted in self-confident and participating pupils who demonstrated improvements in attendance, behaviour and learning. Our evidence in York is that successful school improvement has shared this basic approach. A target in York is to increase the number of schools deemed to be outstanding, to build upon current successes and to build a foundation from which to share best practice.

23. The third key feature was the monitoring of pupils' progress, including by ethnicity. The data enabled senior staff to have the confidence to challenge assumptions about and attitudes to pupils' performance. Where staff focused on meeting individual needs but did not explore patterns within and between groups, they failed to notice anomalies in participation and achievement. Analysis of patterns of participation and achievement benefited all pupils. Our analysis in York is now particularly sophisticated and allows us to target resources effectively. Previously, data was held only by the Ethnic Minority Support Service and not by services supporting school improvement. This has been addressed. Chart 2, below, shows the current attainment levels of BME groups compared to the city average.

Chart 2: City of York LEA Attainment Performance for Children with English as not their first language

Subject	% Level 4+			% Level 5+			% Level 2 and below		
	2002/3	2003/4	2004/5	2002/3	2003/4	2004/5	2002/3	2003/4	2004/5
English	72.0%	74.4%	71.4%	32.0%	30.8%	25.7%	0.0%	10.3%	5.7%
Mathematics	88.0%	82.1%	80.0%	24.0%	30.8%	34.3%	4.0%	5.1%	2.9%
Science	84.0%	84.6%	88.6%	36.0%	38.5%	57.1%	0.0%	5.1%	0.0%

25 39 35
 eligible eligible eligible
 pupils pupils pupils

24. The local authority, schools and services must also respond to the evidence, from our pupil surveys, that racism is a serious issue which undermines pupils, discipline and standards. Racism is a form of discrimination based on the belief that one race is superior to another, which may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality between races. Our pupils have reported concerns about physical assault because of ethnicity or nationality and the use of derogatory names, insults and racist jokes. They report concerns each year in the annual survey. Schools complete returns to the local authority to record their actions taken to tackle racist incidents. The number of incidents recorded is low enough to suggest that schools are not dealing with all such incidents as racist and are therefore not always responding to the concerns of pupils. Services and schools must also be alert to racist graffiti, provocative behaviour such

as wearing racist badges or insignia, racist material in schools and ridicule of an individual for cultural difference such as food, music, religion or dress.

25. As a result of the Race Relations (Amendment) Act (RR(A)A) there are now specific duties that all educational establishments must comply with. These are to:
 - prepare a written policy on race equality
 - assess the impact of its policies on different racial groups of pupils, staff and parents; with the emphasis on the attainment of different racial groups of pupils
 - make information available about their policies to promote race equality
 - take steps to publish annually the results of monitoring
 - take account of the RR(A)A general duties for public bodies
 - comply with local authority policies and, if appropriate, supply data
26. Under the terms of the Education Act 2005, schools are already asked to determine whether or not the school is complying with the general and specific duties of the RR(A)A. Our schools have been supported in meeting the duties through governor training, training for headteachers and the development of model policies to be adapted for each school. Alongside these duties, schools should also show that they are able to provide equality of opportunity for all pupils to ensure that they are meeting the requirements of the new agenda for children, namely in terms of providing a learning environment where all children have equal opportunities to enjoy and achieve in school.

Meeting the specific needs of Traveller pupils

27. Traveller children make up one of the biggest ethnic minority groups of children in our schools. Many of the children do well and achieve as well as their peers. However, for some Traveller children they are currently more likely than many other children to experience school failure. The reasons for this have been analysed in the previously published Timeline of Traveller Vulnerability. Services have taken steps to improve performance for the children previously failing to thrive in the system.
28. York's Traveller children are attending play groups and nurseries and their parents are booking school places as early as two years ahead. This is a credit to them and to the services working with them. Previously, children from the three sites in the city did not participate in educational opportunities until statutory school age. This meant that when they did start school they were behind their peers in language development, especially in language for learning, social interaction especially the skills needed for indoor play and learning and co-

operating with others. This was recognised in the Timeline and investment was made in early years support through the Traveller Education Service.

Chart 3: Traveller's school attendance 2005-2006

Phase	No. Traveller pupils	% attendance rates
Primary	73	85% (which disguises the 90.9% attendance by Travellers in the school with the most Travellers on roll)
Secondary	53	76.5%
Special	4	92.5%

29. Attendance at school by Traveller pupils is often as high as for other pupils and is higher than it is for some groups in some of our primary schools. Specific Home-School support work, engagement in cultural events and work to tackle bullying have all contributed to improved attendance. Support services and schools now need to build on the improved attendance and support raised attainment. Schools are now providing additional support to Traveller pupils as part of their mainstream school provision. We will evaluate what programmes and styles of teaching work best for Traveller children and share that knowledge to their advantage. Reading Recovery has so far made the biggest difference to individual learners.
30. Traveller children are over-represented in the category of learning difficulties and disabilities compared with White British peers. An analysis of all secondary age pupils in the city for 2005 shows that 1.5% had Statements for Special Educational Needs (SEN) - 14.2% on SEN Register - but of the secondary aged Traveller pupils 12% had Statements for SEN (over 50% on the SEN Register). It is clear that a priority is to develop more effective partnerships with Traveller parents to deal better with the behavioural issues which can lead to exclusions from school and which a greater percentage of Traveller pupils experience compared to non-Travellers.
31. Whilst schools are becoming more independent in supporting Traveller pupils learning needs and are no longer relying on specialist support services, many still lack the confidence to work with their parents on social and emotional needs.
32. Three areas have been prioritised for working to improve outcomes for young Travellers. These are to improve schools' understanding of the needs of Traveller pupils, to engage more Traveller parents in the design of the curriculum and personalised provision and to ensure that Traveller children remain in the positive systems established.

