

Children and Young People Select Committee			
Title	Lewisham Alternative Provision Review: 'Ensuring the best and most inclusive provision for every learner'	Item No	7
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Class	Part 1	Date	8 th June 2016

1. Purpose of the report

- 1.1 This report informs Members of the outcome of the review of the local authority's overall approach, structures and systems to deliver Alternative Provision at all key stages. The aim of the review was to evaluate and analyse current practice, highlight best practice and develop a new Lewisham Alternative Provision strategy with a three year action plan. The Review included arrangements for key stakeholders from Lewisham schools, special schools and Pupil Referral Units, local authority services and key agencies to contribute to the review by sharing information and best practice, including the views of parents and young people themselves.

2. Recommendations

- 2.1 That Members discuss and note the report.

3. Policy context

- 3.1 The report is consistent with the Council's policy framework. It supports the delivery of the Sustainable Community Strategy priority *Ambitious and Achieving* – where people are inspired and supported to achieve their potential and the Council priority to improve young people's achievement and involvement.
- 3.2 The Statutory Guidance on Alternative Provision, January 2013¹ sets out the duties of the local authority in relation to Alternative Provision:
- Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.
 - Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.
 - Schools may also direct pupils off-site for education, to help improve their behaviour.
 - Statutory guidance sets out the government's expectations of local authorities and maintained schools who commission Alternative Provision and Pupil Referral Units.

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf

3.3 The SEND code of Practice and advice for school governing bodies/proprietors, Senior Leadership Teams, SENCOs and classroom staff, September 2014 set out the statutory duties and responsibilities under the Children and Families Act 2014 in relation to children in their care who have or may have special educational needs or disabilities (SEND).

3.4 Nationally Ofsted carried out a three-year survey of schools' use of off-site Alternative Provision² and the DfE commissioned the Taylor Review³ the outcomes of which line up with the key findings within this report.

3.5 **CYP Plan Priorities and key targets summary**

The Lewisham's Children and Young People's Plan 2015 – 2018:

Together with families, we will improve the lives and life chance of the children and young people in Lewisham.

Six specific areas have been prioritised to raise the attainment and achievement of Lewisham's children and young people. These are ensuring sufficient school places, improving achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement. (See **Appendix 1 for more detail**).

4. Purpose of the review

4.1 The Review was designed to consider and evaluate existing Alternative Provision at all key stages to ensure appropriate structures and systems are in place to meet current and future needs of Lewisham's vulnerable and at risk children and young people. The Review assessed and analyse current practice, highlighting best practice with the view to facilitating improvement of the Lewisham Alternative Provision strategy through a three-year action plan with a focus on:

- an appropriate Lewisham offer at all phases
- fairer and more transparent responsibilities, structures and systems
- transparent funding streams which recognise best practice and deliver value for money
- a pupil-centred fair access process
- the right pupil referral and placement (inclusive of medical reasons), including a suitable curriculum offer, progress tracking and assured attendance monitoring
- appropriate referral settings for pupils with a suitable curriculum offer leading to high levels of attainment, standards and destinations
- a robust safeguarding framework
- a smooth reintegration process with monitoring and follow-up support
- an effective and transparent flow of information regarding attendance, progress, attainment and current and future curriculum offer
- a robust and collaborative quality assurance framework to support schools' statutory duties.

²https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/498689/Alternative_Provision_report_FINAL.pdf

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180581/DFE-00035-2012.pdf

5. Alternative Provision Review process

- 5.1 Between October 2015 and April 2016, the London Borough of Lewisham Children and Young People Directorate engaged an external educational consultant to work with local authority officers and collaborate with key stakeholders to undertake a review of the existing strategy, structures and systems for Alternative Provision at all Key Stages.
- 5.2 This involved a series of information and data-gathering activities, including an in-depth review of Abbey Manor College (along with the Hospital School and Medical Programme that Abbey Manor College manages), New Woodlands School and its behaviour Outreach Team.
- 5.3 The Alternative Provision Review evaluated and interpreted a wide range of performance indicators and analysed data from the main agencies and services that support children and young people in Alternative Provision settings.
- 5.4 Discussions also took place with other lead personnel from a range of key agencies and services that support the most vulnerable and at risk children and young people:
- Headteachers (schools and PRUs including Chairs and existing working Groups).
 - CYP Directorate.
 - Virtual Headteacher.
 - Secondary School improvement and Primary School improvement Leads.
 - Children with Complex Needs
 - Youth Support Service.
 - Providers of Alternative Provision.
 - Youth Offending Service.
 - Early Intervention Services.
 - Pupil Places Planning Officers.
 - Troubled Family Support.
 - School Nurse Service.
 - Elective Home Education.
 - CYP Finance Officers.
 - Schools Forum and the Higher Needs Sub-group.
 - Mental Health HeadStart Commissioning Team.
 - Child and Adolescent Mental Health Services (CAHMS)
- 5.5 At the outset of the review, a Task and Finish Group was established to maintain a constant, secure focus and provide clarity and purpose. The Task and Finish Group membership comprised the following:
- Headteacher/Principal or senior leadership team (SLT) from Lewisham primary and secondary schools, special schools and Pupil Referral Units (PRUs).
 - Alternative Provision representatives.
 - Local authority representatives from the CYP Directorate.
- A member of the group chaired the meetings within the terms of reference.

