

Report for: INFORMATION
Item Number: 6iv



<b>Contains Confidential or Exempt Information</b>	NO - Part I
<b>Title</b>	<b>Alternative Learning in RBWM: Update on Revised Arrangements</b>
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<b>Member reporting</b>	Cllr Phillip Bicknell, Lead Member for Children's Services
<b>For Consideration By</b>	Cabinet
<b>Date to be Considered</b>	17 December 2014
<b>Implementation Date if Not Called In</b>	December 2014
<b>Affected Wards</b>	All
<b>Keywords/Index</b>	PRU, Pupil Referral Unit, Alternative Learning Provision

<p><b>Report Summary</b></p> <ol style="list-style-type: none"> <li>1. In April 2014, Cabinet received an update on Alternative Learning Provision across the Borough which confirmed increased authority to the Pupil Referral Unit (PRU) Management Committee, in line with current legislation.</li> <li>2. Cabinet, April 2014, approved Officers to develop a partnership-based approach to providing improved Alternative Learning Experiences for RBWM pupils with the PRU Management Committee, Schools and other learning providers requesting a progress update, to Cabinet, on the revised arrangements in December 2014. This report updates cabinet as requested.</li> <li>3. RBWM is now delivering Alternative Provision for RBWM residents in line with a three strand approach: <ul style="list-style-type: none"> <li>▪ Permanently excluded pupils</li> <li>▪ At risk of exclusion</li> <li>▪ Early intervention</li> </ul> <p>These are set out in Appendix 1.</p> </li> <li>4. There is no longer a physical PRU building but a DfE PRU number has been retained. Permanently excluded pupils are registered on RBWM Alternative Provision roll but educated through a range of external providers. New Fair</li> </ol>
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Access and Managed Move protocols are in place with pupils referred through a panel of Headteachers. Short term early intervention models, for pupils at risk of exclusion, are being piloted in partnership with schools and other agencies.

5. The average number of residents in Alternative Learning Provision is between 5-10.

<b>If recommendations are adopted, how will residents benefit?</b>	
Benefits to residents and reasons why they will benefit	Dates by which residents can expect to notice a difference
1. More appropriate alternative learning will continue to be developed for those pupils at risk of, or who have been excluded from RBWM mainstream schools.	July 2015
2. A more proactive approach to offering and providing early help to pupils at risk of exclusion will reduce the number of children and young people exclusions leading to negative outcomes.	July 2015
3. RBWM Schools will have a more active role in the management and provision of alternative learning in RBWM, thus enabling them to meet the needs of the residents in the best way.	July 2105

## 1. Details of Recommendations

### 1.1 **RECOMMENDATION:** That Cabinet notes the update on Alternative Provision.

## 2. Reason for Recommendation(s) and Options Considered

### 2.1 RBWM is meeting its statutory duty through an Alternative Provision organised under three broad strands:

- Permanently excluded pupils
- At risk of exclusion
- Early intervention

See Appendix 1. The new provision is being delivered in partnership with the PRU Management Committee, schools and other alternative learning providers across the borough.

### 2.2 In May 2014 consultation took place with the Pupil Referral Unit staff regarding different ways to deliver provision and meet the needs of the residents. This included consultation on the related staffing implications. This resulted in an organisational restructure with a managed staff reduction by 31<sup>st</sup> August 2014. The permanent staffing reduced from a head count of 11 to 4 - Strategic Lead for Alternative Learning Provision, an Alternative Provision teacher and 2 part-time support officers. The PRU has vacated the Brocket site and the administrative base is now in Manor Green Special School.

### 2.3 The new Alternative Learning Provision is now called RISE, Respect, Inspire, Success, and Engage. The provision retains the previous PRU DfE number which enables it to have a student roll and associated funding. Nine students are currently on the RISE roll students who have medical issues which

preclude full time education in school, and students whose behaviour is causing difficulties in school and need a short term alternative placement. Students are receiving their education at a range of providers including:

- The Green Room (DfE registered alternative provision independent school, Windsor)
- Haybrook College (Slough PRU)
- Berkshire College of Agriculture (BCA).