Tackling bullying – the issue that pupils identified as the biggest barrier to inclusion

33. Local authorities and schools have had specific duties to combat bullying since 1999. In 2003 Ofsted published the findings of its survey into effective action to combat bullying. Their report notes that *‘schools with the most successful approaches to bullying canvassed and took full account of pupils’ views’*. One of the key recommendations made in the report was that schools, supported by their local authority, should *‘regularly collect and analyse information on the incidence of bullying, taking full account of pupils’ views’*.
34. The city-wide anti bullying campaign was launched in February 2002 and includes an annual survey of pupil experiences in all secondary schools. Bullying was leading some parents to request a change of school for their children and children with special needs identified fear of bullying as their biggest barrier to further inclusion.
35. The impact of surveying 3,000 pupils annually and feeding the results back to governors and headteachers has been phenomenal. Schools have made significant inroads into reducing the levels of bullying and the anti-bullying strategy continues each year with a high profile event. A ‘Beat the Bullies’ collaboration between the Access team, the Arts Service and the Education Development Service was the key event in 2006, leading to a secondary age teaching pack and DVD, including new music, being produced.

Chart 4: Bullying survey results

	2002	2003	2004	2005	2006
% of pupils reporting being bullied every week	7.5 (750 pupils)	6.8	6.8	6.5	5.1 (510 pupils)
% of pupils reporting that they had not been bullied that term	63.9 (6,390 pupils)	68.6	67.8	68.2	68 (6,800 pupils)
% of pupils reporting that they had never bullied anyone	84	81.9	85.5	86.3	86.87 (287 fewer bullies)

Provision for disabled children and young people

36. Provision for children with learning difficulties and disabilities in York has undergone a radical transformation. In 1996 there were 400 children in York special schools and a further 100 in special schools or provision elsewhere. There are now 220 children in York special schools and 30 in special provision elsewhere – a cut of 50% in the special school population. It is worth restating that our strategy has never been to end all use of out of city placements, nor to refuse placements in special

schools where appropriate. We will continue to place children and young people in settings that are appropriate to their needs. We have a 'mixed economy' of provision, ranging from needs being met by schools, enhanced resource units in mainstream schools, intensive support in mainstream schools, dual placements between mainstream and special schools, special school placements and out of city placements for some low incidence and complex needs. There are also early years settings in the non-maintained sector. There is likely to be a national framework of provision, linked to minimum standards, but with local determination.

37. We have completed a review of local enhanced resource centres and explored the funding implications for special schools as they share their expertise. We must ensure that provision matches current and projected needs and that support provided reflects changing needs.
38. Resourced and unit provision will be considered under our Building Schools for the Future Programme. We are also considering locating different services together; the role of outreach and support services; collaborative working with other partners, including the further education and voluntary sectors and regional and sub-regional provision.
39. The Regional Partnership is leading on two developments which support priorities in York. These are developments around provision for the Autistic Spectrum Condition (ASC) and social, emotional and behavioural needs (BESD). ASC educational needs in the city are currently met through a specialist teaching team, enhanced provision in a mainstream secondary school, provision in both special schools and provision in specialist out of city facilities. Our review of needs within the city has proposed that we open a second centre in a mainstream secondary school and that we increase the size of the specialist teaching team. Both actions will build on the effective partnership work we have developed with parents of ASC children. The Regional Partnership may contribute work to reduce the need for out of city placements.
40. The current arrangements for specialist support for children with BESD requires a thorough review. Provision for young people out of school is dealt with in detail, below. The current BESD strategy for the city includes:
 - nurture classes in 4 primary schools designated as children's centres
 - an outreach team providing in class support and guidance for mainstream teachers
 - counsellors in each secondary school
 - an excellent programme of training in behaviour management, using the Team Teach model
 - a Behaviour and Attendance consultant
 - a pastoral forum for secondary schools

- a newly established primary behaviour support group
 - two pupil referral units for dual registered pupils and for those educated otherwise
 - a reintegration panel
 - work-based learning as alternative provision
 - a specialist primary age behavioural unit
 - out of city residential provision
41. This strategy requires further review to take into account the developments around provision for excluded pupils from the sixth day – particularly those in Key Stages 1-3, the opening of the new vocational skills centre and the focus on supporting schools' self-management of needs.
 42. The Regional Partnership will support the local authority in seeking ways to reduce the dependency on out of city residential placements.
 43. By 2008 there will be 8 fully established children's centres in the city and these, with extended schools will provide access to a range of services including childcare and early years provision, parental support, referral to health, employment and other specialist services and a range of activities including sports, the arts and information technology. They will also involve coordinated workforce development, information sharing and coordination of assessments, and better integrated governance arrangements.
 44. The most important factor in determining the best outcomes for pupils with learning difficulties and disabilities and disabilities is not the type but the quality of the provision. Effective provision is found equally in mainstream and special schools, and mainstream schools with enhanced resource provision are particularly successful in achieving high outcomes for pupils academically, socially and personally. Ofsted inspections of York schools report similar findings. They confirm that York schools are inclusive, that good arrangements are in place and that children are achieving. The role of the local authority must be to support schools to maintain this high performance.
 45. A challenge in the city is for our mainstream and special schools to establish an equal partnership which can secure good collaboration. Special schools sharing sites with mainstream schools provide good opportunities for pupils to integrate and this is also achieved in schools with enhanced resource centres.
 46. Traditionally support for pupils with special or additional needs has been managed by the local authority and has taken the form of services to schools. This model is currently being reviewed in order to meet future needs within the city. The delegation of special educational needs funding to schools and the new funding for personalised learning mean

that schools are responsible for providing appropriate support for all their pupils.