6. Lewisham context and background

6.1 Alternative Provision is contextually defined as a setting that children and young people attend on a part-time or full-time basis away from their regular school setting, teachers and timetable due to them not being able to engage in mainstream education. Lewisham schools (in common with schools elsewhere) can use Alternative Provision as a destination for excluded pupils, in an attempt to prevent permanent exclusions, or to re-engage pupils in their education. Pupil Referral Units (PRUs), along with schools for children with Emotional and Behavioural Difficulties (SEBD), are themselves a form of Alternative Provision.

6.2 The Lewisham Review identified ten key findings:

6.2.1 High levels of exclusion

There are high levels of permanent and fixed term exclusions from Lewisham secondary schools in comparison to our Statistical Neighbours, London and England averages. In Lewisham there were 62 Permanent Exclusions in 2014/15 and 77 so far in 2015/16. Reasons for permanent exclusion include children and young people carrying offensive weapons, disruptive and violent behaviour and bringing drugs or banned substances on to school premises.

Lewisham has increased its overall percentage of pupils who are permanently excluded and is performing worse than our Statistical Neighbours, London and England averages. Secondary permanent exclusions have increased since 2008 and are worse than our Statistical Neighbours, and the London and England averages at 0.38% (2014/15).

Lewisham has also increased in the overall percentage of fixed term exclusions with higher fixed term exclusion rates, worse than our Statistical Neighbours, and the London and England averages at 3.72% in 2014. Secondary fixed term exclusions have increased since 2008 and are at 7.90% in 2014, which is worse than our Statistical Neighbours, and the London and England averages. **(Also see Report on Lewisham Attendance and Exclusions, June 2016).**

6.2.2 Low levels of reintegration

There are low levels of re-integration for children and young people back into Lewisham Schools at Key Stage 3 and 4 once they have been permanently excluded. From New Woodlands Primary into Lewisham Primary schools in 2014/15 there were 11 reintegrations. From New Woodlands Primary into Lewisham Secondary schools (Year 6 to 7 transition) in 2014/15 there were 10. From Abbey Manor Key Stage 3 in 2014/15 there were 15. However there were no reintegration in Key Stage 4. **(Also see Report on Lewisham Attendance and Exclusions, June 2016).**

6.2.3 Low attendance

Pupil attendance at the Lewisham PRU is below national. Pupil absence data for Autumn / Spring 2014-15 shows overall absence from Lewisham secondary schools is at 5.3% and in line with the national average of 5.2%, but higher than the London average of 4.8% and the

Inner London average of 4.7%. The First Statistical Release 2014-2015 (six half terms) for Abbey Manor College (Lewisham's PRU) shows overall absence at 36% which is worse than national absence at PRUs at 31.5%. and London PRUs at 27.4%. The associated risks with absence and persistent absence are poor progress and outcomes, safeguarding concerns, risk of exclusion, risk of offending and risk of NEET.

However due to the concerted leadership and action this year, rates of attendance at Abbey Manor College have improved by 11% and the number of pupils who are classed as 'persistently absent' has been reduced from 25 pupils to eight in since the beginning of the academic year (2015/16).

6.2.4 Inadequate structure and partnership arrangements

The Alternative Provision structures and collaborative partnerships for accountability required to make the systems work in children and young peoples' interests are not in place. Although there are forums discussing Alternative Provision including the 14-19 Strategic Forum, the Fair Access Panel and the Inclusion Managers Group, there is no partnership body in place to exclusively consider how effectively Alternative Provision arrangements are meeting the needs of Lewisham's children and young people.

6.2.5 Fair Access arrangements need to improve

The current Fair Access Protocols and Referral Process need updating to be in line with best practice. The Alternative Provision Review team held meetings with school inclusion managers and organised focus group events with current and prospective Alternative Provision. One-to-one discussions were held with lead officers from the local authority, all of whom raised crucial concerns regarding the effectiveness of the current Fair Access Panel (FAP) 'placement panel' in helping schools to select the right provision for their pupils. Concerns also related to the processes and transparency of the Fair Access Panel.

The current composition of the panel is not reflective of schools or expertise e.g. Special Education Needs and Education Psychologists and there are insufficient Heads present to enable debate and robust decision making. This means that the remit of the Fair Access Panel is limited and decision making is often challenged after the fact. The Fair Access Panel is not being used effectively to reduce exclusions e.g. through managed moves. Many participants of the Fair Access Panel have complained that the information presented to Fair Access Panel is inconsistent and unstandardised; and there are no consistent monitoring arrangements to confirm that placements are working in the best interests of children and young people. Also lacking is good understanding about the range of Alternative Provision at all key stages with the risk that sometimes the best placement is not recommended. School Leaders fed back that there is lack of clarity and transparency around the difference in the role of the Fair Access Panel and Pupil Placements Panel.