Additionally RISE is offering advice and support to a further 20 students, in both Primary and Secondary age ranges. These include

- 2.4 RISE is in the process of working collaboratively with the Outdoor Education team in order to create and deliver short term approaches, two days a week for up to six weeks, which will focus on social and emotional barriers to learning. A pilot programme for 10 places is currently recruiting pupils for a pilot in January 2015.
- 2.5 Work continues to strengthen the Alternative Provision Management Committee. The main challenge is to secure full Headteacher representation from all types of school, and a greater focus on student progress. This will ensure that the Alternative Provision is ready for an Ofsted inspection, last inspected June 2013 and rated 'Good'.
- 2.6 Further consultation with Headteachers from all sectors in RBWM, through the Education Leadership Forum informed the strategic plan for the future direction of Alternative Provision. This included redistributing high needs funding under the control of earlier intervention. Panels comprising Headteachers and Alternative Provision staff have been set up to consider all children and young people referred to the Alternative Provision. The panels first met to discuss pupil referrals on 20th November 2014.
- 2.7 Schools across the Borough are beginning to work more closely together to effect the changes. One major development is a re-focusing of the statutory Fair Access Panel and Protocol. The fair panel access is the local authority's method of meeting statutory responsibility, to place children and young people in year into schools, along with rationalising and organising Managed Moves. Schools now bring any managed move proposals to the panels where Heads work together to find the best solution for a young person. Heads are also prepared to challenge each other regarding the most suitable fair access placements. By bringing together Fair Access and Managed Moves, the distribution of young people and the contribution of all schools to the process is becoming explicit, tracked and fair.

Option	Comments
1. Note the update outlined in the report.  <b>Recommended</b>	The further detailed work with RBWM Schools and alternative providers will ensure long term support and buy in from all the key partners.
2. Identify an alternative option.	Given the relatively recent implementation of this approach this is not recommended.

### 3. Key Implications

3.1 What does success look like, how is it measured, what are the stretch targets:

Defined Outcomes	Unmet	Met	Exceeded	Significantly Exceeded	Date they should be delivered by
Permanent exclusions are reduced from 12 pupils in 2013/14 (academic year) to:	N/A				
Number of pupils avoiding exclusion (academic year 2014/15) due to a short stay intervention programme	N/A				

### 4. Financial Details

#### Financial impact on the budget (mandatory)

- 4.1 Alternative provision is funded from the High Needs Block of Dedicated Schools Grant (DSG). Funding levels for the PRU's Alternative Provision are in line with 2014/15 school finance arrangements and the changes made with effect from 1 April 2013.
- 4.2 Funding is based on thirty places per year at 8k per place. In addition the high needs top up is available for specialist provision where the costs exceed 8k.
- 4.3 Funding previously linked to PRU staffing is now available to be redistributed to assist earlier interventions for a greater number of students in line with the Early Intervention/ Help strategy. Schools can now apply to access this funding by making a referral to the panel for individual students or for an early intervention programme they propose to run. In the latter case the impact and cost effectiveness of funded interventions will regularly be reviewed by the Panels.

#### Financial Background (optional)

- 4.4 The alternative learning provision is funded entirely from the Dedicated Schools Grant, and this is considered and agreed with the School's Forum on an annual basis.

### 5. Legal Implications

- 5.1 The authority has a statutory duty to provide full time education for any child or young person who is permanently excluded from school with effect from day six of their exclusion under The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007, as amended by the Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012, and The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012, which came in into force on 1 January 2013. The Department for Education issued revised statutory guidance for local authorities on Alternative Provision in January 2013.