47. Provision for pupils with complex needs will be highly personalised and will be sensitive and reflect a child's individual needs delivered and co-ordinated across a range of services. Specialist support will be drawn from the special schools, from enhanced resource centres within mainstream schools and from restructured specialist support services. Services will be delivered to clusters of schools. Funding for this would include the current budget allocated for outreach from special schools and part of the funding for the Learning and Curriculum Team. The specialist support for low incidence, high cost needs ie Hearing Impairment, Visual Impairment, Autism and Speech & Language, Physical Disability and Medical Needs would be retained centrally. The provision of specialist support for Autism within mainstream schools should be considered as a priority since this continues to be a growing area of need.
48. In order to ensure that all support and outreach is delivered effectively, the local authority will evaluate services against four criteria :
 - the service has a clear purpose which takes into account the other provision in the area and the needs of particular schools and pupils
 - the service has suitable staff to deliver a high quality service
 - services are led and managed to promote change within schools, and
 - pupils and parents are fully involved in the development of services
49. This function will be managed by the Senior Adviser for Inclusion, supported by the Head of SEN Services. Key information will be provided by the continuing process of monitoring and evaluation which is now well established in the local authority.

Support for pupils out of school – education otherwise

50. A concern in the city has been about the increasing number of young people who have left mainstream education before the end of compulsory schooling. The DfES recognise that this is a national problem but the issue seems to be of greater concern in York than in many other places. The national average percentage of the school population out of school because of exclusion, long term truancy or breakdown in relationships between parents and schools is about 0.45%. The figure in York has been as high as 0.9%, or twice the national average.
51. The profile of the children and young people who were out of school and so were at risk gives cause for concern. In 2005 an audit was carried out of the profile of the young people out of mainstream schools on a particular day. The audit revealed that 56 pupils with Statements were

not in mainstream or special schools on the day of the audit, although some were receiving full time alternative provision. Some were only receiving part time provision. Furthermore, 51 known young offenders – out of 76 in the city of school age – were out of school that day and 19 children with active social worker involvement were also not in school. Action was taken to address these weaknesses (improved monitoring, better identification of risk factors, speedier service response, more flexible provision etc) and in 2006 only 17 pupils with Statements were educated otherwise and they were likely to be in full time provision commissioned from the voluntary sector or in provision managed by the Behaviour Support Service. The number of young offenders out of school also fell significantly.

Chart 5: Trends in the education otherwise population

Date	Pupils out of school	Average attendance in provision
June 2001	100 pupils	3 days education
June 2002	150 pupils	2.5 days
June 2003	175 pupils	2.5 days
June 2004	203 pupils	2 days
June 2005	216 pupils	2 days
Oct 2005	150 pupils	2.4 days
June 2006	178 pupils	3 days
Oct 2006	95 pupils	3 days

52. The consequences of not being in school for this group of young people include the limiting of their life chances. In the city as a whole only 3.7% of teenagers were registered as unemployed when the official census was taken in 2006 but the experience of those educated otherwise was traditionally poorer. Over 50% of the young people who were out of school in 2004 were unemployed at the November census. This figure had reduced to 34% in 2005 and to 24% in 2006 but is still too high.
53. Secondary Heads led the implementation of a revised strategy from 2004, including agreeing action to reduce the population out of school. The numbers out of school fell because of the strategy, in which we:
- ended ‘managed moves’ off school registers, whereby pupils moved to a local authority register but with limited provision
 - established a reintegration panel so that excluded pupils quickly get allocated a new school
 - ended the pupil culture of thinking that being out of school was the easy option by increasing the provision so that they weren't in part time places and

- implemented court action for more families over attendance.
54. Attendance and take up of places increased by ensuring that all provision was being used to the maximum – the monitoring and tracking, as well as the new approaches meant that all places were filled and that some young people were engaged in a more effective way.
 55. However, there are still concerns. The register of education otherwise pupils held by the PRU requires development. It has no current system for capturing the data that comes in from a wide range of services working with the young people, that will form the basis for future information sharing systems. In addition, the provision made for pupils out of school is of variable quality. The most recent inspections of both of the pupil referral units showed them to be satisfactory and very good but Ofsted noted nationally that Pupil Referral Units (PRUs) were the least successful of all settings visited. Revised expectations of PRUs mean that both PRUs will have to improve to maintain the scores previously gained. In particular, they need to be able to show that they make full time provision which leads to satisfactory or better progress for all pupils. Some provision is made in colleges and with training providers but the further removed from conventional learning they are the less good the quality of provision appears to be. The development of the vocational skills centre at Danesgate will address some of the quality issues. This development will necessitate a restructure of service management, with the service splitting into preventative services and an alternative provision service. Our priorities are to improve record keeping for this group, ensure that they all have 5 days a week of provision and use enforcement powers if they continue to truant from provision.
 56. At school level, school collaboratives for improving behaviour and tackling persistent truancy will have a key role to play in improving the way in which pupils with SEN-related behavioural difficulties are catered for at local level. The Government has made clear that it expects all secondary schools to be working in partnerships by September 2007, with funding devolved by local authorities to enable them to commission a range of support for pupils with challenging behaviour and attendance. A priority in York is to develop this collaborative approach, particularly in light the of the proposed requirement to make full time provision for all pupils out of school for 6 days or more from September 2007.
 57. Primary schools have also established a behaviour working group with the local authority to improve the ways in which we tackle some of the early needs of children and how we manage the process of placing primary age pupils with challenging behaviour in successful settings, including on transfer to secondary school.
 58. Children in York have a broad continuum of needs and learning styles and they may require early intervention to meet their individual needs. The city's Preventative Strategy, the 'champion for every child' and

personalisation are tools to support schools to improve their use of assessment for learning: ascertaining where each pupil is in their learning, giving quality feedback to promote further learning and planning the next steps with shared objectives. High quality assessment for learning will help teachers identify children who are having difficulty in their learning and enable early intervention to support them. It will also help teachers to decide which children need specialist assessment because they might have learning difficulties or disabilities, and provide information to inform that specialist assessment.