6.2.6 A new managed moves protocol is needed

The Lewisham managed moves process appears to not be consistently supporting the prevention of Permanent Exclusion for Lewisham children and young people. The Review found it hard to evaluate the process due to the unreliability of information collected.

Lewisham LA was notified of 60 plus managed moves in 2014–15 and 30 so far in 2015-16. The Review established that far more managed moves take place informally across Lewisham, and the evidence of how successful managed moves have been is unreliable and it is clear that cases are becoming increasingly complex and need a more holistic approach. A new clearer protocol is needed.

6.2.7 **Poor value for money**

The costs of Alternative Provision for the local Authority and Lewisham schools are high. Each year over 500 children and young people attend Alternative Provision (full and part time) including New Woodlands and Abbey Manor College. The approximate cost of this provision is £7m or £14,000 per pupil place. The number of places is currently as follows:

- Five – 10 children (primary) attend full time offsite provision.
- Over 140 young people (secondary) attend full time and part time at Lewisham Southwark College Key Stage 4 provision:
 - Full time provision – alternative education including core subjects at GCSE / Functional Skills and vocational pathways (up to 40 places).
 - Full time provision – EAL – new arrivals in Y11 with English as a second language. Core subjects and vocational pathways (up to 30 places).
 - Part time provision – one day a week provision with vocational pathways (up to 70 learners).
- Other offsite secondary Alternative Provision (Up to 60 places)
- Provision at New Woodlands School (112 places)
- Provision at Abbey Manor College (170 places) and the Hospital School Medical Programme.

Rising costs of Alternative Provision are adding to spending pressures of £2.9m on the High Needs Block in 2015/16. This probably grows to £4.1m in 2016/17.

Proposals to make immediate changes to funding of Alternative Provision were presented to the Schools Forum in March 2017 and were agreed. These changes iron out a number of anomalies and will ensure the following:

- Funding should follow the pupil and the amount should be based on pupil need.
- Pupil Place funding will be based on national guidelines.
- Top-up funding will be based on a locally agreed banding arrangement that meets pupil need.
- The methodology for Special Educational Needs / Alternative Provision at New Woodlands and Abbey Manor College should be in line with other specialist provision.

There remains a need to ensure more equitable and transparent resourcing for Alternative Provision in Lewisham at costs comparable with its statistical neighbours.

6.7.8 **Lack of consistency in Quality Assurance**

There is lack of consistent approaches to Quality Assurance of Alternative Provision at all Key Stages. Although Lewisham LA quality assures Key Stage 4 Alternative Provision and publishes a Key Stage 4 Alternative & Collaborative Provision Directory, which is updated

annually, there is no similar Directory for Key Stages 1 - 3. The Review included visits to many of the Alternative Providers accessed by Lewisham's schools and it is clear that schools are not always sufficiently clear about their responsibilities for ensuring the quality and suitability of children and young people's placements at all key stages; and have not always visited or regularly revisited to check that the Alternative Provision continues to be fit for purpose for each child.

Even though the current quality assurance system is in place to assess the suitability of Alternative Provision, addressing the safety and quality of those settings, the Review has highlighted low levels of progress, achievement and attendance in some Alternative Provision. This emerging evidence, alongside the associated problems of safeguarding, presents a major concern, particularly as many pupils who attend Alternative Provision are the most vulnerable and at risk of losing out in our education system.

The systemic issue is that the local authority and Senior Leadership Teams of both primary and secondary schools need to pay greater attention to the safeguarding, progress and attainment of children and young people in Alternative Provision who are not achieving as well as they should. This will become more prominent, particularly in light of the recent changes to the Ofsted Inspection Framework as school inspections teams are now more rigorously assessing how thoroughly schools ensure any Alternative Provision they use is safe for pupils, that pupils are making progress and are behaving and attending well. A minority of schools have already demonstrated good improvements in this aspect of their work. But Ofsted will continue to pay close attention to Alternative Provision as part of the inspection of schools under the 'Common inspection framework'.

6.2.9 Local structures need to improve

The local structures and governance need to be reviewed. There are two reasons for this. Firstly the designation of New Woodlands School is a 'Special School' while currently only a small proportion of children being educated there are being assessed for or have an Education, Health and Care Plan. Secondly there are currently two community vacancies on the Abbey Manor College Management Committee, which ideally, according to government guidance should be filled with local headteachers.

6.2.10 There are gaps in the provision available

There is demand for provision which is not being met locally by Lewisham PRUs, Special Schools and Alternative Provision. There is a lack of suitable provision for those with high and low functioning Autistic Spectrum Disorder and Special Educational Needs as well as a lack of provision for Early Years Foundation Stage and primary aged pupils, in particular the lack of provision for girls.