**6. Value for Money**

6.1 The revised arrangements are enabling a more effective use of the Dedicated Schools Grant High Needs Block Funding.

**7. Sustainability Impact Appraisal**

7.1 Not Applicable.

**8. Risk Management**

Risks	Uncontrolled Risk	Controls	Controlled Risk
New Alternative Provision arrangements not operating in a way which complies with the published Statutory Guidance or are not of a high standard	High	Seek to work in partnership with Schools and other alternative learning providers to offer a range of full time provision.  Implement annual quality assurance of external providers	Low

**9. Links to Strategic Objectives**

The Borough’s Strategic Objectives linked to this proposal are:

**Residents First**

- Support Children and Young People
- Encourage Healthy People and Lifestyles
- Work for safer and stronger communities

**Value for Money**

- Deliver Economic Services
- Invest in the future

**Delivering Together**

- Deliver Effective Services
- Strengthen Partnerships

**10. Equalities, Human Rights and Community Cohesion**

10.1 An Equality Impact Assessment will be completed as the final arrangements are agreed to assess if there are any adverse impacts on the target groups. The revised arrangements are intended to ensure that the vulnerable group of children and young people who are permanently excluded from school receive full time education (25 hours per week).

**11. Staffing/Workforce and Accommodation implications:**

None arising from the progress update report.

## 12. Property and Assets

12.1 The Brocket PRU site, a Grade II listed building, is now vacated.

## 13. Any other implications:

None.

## 14. Consultation

14.1 The new way of working has included Headteachers on panels and the strategy group which enables a continual feedback loop around quality and sufficiency of provision.

## 15. Timetable for Implementation

15.1 Implementation took place from September 2014

## 16. Appendices

Appendix 1 - The Alternative Provision operating model.

## 17. Background Information

17.1 Cabinet Report April 2014 – Future Pupil Referral Unit provision and Alternative Learning in RBWM.

## 18. Consultation (Mandatory)

Name of consultee	Post held and Department	Date sent	Date received	See comments in paragraph:
<b>Internal</b>				
Cllr Burbage	Leader of the Council	24/11/14	2/12/14	
Michaela Rizou	Cabinet Policy Assistant	13/11/14		
Councillor Bicknell	Lead Member	20/11/14	25/12/14	
Alison Alexander	DCS	20/11/14	25/11/14	
Maria Lucas	Head of Legal Services	11/11/14		
Shared Legal Solutions	Legal Services			
Edmund Bradley	Finance partner	11/11/14		
<b>External</b>				

**Report History**

Full name of report author	Job title	Full contact no:
David Scott	Head of Education, Strategy and Commissioning	01628 79 6748

## Alternative Learning Provision Operating Model.

Permanently Excluded Pupils	At risk of Exclusion	Early Intervention
<p>Facilitate an individualised Personalised Learning Plan (PLP) for each student dependent upon age and needs. This might include a managed, supported move to another school under the Managed Move Protocol, an alternative provision with another off site provider or a short term intervention to prepare the child / young person for reintegration to another mainstream / special school / provision.</p>	<p><b>Primary:</b> In conjunction with the school, facilitate a managed supported move to another mainstream or special school under the Managed Move Protocol. Facilitate additional interventions with other agencies.</p> <p><b>Secondary:</b> In conjunction with the school, facilitate a managed supported move to another mainstream or special school under the Managed Move Protocol, a PLP with alternative provision at an off site provider. Facilitate additional interventions with other agencies.</p>	<p><b>Key Stage 1:</b> Facilitate early intervention in programmes such as nurture groups. Develop a range of 'short stay' early intervention programmes with schools.</p> <p><b>Key Stage 2:</b> Develop a range of 'short stay' early intervention programmes with schools.</p> <p><b>Key Stage 3:</b> Develop a range of 'short stay' early intervention programmes with schools. At the end of KS3 it may be appropriate to begin to explore the possibility of alternative provision for KS4.</p> <p><b>Key Stage 4:</b> Facilitate an individualised PLP for each student dependent upon age and needs. This might include an alternative provision with another off site provider.</p>