Personalised learning, monitoring and evaluation

59. The DfES 2004 guidance, The Management of SEN Expenditure, recommended the accountability arrangements that should be in place in order to secure positive outcomes for children with special educational needs. The guidance proposed a framework covering: school information and performance data, school self-evaluation, evaluation meetings and accountability to parents.
60. All schools are required to show evidence of rigorous self evaluation and in York schools complete a self-evaluation form (SEF). This records the key strengths and what action needs to be taken to bring about improvement.
61. All schools are required to show evidence of rigorous self evaluation and the City of York Self Review Framework (SRF) supports this by providing 25 Standards with examples of good practice, against which the schools can judge themselves. The SRF is closely matched to Ofsted, the schools' SEF and referenced to 'Every Child Matters'. Three core standards are used as the basis for the statutory , local authority, in depth monitoring of schools for SEN provision. The SRF is for use at whole school level and so enables all users to be part of the self review cycle for school improvement.
62. The CYC promotes and validates inclusive practice through the Inclusion Certificate and Advanced Award for Inclusion. Schools are supported in the use of the SRF, the collection of evidence and the sharing of good practice by peer mentors by Educational Psychologists and LA support, including EDS.
63. The DfES provides improved data sets including: RAISE online with Contextual Value Added (CVA) data, including SEN, P scales, prior attainment, gender, ethnicity, age in year, first language, pupil mobility, whether a pupil is or has been in care, free school meal eligibility and a rating from the Income Deprivation Affecting Children Index (IDACI). This wealth of information helps schools to identify needs and plan to use resources appropriately.
64. For the two years 2006/07 and 2007/08 York schools have £3,092,000 available for personalised learning and the Schools Forum has already

considered how to allocate this funding in 2007/08. We need to ensure that the new funding for personalised learning is spent in such a way that it builds upon much of the good work done with children with learning difficulties – a pupil-centred approach is the heart of ‘personalisation’.

65. National evidence shows that where pupils with profound and multiple learning difficulties or those with severe learning difficulties and challenging behaviour are placed in mainstream schools, they are as likely to do as well as those taught in special schools, when they had access to teaching from experienced and qualified specialists. Pupils with even the most severe and complex needs were able to make outstanding progress in all types of settings. The picture in York is equally impressive and parents are opting to use mainstream placements, alongside special school provision for young people with increasingly complex needs. They are doing this because they are more confident than ever before about the capacity and ability of mainstream schools to meet more diverse needs.
66. Our current admissions and funding arrangements for children with learning difficulties and disabilities need to be reviewed. Whilst the legal right of parents to express a preference for a school is paramount, our funding formula assumes that most children will go to their local schools or to designated enhanced provision in some schools. Where significant numbers of parents choose schools which are not their local school this challenges the basis for the current formula funding arrangement. Our current practice, which must also be maintained, includes promoting all schools as ones where children can achieve and providing advice and guidance for parents of children with learning difficulties and disabilities from Years 4 and 5 onwards to support them in making informed choices. This role includes the work of the Parent Partnership Service and the Choice Adviser.
67. Ofsted claim that too little is done nationally to focus schools’ attention on improving the achievement of pupils in the lowest quartile (one definition of ‘low attainment’) and that local authorities were therefore unable to make secure judgements about the effectiveness of different schools. This is not the case in York. Our investment in the Management Information Service is the envy of most other local authorities and the quality of data provided has made a significant impact on school improvement. The MIS analysis of Key Stage 2 data, for instance, confirms our belief that pupils who previously achieved less well are now making above average progress. Children with LDD in mainstream schools are making better than previous progress and York pupils in the 30% most deprived wards nationally are attaining levels which are now significantly closer than ever before to the children living in the 70% more affluent areas. We have evidence in York that our school improvement strategies, our targeting of interventions, combined with external programmes such as Sure Start and others have led to improved performance for disadvantaged groups; something for which

the DfES cannot find national evidence. Chart 1, referred to earlier, shows this clearly.

New ways of working – common assessment, information sharing and lead practitioners

Improving provision for disabled children and young people

68. The government's vision is that by 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society. There are three strands to the strategy that is charted to achieve this vision. They are: removing barriers, meeting individual needs, and empowering people.
69. The key way of delivering the strategy is through the Disability Equality Scheme (DES), in which authorities and schools must set out:
 - how disabled people have been involved in drawing up the scheme
 - how the public authority will assess the impact of its policies and activities on disabled people
 - the steps the authority will take to improve outcomes for disabled people
 - how the authority will gather and use evidence regarding the impact of its policies.
70. Training has already been carried out for secondary schools and further training is in place for primary schools and for governors. The DES must be updated every three years. The Code of Practice suggests that the key goal of a DES is "to effect a narrowing of the gaps in outcomes and experiences of disabled and non-disabled people. It will often be appropriate to set targets for doing this over the time span of a Disability Equality Scheme". It also includes detailed recommendations on how to approach the elements of the DES. These elements are as follows:
 - preparation of action plans
 - involving disabled people
 - gathering evidence
 - analysing evidence
 - assessing the impact of policies and proposed policies.
71. We will know if the DES is making a difference because of both qualitative and quantitative measures, particularly feedback from young people and measured outcomes.
72. The Every Child Matters agenda is about taking an holistic view of children and their development. We are clear that partnership working between schools, between agencies (health, social services, and

education), Shared Foundation Partnerships (day nurseries, playgroups and childminders) and with local authorities and parents and local communities is essential if we are to further improve outcomes for children.