7. Key Recommendations

The Review aims overall to improve the Alternative Provision model, over the next two to three years, to better meet the needs of children and young people in Lewisham. The following recommendations will be implemented through the delivery of an action plan:

7.1 Key Action 1: Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.

- Ensure that schools are aware of the responsibilities for reducing exclusions.
- Develop an inclusion strategy that sets out the local authority commitment to reducing exclusions and working with schools to ensure that inclusive practice is adopted. The strategy will include evidence of best practice that exists and identify resources that are available to support schools to reduce exclusions and ensure that children and young people achieve the best outcomes.
- Increase the range of high quality Alternative Provision for children and young people at risk of exclusion, both in school and within borough by working with existing good and outstanding Alternative Providers;
- Improve the offer and pathways for early intervention and targeted family support, targeting children at a younger age where there is evidence that they are at risk of permanent exclusion
- Implement the role of the Safeguarding in Education Coordinator in the CYP Directorate to ensure that the local authority's obligations regarding safeguarding in education and Alternative Provision settings are being fulfilled.
- Ensure the provision of Behaviour Support in schools at Key Stage 4 taking into account that many schools in Lewisham are starting Key Stage 4 in Year 9.
- Review the Behaviour Support strategy to ensure the New Woodlands School Behaviour Support Team's working with schools is more tactical and targeted. The strategy will be in line the recently introduced local authority Framework for School Improvement and the categorisation of schools.
- Extend the best practice of the Virtual School in preventing and reducing permanent exclusions, given the Virtual School's success with Children Looked After.
- Ensure more engagement with parents/carers to ensure that they are better guided through the process and have a greater voice in terms of the future education of their child or young person.
- Review the role of the Police and the Youth Offending Service in relation to supporting the prevention of permanent exclusions.

7.1.1 What is already being done to decrease the number of permanent exclusions?

Since September 2015, a revised system has been introduced meaning all children and young people who are permanently excluded are referred to the local authority in the first instance (Inclusion & Reintegration Officer). Each case is looked at on an individual basis to ascertain the following:

- Current academic levels, potential GCSEs or other qualifications.
- Risks in terms of reason for exclusion.
- Any risk posed to the children and young people attending Abbey Manor College or other provision in the borough.

- Links with the Youth Offenders Service (YOS).
- Links to other services such as Children Social Care (CSC).

These case-by-case assessments are carried out via weekly meetings. Each case is looked at and a decision is made regarding where the child should continue his/her education.

This means that during this academic year (2015–2016), Lewisham has continued to offer places to permanently excluded children and young people at Abbey Manor College if deemed appropriate in terms of level of need, risks posed to the pupil and others based at the school/any known connections to gangs and criminal activities. This has enabled Lewisham to place children and young people more appropriately and elsewhere if necessary to ensure that their needs are fully met.

7.1.2 Lewisham has hosted high level meetings/briefing sessions with Chairs of Governors and Headteachers to raise the issue of increasing number of exclusions at secondary level. Lewisham has offered training sessions for governors advising them of their role on Governors Discipline Committee, setting the national and Lewisham context in respect of exclusions.

7.1.3 Partnership working is taking place with neighbouring authorities to provide places for some of our children at risk of exclusion where we do not currently have provision in borough (e.g. primary aged girls). Lewisham is now engaging more with parents/carers to ensure that they are guided through the process and have a greater voice in terms of the future education of their child.

7.2 Key Action 2: Implement a programme to increase the number of children and young people who are re-integrated back in to Lewisham Schools.

- Develop an inclusion strategy that sets the local authority commitment to reduce exclusions and work with schools to ensure that inclusive practice is adopted.
- Develop a more robust, transparent system for reintegration at all stages and ages for children and young people in Lewisham.
- Develop a system to track excluded pupils who are ready for reintegration.

7.2.1 What is already happening to improve reintegration?

The Lewisham reintegration system is currently being reviewed, including the development of a method which is a 'Readiness for reintegration scale and action planning' tool, which is still at an embryonic stage. This method gathers information from all involved professionals along with the parents' and children and young people's view, and will eventually facilitate a populated interactive database and tracking system, thus enabling a more effective decision-making process.

7.3 Key Action 3: Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.

- Ensure that schools are fully aware of their statutory responsibilities in respect of monitoring the attendance of children who are on their roll but placed in Alternative Provision.

- Implement the role of the Safeguarding in Education Coordinator in the CYP Directorate to ensure that the local authority's obligations regarding safeguarding in education and Alternative Provision settings are being fulfilled and risk is reduced.
- Rigorously monitor schools' role in monitoring attendance in Alternative Provision.
- Exercise the best practice of the Virtual School and the use of Welfare Call to monitor attendance.

7.3.1 What is already happening already

- Attendance is a key priority of the CYPP 2015 / 18.
- Lewisham hosted the Attendance Conference, February 2016 to consider strategies to improve attendance within Lewisham Schools and Alternative Provision settings.
- There is an established Children Missing Education Monitoring Board that includes a focus on Alternative Provision.
- Revised Children Missing Education Policy and Off Rolling Guidance was issued in summer 2015.
- Children Missing Education Lunchtime Briefings as part of the LSCB training programme to include Alternative Providers.
- Termly Primary and Secondary Network Leads Meetings taking place discussing a variety of topics and sharing best practice.
- Lewisham Staged Model of Attendance Intervention - Staged process to implement attendance support.
- Complex Cases Panel Meeting Forum.
- Revised Code of Conduct issued last September - more user friendly and enabled schools to consider the use of a Penalty Notice or Warning as an early intervention strategy without having to make a formal request to the Service.
- Attendance Guidance and Procedures for Lewisham Schools - issued summer 2015.
- Attendance at Abbey Manor College has increased by 11.1% since 2014/15 and 20% in comparison to the same point in 2013/14. Also those pupils classed as being persistently absent has reduced from 25 pupils to eight since the beginning of the academic year (2015/16). This is a significant improvement.

7.4 Key Action 4: Establish an Inclusion Programme Board that reports within the Children and Young People Directorate structure and to Schools Forum. This should include schools, colleges, Alternative Providers and local authority officers to work in conjunction with the Fair Access Panel.

- The board should:
 - consider and review the inclusion strategy, regularly receive monitoring data/reports regarding managed moves, permanent and fixed term exclusions; and
 - consider and review the Alternative Provision strategy, obtain accountability reports for outcomes to the School Forum for money spent on Alternative Provision.
 - consider and review reports from the Lewisham Inclusion Managers Forum and the Lewisham Alternative Providers Forum and the Lewisham Safeguarding in Education Coordinator and the Fair Access Panel (including reports on Managed Moves).
- Implement the role of the Fair Access Panel, Alternative Provision and EHE Manager to have overall responsibility for the Alternative Provision in the local authority including

commissioning and quality assurance.

- Implement the role of the Safeguarding in Education Coordinator to ensure that the local authority's obligations regarding safeguarding in education and Alternative Provision settings are being fulfilled.
- Ensure that there are clear lines of communications between schools – key outreach and Alternative Provision contacts and the local authority.

7.5a Key Action 5a: Review the Fair Access Panel's processes and procedures, as well as the restructuring of the composition of the panel, with the formation of separate primary and secondary panels.

7.5b Key Action 5b: Have a clear process to enable schools to access sixth day provision for pupils who have been excluded.

- Ensure that the Fair Access Panel (FAP) implements more transparent rigorous and robust ways to ensure consistency, factual accuracy and effective tracking of the progress of vulnerable and at risk children and young people in order to prevent prolonged delays before they are placed and that their placement meets their needs.
- Ensure that the Fair Access Panel has relevant representation and expertise.
- The Fair Access Panel needs to challenge schools to ensure that all possible strategies and methods of support have been exhausted by the school before agreeing a referral.
- Ensure that for cases where there is known attendance issues this is presented by the school or the Attendance and Welfare Officer at the Fair Access Panel.
- Adopt a strategic approach to Pupil Place Planning which includes exploration of suitable and appropriate educational placements for all children, including those who have SEND or meet the criteria for FAP, excluded pupils, those with medical needs and those who are new to the borough.
- All Fair Access documentation needs reviewing and minutes produced at every meeting.
- All referrals should be referred on a standard form which includes core educational information on educational history, attainment and attendance.

7.6a Key Action 6a: Improve the managed moves process by so that it is operating in the best interests of the children and young people.

7.6b Key Action 6b: Review and update the Managed Moves Protocol.

- Review and monitor more closely the outcomes of managed moves.
- Ensure targeted intervention support provided from the Attendance, Welfare, & Inclusion Service by facilitating managed moves to enable fresh starts for those children who are at risk of permanent exclusion. It must be clear on the types of intervention, how it links to Targeted Family Support and other support.
- Ensure that schools present their own pupils' cases to the Fair Access Panel, including those who are requesting a transfer to an alternative mainstream school in Lewisham.
- Ensure that once a parent submits an admissions request, the home school should present the case to the Fair Access Panel.
- The Fair Access Panel should be used in cases of complex managed moves.

- Review the current Managed Moves Protocol and develop an alternative strategy for managing unsuccessful managed moves.
- Ensure that the role of the Alternative Provider, the School and the local authority in relation to manage moves is clear.

7.6.1 What is already happening

- The Attendance & Inclusion Service regularly works with schools and parents to facilitate a managed move, in particular when there is evidence of a breakdown in the relationship between the parents and the school. In some instances, if there are complex issues to resolve, these cases are referred to the Fair Access Panel to agree a new school or Alternative Provision placement.
- Schools are now expected to notify the local authority of all managed moves.

7.7 Key Action 7: Implement the recommendations of the High Needs Sub-group Alternative Provision Review work stream which were agreed by Schools Forum on 17th March 2016. This includes savings to the High Needs Block and the opportunity for central local authority resources to enable a more strategic, proactive and flexible approach that can be directed where needed most.

- The Alternative Provision Review workstream was presented to the Schools Forum in December 2015 and the Higher Need Sub Group in January 2016. The groups agreed strategies to manage predicted pressures and includes savings of between 20% - 30%. This equates to annual saving between £300k and £450k from 1st September 2016.