73. Meeting universal needs of children will be supported by the development of the role of a champion for every child concept. This is a simple way of reassuring parents that adults who come into contact with their child will do something if they notice a concern. For children under 3, Health Visitors may become champions, for 3-5 year olds it may be designated people in Shared Foundation Partnerships. In schools it would be class teachers/form teachers. These would not be new or additional responsibilities; rather the concept is about reassuring parents that concerns will be dealt with. For example, if a child consistently appeared to have no friend in the playground, something would happen to address the situation. Equally, if a child appeared to struggle to read information at the front of the classroom, something would be done about it. Usually the action taken would be a referral to an appropriate service or simple remedial action within the setting.
74. For vulnerable children and children with additional needs, we are already making good use of lead practitioners to support children and families get the services they are entitled to in schools. It is a priority to roll this work out to social care and other settings. The DfES have highlighted the importance of the role of a lead practitioner:

“Whatever the title of the role, the critical point is that children, young people and their parents or carers have access to one practitioner who acts as a single point of contact for them, who supports them in making choices about the help that they need, who ensures that they receive the right help at the right time, delivered by the most appropriate practitioners, and who makes sure that professional duplication and inconsistency are avoided” .
75. Historically, parents of disabled children have been called upon to negotiate across a range of services to get appointments, follow up actions and to find out when meetings are planned. For those children in need of statutory services a key worker takes on many of the same responsibilities as a lead practitioner, helping families to gain the support they need for their child. Families are involved in choosing a key worker from one of the practitioners they feel are best placed to support them. The key worker acts as a central point of reference, sign posting the family to other services and to co-ordinate the delivery of the actions agreed by practitioners. Collaboration with all agencies over this role will enable all disabled children and young people to have a key worker.
76. The Early Support Programme for disabled children 0-3, has used key workers successfully. Very positive outcomes for children and families were recorded. It is a prime example of what can be achieved when agencies cooperate to plan, manage and develop services. For

example, key workers chair Family Service Plan Meetings, where the family and practitioners decide on the next steps needed to help the child. It reduces overlap or inconsistencies in services received. Early Support Key Workers in York have come from a variety of different services, but mainly provided by the Portage Service Home Visitors.

77. In York we will extend this programme up to the age of 5. A Key Worker Co-ordinator, who takes the initial referral of a family, usually supports them in the initial stages and sometimes through the process of diagnosis, before they choose their own key worker. This post will continue (for a further year), as part of the Pre School and Portage Service. Ongoing training re the principles and practice of key working and multi agency co-ordination for families of children 0-5 will be the main focus of the Key Worker Co-ordinator. They will also provide advice and support for key workers.
78. There is an identified gap in Out of School Clubs and Extended Schools Services regarding the attendance of disabled children and those who are Looked After. This also highlights the pressure being put on Out of School Clubs for the need to supply extra support for those children with complex needs attending Out of Schools Clubs. The wealth of benefits for participation in out of school hours learning for all young people, helps raise achievement, self esteem, motivation including the personal, learning and practical life skills. This can positively influence their attitudes to school, and to learning as a whole.
79. Children and young people at risk of social exclusion and looked after children need both encouragement to take part in mainstream activities and also the development of dedicated programmes to address their current exclusion.
80. We are serious about taking holistic views of children's needs and so we will develop new ways of working for children who come into contact with multiple services. For these children we will explore further scope for pooling budgets and other resources and in building capacity in all sectors, including the voluntary sector. We have appointed a Head of Integrated Services to take forward this work.
81. Our Early Support Programme is a prime example of what can be achieved when agencies co-operate to plan, manage and develop services. The programme has had positive effects on service delivery and ongoing support for families. The working practices developed by Early Support are transferable to other areas and further up the age scale. The training developed by the Programme is also particularly relevant to service planning and working in partnership with parents.
82. We are working with ~~York~~^{YOK!} Board partners to develop integrated services for children. We are considering:
 - creating integrated care pathways designed by the children and families who use their services;

- establishing integrated child development services;
 - setting high level outcomes for services provided and commissioned at children's trust level and empowering parents and supporting families; and,
 - implementing integrated workforce development strategies.
83. We believe that the benefit of a more integrated approach will include getting support to children regardless of whether or not they have a formal diagnosis of a condition. A diagnosis in and of itself will not tell you what special educational input a child needs. For example, Autism and Asperger's syndrome form part of a wide spectrum where children will have individual profiles of need very frequently in combination with other difficulties such as dyslexia or conduct disorders. A diagnosis will not provide a template for educational intervention – that can only be decided by some form of assessment.
84. The new ways of working include using a common assessment framework so that information about a child can be recorded once and then used many times by different agencies and services. We have adopted a 4 tier or level model of need in the city. Tier 1 is universal provision and Tier 4 is provision for those with extremely complex needs. The new ways of working are designed to help us with children at Tier 2, the level where there is unlikely to be highly specialist assessments taking place but where early needs are being identified. The CAF is being piloted in York in a children's centre and in a targeted youth support service, prior to roll out city wide. It is locally referred to as Yor Info.
85. The Common Assessment Framework (CAF) provides a means of assessing the additional needs of children and young people whose needs are not being met by universal services. It can be used by anyone who provides a service for a child including education, health and social care practitioners. Because the assessment is holistic and standardised it will help secure the timely and coordinated provision of services, with information being shared between agencies (with the consent of the child or their parent). Where more than one service is involved a lead practitioner can be identified to ensure effective coordination. A common assessment may, if appropriate, lead to a specialist assessment and the CAF information may be used to avoid duplication.
86. This process is linked to information sharing. The government will introduce a national system for information sharing about children probably from 2008 but in the meantime expect every local authority to have a working system. Information sharing about vulnerable children is well developed in York and has helped services to identify vulnerable children before their needs have become acute. By August 2006, 386 frontline staff had been trained in using the information sharing system, with a further 82 identified as requiring training.

87. The development of Children's Centres and full service extended schools are further evidence of the progress being made in bringing services together around the needs of children and families.