7.7.1 Changes for 2016/17 to 2018/19:

	New Woodlands	Abbey Manor College
Where we are now	Average funding per pupil (based on 112) @ £20,000 = £2,217,000 (Plus Outreach Service £585,000)	Average funding per pupil (based on 160) @ £22,000 = £3,563,000 (Plus Hospital and Home Tuition £235,000)
Where we want to be	Average funding per pupil (max 140) @ £16,800 = £2,352,600 (Plus Outreach Service £585,000)	Average funding per pupil (max 170) @ £18,000 = £3,060,000
Savings (Higher Needs Block)	16/17: £115,000 17/18: £165,000	16/17: £115,000 17/18: £200,000 Hospital and Home Tuition: £30,000
Local authority resource/ Commissioning	16/17: £55,000	16/17: £287,000 17/18: £119,000 Hospital and Home Tuition: £40,000

7.7.2 This is the summary of agreed changes and the following table shows that it is a staged approach:

Ref	Saving	Amount (£)	Establish
1	Support for Special Educational Needs	421	Abbey Manor College

	Learners (£244 in 16/17 & £177 in 17/18)		
2	Intervention Funding (£158 in 16/17)	158	Abbey Manor College
3	Equalisation of funding bands (£170 in 16/17 & £120 in 17/18)	290	New Woodlands
4	Medical Programme (£70 in 17/18)	70	Abbey Manor College
5	Social Worker (£45 in 17/18)	45	Abbey Manor College
6	Social Worker (£45 in 17/18)	45	New Woodlands
7	Teenage pregnancy budget and excluded pupils (£97 in 17/18)	97	Abbey Manor College
Higher Needs Block saving			(£)
2016/17			230
2017/18			395
LA resource and commissioning			(£)
2016/17			342
2017/18			159

7.7.3 Rationale for savings

Support for Special Educational Needs Learners (Abbey Manor College)

Currently, there is limited Special Educational Needs support at Abbey Manor College because very few learners have high levels of identified Special Educational Needs Disabilities or requirements. Special Educational Needs Disabilities funding will be allocated to Abbey Manor College learners in the same way as learners in other schools, i.e. through Educational Health Care Plans. Therefore, Schools Forum agreed to cease allocating this block sum as that all required Special Educational Needs Disabilities funding would be allocated through place funding and top -up.

Schools Forum agreed that this saving will be recycled to improve coordination of placements into Alternative Provision by the local authority and also for commissioned places where Abbey Manor College is not suitable.

Intervention Funding (Abbey Manor College)

Intervention places will be fully funded by schools. Hitherto, schools have been paying for intervention places but there is a Higher Needs Block allocation of £158,000 which is in effect double funding. Schools Forum decided that this Higher Needs Block allocation ceases from September 2016.

Equalisation of funding Bands (New Woodlands)

In 2014/15, the special school top-up funding bands were standardised across all special schools. Prior to this, an Autistic Spectrum Disorder pupil would have a different top-up rate if they were placed in one school when compared to another special school. Largely the differences were minimal.

There was an exception to this for New Woodlands, where the standardisation of funding rates would create a reduction on funding of £290k. In 2014/15, it was decided at the time to protect the New Woodlands budget while work was undertaken to assess the nature of the pupil needs in the school.

Schools Forum has now agreed to implement (over two years) the equalisation of special school funding for New Woodlands. This removes the additional funding for New Woodlands and brings the allocation in line with other special schools in Lewisham. The top-up rate for the school would be £6,800.

Medical Programme (Abbey Manor College)

Schools Forum has made a 30% reduction to the budget of the Hospital School and Medical Programme totalling £70,000. This is because the Home Tuition element does not meet statutory requirements and is being withdrawn. The Hospital School budget remains. This saving will need to be recycled into the local authority budget for centrally commissioned places.

Social Worker (Abbey Manor College)

Schools Forum has removed the extra Social Worker budget of £45,000. Abbey Manor College could consider funding such a post from their core budget, but will first discuss how best they can work with Children's Social Care and early help services.

Social Worker (New Woodlands)

Schools Forum has removed the extra Social Worker budget of £45,000. New Woodlands will need to consider whether to fund from core budget, but will first discuss how best they can work with Children's Social Care and early help services

Teenage pregnancy budget and excluded pupils (Abbey Manor College)

Schools Forum has removed the Intensive Programme, Pupils not Permanently Excluded and Teenage Pregnancy budget of £97,000, because these services were not being provided through Abbey Manor College. Schools Forum has agreed that part of this saving will be recycled to improve coordination of placements into Alternative Provision by the local authority and also for commissioned places where Abbey Manor College is not suitable.

- 7.8a Key Action 8a: Review the Alternative Provision Quality Assurance Framework to ensure all Key Stages.**
- 7.8b Key Action 8b: Ensure that all provision accessed for Lewisham children and young people is Department for Education Registered.**
- 7.8c Key Action 8c: Raise the awareness and importance of schools' responsibility to ensure the quality and suitability of children and young people placements at all Key Stages and encourage schools to regularly visit to check that the Alternative Provision continues to be fit for purpose.**
- 7.8d Key Action 8d: Ensure further coordination and sharing of information data sets and systems between the multi-agencies and services that are directly involved in supporting the family, carer or individual vulnerable and at risk children and young people.**

- Ensure that the Alternative Provision Quality Assurance Framework delivered by the Access, Inclusion and Participation Team provides a service at all key stages and with the following:
 - A collaborative approach with schools so that they undertake their statutory duties in relation to Alternative Provision.
 - Pre-placement health and safety and safeguarding checks.
 - Visits to providers, including checks on the attendance, quality of teaching learning and assessment, standards of attainment, achievement, personal development, well-being and behaviour.
 - Supporting the requirements and processes to report daily on attendance and at least once every half term. This data to then be analysed and evaluated by schools and action taken where necessary.
 - Supporting accurate and regular pupil progress tracking information to be exchanged between Alternative Provision and schools, with feedback from schools to be given on at least a half-termly basis.
- Introduce processes to ensure that children and young people are placed in Alternative Provision within a shorter timescale.
- Ensure that contractual arrangements are embedded into placements for all schools and providers for vulnerable and at risk children and young people, with clarity in terms of expectations and responsibilities for all concerned to avoid the failure of placements.
- Ensure that all Alternative Provisions where children and young people are referred to by Lewisham Schools are 'Department for Education registered'.
- Work with the Teaching School Alliances to provide a CPD offer for staff in schools and in Alternative Provision settings and ensure that training levels meet statutory requirements.
- Develop a collaborative Lewisham CPD offer for Alternative Providers.

7.9a Key Action 9a: Ensure that the cohort of learners at New Woodlands School is in line with the legal designation of a 'special school'.

- Carry out an audit of all pupils currently attending New Woodlands School and put in place a transition plan for any child who is inappropriately placed in this provision.
- Ensure that the designation reflects the needs of pupils it educates and that the school's admission policy is inclusive and that it is published on the school website.

7.9b Key Action 9b: Work with secondary schools and Abbey Manor College to expand the current membership of the Abbey Manor College management committee to ensure better representation from secondary schools.

- Ensure promotion of the Abbey Manor College to ensure the additional membership is in place for September 2016.
- Ensure that the Abbey Manor College website provides access to all policies.
- Offer a KS3 and GCSE programme in line with the national framework and that gives some pupils the opportunity to be reintegrated into schools.

7.10a Key Action 10a: Develop and implement provision that fills the gaps identified in the Review.

- Primary nurture provision

- Sixth day placements and short term intervention for two, six and 12 weeks
- Assessment placements to support Special Education Needs, New Arrivals and English as a second language (year 10 and Y11)
- Provision for primary girls (SEMH and EBD)
- Provision for primary boys (with less complex needs)
- A Key Stage 4 GCSE Alternative Provision Pathway
- Special Educational Needs Provision for High Functioning Autistic Spectrum Disorder, SEBD and other issues to be provided in Lewisham– linked with the SEND Strategy and Schools Places Strategy
- Improved and enhanced Mental Health Specialist provision at Key Stage 3 and 4
- Behaviour support at Key Stage 4
- Transition support for those at risk of exclusion
- Provision that meets the needs of Youth Offenders
- Provision that meets the needs of Children Looked After

7.10.1 Needs estimates and projections

	2015/16		2016/17		2017/18		2018/19	
	Need	Provider	Need	Provider	Need	Provider	Need	Provider
Primary Nurture (Reception and Year 1)	?	None	16		16		16	
KS1 Alternative Provision (boys)	10	NW	10		12		14	
KS2 Alternative Provision (boys)	52	NW	54		56		58	
Primary girls (SEMH & SEBD)	10	Out of borough	10		10		10	
KS3 Alternative Provision (boys)	70	NW	72		74		76	
Outreach at KS 1 – 3	280	NW	30		330		360	
6th day provision (fixed term KS1 - 4)	40	None	40		40		40	
Short term intervention – 2 ,6 & 12 weeks (KS1 – 4)	40	None	40		40		40	
Assessment placements (LAC / SEN)	30	NW	30		35		40	
SEN (ASD HF & SEMH KS1 – 4)	110	Out of borough	110		115		120	
PEX and Alternative Provision (KS 3 - 4)	160	AMC	170		170		170	
Mental Health Specialist Provision (KS 1 - 4)	30	Range of providers	30		40		40	
Outreach at KS4	70	None	80		90		100	
Transition Support	?	None	?		?		?	
EAL & late arrivals programme (Y11)	30	L S College	40		50		60	

GCSE Pathway (KS4)	20	None	20		20		20	
Other KS3 - 4 Alternative Provision (f/t and p/t)	170	L S College and AEP	150		120		100	
Total			1172		1218		1264	

7.10b. Key Action 10b: Alternative Providers. Ensure that Pupils who are referred to the Medical Programme receive the statutory requirements for education.

- The Hospital School will remain as it is to meet the educational needs of children and young people admitted to the hospital ward. The Home Tuition Medical Programme will be centrally commissioned by the local authority to provide tuition places and / or education through an online learning tool.

8. Expected outcomes

Based on the review outcomes, there is an expectation and intention that the following be implemented:

- Identified recommendations that will form a Lewisham statement for Alternative Education Provision and Pathways at all Key Stages.
- A three-year Action Plan with key milestones, success criteria and a timeline to deliver the strategy.
- As a result, permanent exclusions should reduce so that Lewisham's performance is in line with London averages.