Workforce development

88. The changes described here can only be successfully implemented if they are delivered as a part of a workforce development strategy that builds on good practice. Ofsted report that that key factors for good progress for children with SEN were the involvement of a specialist teacher, good assessment, work tailored to challenge pupils sufficiently, and commitment from school leaders to ensure good progress for all pupils. In particular, support for pupils with SEN from teaching assistants did not of itself ensure good quality intervention or adequate progress by pupils. Pupils in mainstream schools where support from teaching assistants was the main type of provision were in fact less likely to make good academic progress than those who had access to high quality specialist teaching in those schools.
89. We will continue to prioritise training and resourcing all staff effectively through continuing professional development. There may also be implications for centrally held staffing. The local authority has a number of expert staff who will deliver high quality teaching in mainstream schools to supplement the work done by existing staff. These staff will work within the locality arrangements being developed.
90. All staff will be trained in disability equality responsibilities as a part of our strategy to improve the co-ordination of services to disabled children and their families.
91. There will be national standards for LDD support and outreach services. The standards will inform local performance assessments and inspections and apply across all LDD advisory and support services however they are provided, including outreach provided by special and mainstream schools. The standards will take into account the following objectives:
- extending LDD advice and support to early years settings
 - offering advice and support on a preventative basis to boost earlier intervention
 - supporting the development of inclusive practice in all schools and early years settings
 - making the best use of existing specialist provision.

Processes for gaining additional support

92. The process of statutory assessment, the way in which parents get additional support in schools for pupils, can be daunting for some parents who may, in addition, be coming to terms with the knowledge

that their child has complex and severe learning difficulties. Our systems must ensure that they always deal sympathetically with parents as they pursue what they feel will be the right provision for their children and in completing the procedure as expeditiously as possible. The role of Parent Partnership Officers is critical to this.

93. Parents want to be assured that appropriate provision is being made for their child. Many see getting a statement as the only way of doing that. Removing Barriers to Achievement set out the Government's aim of improving provision at school level so that more children's needs could be identified and met earlier, wherever possible without the need for a statement while retaining parents' rights to request an assessment if they feel their child is not making adequate progress. As a local authority we believe that resources should be allocated to meet needs, rather than because of a label of a diagnosis. Resources will still be allocated where there is a need but no diagnosis.
94. It is essential that parents have confidence that when their child's needs have been assessed and a statement of special educational needs has been issued, that the statement is issued within a clear and reasonable timescale. The government will establish a new Local Authority Performance Indicator of 26 weeks for the production of final statements to complement the current indicator for producing draft statements by 18 weeks. York already performs well in this respect.
95. We believe that the Parent Partnership Service (PPS) can be run effectively from within a local authority and will continue to provide this service. Schools have acknowledged the independence of the Parent Partnership Service from the LEA when it has supported parents at meetings or appeals. This can be an uncomfortable position, but one which is necessary and which must be respected by schools. Because the service is in-house, it has an advantage helping to 'unpick' local authority decisions for parents and explaining to teachers the pressures parents are under. The service accesses good quality regional training, aimed at promoting parental influence and PPS independence, and deepening knowledge of LDD legislation and procedures. Additionally, the national forum (National Parent Partnership Network) provides annual independent training. The service has a number of trained Independent Parental Supporters. The service makes clear its role to parents and carers, and refers them to CAB, solicitors and voluntary agencies if they wish to speak to someone not employed by the LA. The service has a good relationship with Children's Services teams on individual cases, and is a part of the Pupils and Parents sub-group (Inclusion Policy Group). The service will be consulted on in its own right about changes in policy and guidance.

Transitions

96. The CSCI report *Growing up matters*, published in 2007, sets out what should happen in transition planning for young people with complex needs. It recommends a co-ordinated multi-agency approach which extends far more widely than the school and the family. The approach should link to the universal systems in place for all young people and needs to review how services need to support the change from childhood dependence to adult independence. Learning, Culture and Children's Services has overall responsibility for transition, with Housing and Adult Services working closely alongside. LCCS will manage the assessment of each young person's likely future needs and establish a transition plan. Connexions, PCTs and other partners will be expected to attend transition meetings. The responsibility for convening transition meetings rests with headteachers. This strategy links closely to Health's National Service Framework which sets out the standard that should be being applied to transition into adult life:

"All young people have access to age-appropriate services which are responsive to their specific needs as they grow into adulthood" and "Children and young people who are disabled or who have complex health needs receive co-ordinated, high quality and family-centred services which are based on assessed needs, which promote social inclusion, and, where possible, which enable them and their families to live ordinary lives."

97. Transitions between phases and stages are times of increased risk for children with LDD and for other vulnerable groups. It is essential that pupil tracking and monitoring is in place to ensure that children do not fall through the gaps between settings. A coherent strategy is in place for educational transitions between each Key Stage but further work is required to ensure that co-ordinated support is in place across agencies.
98. We know that transition from early years settings to out of school clubs etc can be challenging but can be supported through the Shared Foundation Partnership if both parties attend. There is evidence that the transition to adulthood for disabled young people continues to be one of the most challenging times for securing the support needed to make their experience positive and successful. This is no different in York, and the topic was subject to a council scrutiny in 2005. We need to get clear agreement across services about who is responsible for offering which support to disabled young people. We may consider developing different ways of working, such as a joint transition team - a young adults' team, drawing on staff from children's and adults' services.
99. Transitions is part of the work plan of the Head of Integrated Services and is such a priority that it will contribute to reviewing senior roles and responsibilities within the local authority. This will increase capacity to develop coordinated working across sectors.

Monitoring the inclusion strategy

100. The responsibility for leading the inclusion strategy rests with an Assistant Director. The strategy is formally agreed by the Executive Member for Children's Services and progress against the strategy is reported in two ways. The first reporting tool is the performance monitoring of the Directorate, reported to Members three times each year. This has a basket of indicators relating to the strategy. The second reporting tool is through the Inclusion Strategy Group. This group meets regularly and monitors progress against the strategy. It reports to the Joint Consultative Group of headteachers, staff, governors, diocese and other stakeholders, which meets 6 times each year.
101. In order to comply with the performance monitoring arrangements, the Inclusion Strategy forms a part of the toolkit for service planning. Each local authority service working with children and young people must have regard to this strategy and must have a mechanism for reporting back to the Assistant Director any relevant issues which arise from their service delivery.
102. Children and young people have the opportunity to feedback on progress against the strategy through their involvement in the Involvement Strategy, through the Inclusion Strategy Group and through consultation against the overarching Children and Young People's Plan.