9. Timeline for the current academic year

September 2015 – March 2016	<ul style="list-style-type: none"> ▪ Alternative Provision Review: Collection of evidence and evaluation ▪ Schools Forum and Higher Needs Task Sub Group – re AP savings ▪ Alternative Provision Task and Finish Group
17 March 2016	<ul style="list-style-type: none"> ▪ Schools Forum for decision making on budget – AP budget
6 April 2016	<ul style="list-style-type: none"> ▪ DMT – Draft Report
W/C 11 April 2016	<ul style="list-style-type: none"> ▪ Meeting with AMC and NW to discuss Report and findings
13 April 2016	<ul style="list-style-type: none"> ▪ Alternative Provision Task and Finish Group – to comment on draft recommendations, consider strategy and action plan
18 April 2016	<ul style="list-style-type: none"> ▪ Task and Finish Group responses
21 April 2016	<ul style="list-style-type: none"> ▪ Secondary Heads Meeting
W/C 2 May 2016	<ul style="list-style-type: none"> ▪ Meeting with Alternative Providers to plan places
W/C 2 May 2016	<ul style="list-style-type: none"> ▪ Draft Strategy and Action Plan available to Standards and Achievement
W/C 2 May 2016	<ul style="list-style-type: none"> ▪ DMT – Final Report for sign off, draft Strategy and Action Plan
W/C 2 May 2016	<ul style="list-style-type: none"> ▪ Alternative Provision Task and Finish Group – to comment on Strategy and Action Plan (Inclusion Board – ToR and membership)
4 May 2016	<ul style="list-style-type: none"> ▪ Schools mailing – Final Report and Action Plan published
W/C 9 May 2016	<ul style="list-style-type: none"> ▪ Higher Needs Task Sub Group – breakdown of LA resource and commissioning
W/C 16 May 2016	<ul style="list-style-type: none"> ▪ Final strategy and Action Plan Published

W/C 16 May 2016	<ul style="list-style-type: none"> ▪ Schools mailing – Report, Strategy and Action Plan
17th May 2016	<ul style="list-style-type: none"> ▪ Primary Strategic Group meeting
24th May 2016	<ul style="list-style-type: none"> ▪ Leadership Forum (Primary)
8th June 2016	<ul style="list-style-type: none"> ▪ Children and Young People Select Committee with Draft Report findings (dispatch 27th May 2016)
9 June 2016	<ul style="list-style-type: none"> ▪ Inclusion conference to launch Report, Strategy and Action Plan
29th June 2016 (provisional)	<ul style="list-style-type: none"> ▪ Mayor and Cabinet. If any designation changes to NW
30 June 2016	<ul style="list-style-type: none"> ▪ Schools Forum – breakdown of LA resource and commissioning

10. Financial implications

The proposals are forecast to result in DSG savings of £625k (£230k in 2016/17 and £395k in 2017/18) which will contribute towards the pressure on the High Needs Block. A further £501k (£342k in 2016/17 and £159k in 2017/18) will be made available through these proposals and will be used to implement the required improvements to the borough's Alternative Provision.

There are no financial implications for the general fund

11. Legal implications

11.1 There are no legal implications arising as a result of this report.

12. Crime and Disorder Implications

12.1 There are no crime and disorder implications.

13. Environmental Implication

13.1 There are no environmental implications.

Background Documents

Appendix 1: The Lewisham's Children and Young People's Plan 2015 – 2018 (extract):

<p>AA1: Ensuring there are sufficient school places for every Lewisham child</p>	<p>To increase the percentage of parents allocated a preferred school at secondary from 92.8% in 2015 to be closer to the comparator baseline</p>
<p>AA2: Ensuring all our children are ready to participate fully in school</p>	<p>To increase the percentage of children achieving a good level of development at EYFS from 77.5% in 2015 to 83% in 2018 (although this measure will no longer be nationally required from 2016 – an alternative measure may be required)</p>
<p>AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points</p>	<p>To increase attendance at primary and secondary schools from our performance in all measures which is below the London average in 2015, to be in line with the London average by 2018 To reduce exclusions at secondary schools from our performance which is well below the London average in 2015 to be in line with the London average by 2018</p>
<p>AA4: Raising participation in education and training, reducing the number of young people at 16 – 19 who are NEET</p>	<p>To maintain our level of NEETs to be in line with or better than London averages in 2018</p>
<p>AA5: Raising achievement and progress for all our children at key stages 1-4 and closing the gaps between under-achieving groups at primary and secondary school</p>	<p>To maintain our performance at Key Stage 2 for outcomes and closing the gap to be above the national and London averages To significantly improve our performance at Key Stage 4 from being at the bottom of the London performance table in 2015 to being in line with or above national averages and closing the gap with London averages by 2018</p>
<p>AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post 16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them</p>	<p>To increase the % young people educated in post-16 institutions achieving level 3 by 19 from 56% in 2015 to 59% in 2018 To increase the percentage of post-16 providers rated as good or outstanding from 73% in 2015 to 81% in 2018</p>
<p>AA7: Raising achievement and attainment for our Looked After Children at all key stages and Post-16</p>	<p>To maintain performance at GCSE to be above the national average To increase the percentage of care leavers in employment, education or training from 67% in 2015 to 80% in 2018</p>