Annex 1: The Inclusion Strategy and the Children and Young People's Plan

The key actions in the Children and Young People's Plan which relate to this strategy are set out, below.

Action Plans reported in the Children and Young People's Plan

- Percentage of secondary school pupils who have experienced regular bullying (Yr 7 and 8 survey)

We will ensure that young people with Learning Difficulties and Disabilities (LDD) receive appropriate support and advice by:

- continuing to develop a cross service Inclusion Strategy for all pupils with LDD,
- developing personalised learning to suit individual children,
- improving access to services through the work of the new Head of Integrated Services,
- ensuring that current arrangements for providing Enhanced Resource Centres (support bases) in schools meet the needs of the young people that might require them,
- improving the support available to young people over the age of 19 with Learning Difficulties and Disabilities (LDD),
- enabling schools to commission support services for disabled children and young people,
- publishing information about the services that are available and ensuring that the workforce is well informed about their responsibilities as well as services and benefits.

We will improve life chances for young people by:

- reducing the number of young people educated other than at school,
- providing full time education for all young people not in school,
- introducing alternative provision for older primary pupils at risk of exclusion or failing to make the transition to secondary education,
- making sure that all children and young people have an identified source of adult support ('A champion for every child'),
- providing effective support for all children and young people at key transition points in their education and training from 0 – 19,
- reviewing the authority's Behaviour Strategy and establishing a primary phase behaviour group,
- developing a Yor OK web site to provide on line advice, support and guidance to children, young people, parents and carers.

We will increase the number of young people actively engaged in education and training by:

- implementing the NEET action plan,
- establishing a 14 – 16 skills centre at Danesgate,
- developing local initiatives as recommended in the Strategic Area Review (StAR) to increase the Post 16 participation rate in parts of the city where it is particularly low.

We will reduce poverty levels and the impact of poverty on the lives of children and young people by:

- opening 8 Children's Centres in areas of greatest need by April 2008,
- ensuring that all 6,400 families living in the reach areas of the Children's Centres receive individual contacts from the centre by 2008,
- undertaking targeted benefit take up and awareness campaigns to support children, young people and families,
- ensuring that the Homelessness Strategy for the local authority prioritises the housing needs of all young people and care leavers specifically,
- reviewing the nature and style of respite care available for families with disabled children,
- improving the location, choice and quality of childcare provision, and developing enhanced provision for 3 and 4 year olds,
- making free childcare places available for 2 year olds from disadvantaged or vulnerable families.

Multi-agency training for frontline staff working with children and young people:

- Training in Sex and Relationships Education and sexual health work
- enhanced training for all staff and volunteers in Child protection
- Gatekeeping for mental health services
- Lead professional (Champion for every child)
- Operating the common assessment framework (YorInfo)
- Providing targeted support for vulnerable children and young people
- Behaviour management
- Training for working with disabled children
- multi agency working in Children's Centres

Annex 2: Supporting service standards

The English as an Additional Language offer to newly arrived pupils in schools

Foundation Stage

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to staff
- Help with resources
- Half termly monitoring visits from EMSS teacher
- Teaching Assistant (TA) support where there are larger numbers (6+)

Key Stage 1

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers
- Help with resources - support package (CD Rom)
- Half termly monitoring visits from EMSS teacher
- TA support in Reception and Y1 where there are larger numbers/resources available
- Year 2: Teaching support within first term
- Year 2: support to Nassea Step 4
- Post Step 4, half termly monitoring/advice/guidance/help with resources

Key Stage 2

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers
- Help with resources - support package (CD Rom)
- Teaching support within first term (when resources permit)
- Support to Nassea Step 4
- Post Step 4, half termly monitoring/advice/guidance/help with resources

Key Stage 3

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers and TAs
- Help with resources - support package (CD Rom)
- TA support for induction period (4 weeks) with training from EMSS teacher
- Teaching support within first term when possible
- Teaching support to Nassea Step 5
- Post step 5, half termly monitoring/advice/guidance/help with resources
- TA support where appropriate

Key Stage 4

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers and TAs
- Help with resources - support package (CD Rom)
- Ongoing TA support with regular monitoring visits from EMSS teacher to Nassea Step 4
- Teaching support within first term (may be more appropriate to work with TA rather than provide direct teaching, depending on pupil profile)
- Post Step 4, half termly monitoring/advice/guidance/help with resources

The Attendance Offer

Every school has an attendance policy which includes the measures they will take to promote, support and enforce regular school attendance through a 4 stage model.

Stage 1

The attendance of all pupils is monitored through maintained registers and through an allocated class/form teacher. These records are shared with the local authority and concerns will be shared with the child index. Pastoral leaders identified within the school will support pupils whose attendance needs improving. Schools will regularly advise parents/carers of their responsibility to encourage school attendance and of the need for them to inform school when their child is absent. The Education Welfare Service will conduct regular truancy patrols with North Yorkshire Police.

Stage 2

Schools will usually contact parents/carers on first day of absence where no contact has been received (this is particularly important for younger pupils). Where a pupil's attendance is of concern to school they may:

- write to parents/carers expressing their concerns
- invite parents/carers into the school to discuss these concerns
- in some cases schools may ask their home-school support worker to make a home visit.

Stage 3

Every school has a named Education Welfare Officer. In cases where the child's attendance continues to be poor the school may make a referral to the Education Welfare Officer, who may:

- invite the parent/carer into school for a discussion
- make a home visit
- write to the parent/carer to remind them of their duties and of the available sanctions

They will talk to the pupil and parents and seek ways to improve the attendance at school. This may be by:

- one to one work with the child or the parents
- referral for both children and parents to a specialist programme such as Parallel Lines
- advice re benefits such as Free School Meals or school uniform grants
- the offer of a voluntary parenting contract
- engaging specialist services from CAMHS/YOT/ Connexions etc

- working with the parent/carer and pupil to strengthen links with the school.
- referral to other interventions such as mentoring or specialist teaching provision

Stage 4:

The Principal Education Welfare Officer is responsible for making sure that parents fulfil their responsibility to educate their children. Where this does not happen, legal powers may be used. These include:

- applying for an Attendance order
- issuing a fixed penalty notice
- taking a prosecution in the Magistrates Court
- applying for an Education Supervision Order
- applying for a Parenting Order

When using any of the above legal powers the EWS will write to the parent/carer with a warning letter first, allowing them time to change the situation.

The Behaviour Offer

All schools have their own Behaviour Policy that sets the expectations for the school community and describes the consequences of behaviour which is outside of the expectations. There a number of external services which provide support for behaviour in schools. These include the Behaviour Support Service (BSS), the Educational Psychology Service (EP), primary mental health workers (PMHW) and school counsellors. Schools also provide their own support arrangements. The interventions made by the service are based on the frequency, intensity and duration of behaviours demonstrated by individual pupils.

Stage 1

Universal provision for pupils. Day to day behaviour of pupils is guided by school staff. Training is available for all staff on basic behaviour management, covering learning behaviour, target setting and how to diffuse conflict. Strategies may also include helping teachers devise classroom strategies and assisting schools draw up behaviour policies and programmes. Schools will also ensure staff are trained in child protection.

Stage 2

Pupils displaying inappropriate behaviour will be referred to a designated member of staff, who may write to parents/carers expressing their concerns, monitor the pupil's progress, invite parents/carers into the school to discuss these concerns, ask their home-school support worker to make a home visit, use some form of sanction such as arranging for pupils to be taught apart from their peers or even being excluded from some designated activity.

Stage 3

Every school has a named BSS Teacher and specialist teaching assistant, EP and PMHW. In cases where a pupil's behaviour does not improve after interventions at Stages 1 and 2, the school may make a referral to the Behaviour Support Teacher, who may:

- invite the parent/carer into school for a discussion
- make a home visit and work with parents on behaviour management/support
- assist the school in setting up a meeting with all involved to devise a Pastoral Support Programme.
- deliver one to one work with the pupil or the parents
- work alongside the pupil and the teacher in the classroom
- as lead practitioner, engage specialist advice and services from CAMHS, YOT or Connexions etc
- work with the parent/carer and pupil to strengthen links with the school
- make a referral to other interventions such as mentoring or counselling
- organise temporary off-site specialist teaching

Stage 4

There will be some pupils who are removed from the school roll, either through exclusion or through the placement in specialist provision. For these pupils, the strategies at stages 1-3 failed to ensure adequate improvements, or the incidents were of such severity that the school feels it has no option but to permanently exclude. The Behaviour Support Service, in liaison with the Educational Access Team, will subsequently either make arrangements for a reintegration into a new school or arrange an educational programme elsewhere.

York Traveller Education Support Service Offer

York Traveller Education Support Service (TESS) works mostly with English Gypsy Roma, Irish Travellers, Circus and Show people families. Support is prioritised for transient (short stay) Travellers and resident Traveller families who travel periodically. Currently the focus periods for York TESS provision are for young children between the ages of 0 – 5 years and for Traveller young people aged 11 –19 years. Support tends to 'peak' at periods of transition starting with work in the family homes, mostly on the three Council owned Traveller sites then following children through into playgroups, nurseries, primary and secondary schools and finally into the pursuit of work or training.

Transition from Home to **Playgroup/Nursery**

- Early Years learning through play in family homes Weekly during term times, all year. (TESS Higher Level Teaching Assistant HLTA)
- Working with other agencies to educate children on health – half termly visits. (HTLA with dental hygienist, health visitor.
- Parenting sessions – set number of sessions, negotiable (HLTA with Health Visitor)
- Induction to Playgroup/Nursery — as required for individual children (HLTA)

Transition from Home/Nursery to **Primary School:**

- Short term Induction period for those children with social/language development needs (HLTA)
- Read & Play Club , Extended Schools Pilot Project (HTLA with school TA – time limited)
- Access to school for those who have not previously used TESS (Education Social Worker)
- 1-1 'preparing for school' sessions for targeted children – during half term before the child starts school. May include additional visits to the school (HLTA).

Transition from Primary to **Secondary School:**

- Children's Fund Homework Project at Tang Hall & Clifton libraries (TESS Teacher)
- Supporting schools to engage Traveller young people in work experience and preparation for employment/further training opportunities (TESS Connexions PA)

For both **Primary and Secondary schools**

- Home-School liaison (All team)
- Traveller referenced curriculum materials (TESS Teacher)

- Assisting parents with form filling for school choices, uniform /school meals benefits (ESW)
- Short term Induction period for those children with most at risk of not adjusting (TESS Teacher/HLTA)
- Advice and guidance to assist with school improvement ie Self Evaluation Framework for schools (Coordinator)
- TESS representation at pupil Reviews/planning meetings

Transition from secondary school to **Education/Employment and/or Training:**

- Supporting Traveller young people make life choices by helping them access college courses, training providers and job centres (Connexions PA)
- Mentoring vulnerable Traveller young people to help them engage with support agencies who can help meet their personal social, emotional and health needs. (Connexions PA)
- Universal provision
- Training sessions to develop an understanding of Traveller culture/Race Equality issues
- General advice and support
- Loan of Traveller themed/referenced curriculum resources.