



Haringey Council

NOTICE OF MEETING

Scrutiny Review - School Exclusions

THURSDAY, 11TH DECEMBER, 2008 at 14:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillors Egan (Chair), Oakes, Reid and Vanier
Co-Opted Member: Ms F Kally

AGENDA

1. APOLOGIES FOR ABSENCE (IF ANY)

2. URGENT BUSINESS:

The Chair will consider the admission of any late items of urgent business. Where an item is already on the agenda it will appear under that item but new items of business will be dealt with at item 5.

3. DECLARATION OF INTEREST, IF ANY IN RESPECT OF ITEMS ON THIS AGENDA:

A member with a personal interest in a matter who attends a meeting of the Authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the interest becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter if the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member's judgement of the public interest.

4. SCHOOL EXCLUSIONS - PART TWO (PAGES 1 - 14)

To enable the Scrutiny Panel to consider the services provided at the Secondary Support Centre.

5. URGENT BUSINESS:

To deal with any items of urgent business admitted at item 2 above.

Yuniea Semambo
Head of Member Services
5th Floor
River Park House
225 High Road
Wood Green
London N22 8HQ

Carolyn Banks
Principal Scrutiny Support Officer
Tel: 020-8489 2965
Email: carolyn.banks@haringey.gov.uk

2 December 2008



Agenda item:

[No.]

Scrutiny Review Panel School Exclusions (Part two)
On 11 December 2008

Report Title. Scrutiny Review of School Exclusions (Part 2)	
Report of Chair of Scrutiny Panel	
Signed :	
Contact Officer : Carolyn Banks Principal Scrutiny Support Officer	
Wards(s) affected: All	Report for: Non Key
<p>1. Purpose of the report (That is, the decision required) To enable the Scrutiny Panel to consider the services provided at the Secondary Support Centre.</p>	
<p>2. Introduction by Cabinet Member (if necessary) 2.1. N/A</p>	
<p>3. State link(s) with Council Plan Priorities and actions and /or other Strategies: 3.1 This is in accordance with the Council's Plan priority of encouraging lifetime well-being at home, work play and learning.</p>	

3.2 Also the Children and Young people's Plan 2006-9 outlines the Council's strategic priorities for improving services for children, young people and their families and carers in Haringey.

4. Recommendations

4.1. That the Panel consider the services provided at the Secondary Pupil Support Centre and whether the Council complies with good practice.

5. Reason for recommendation(s)

5.1. See report

6. Summary

6.1. Appendix A sets out the Government's latest proposals regarding alternative provision for pupils excluded from school. Also set out is current best practice and how the Council's Secondary Pupil Unit complies with this.

7. Chief Financial Officer Comments

7.1. These will be contained in the final Scrutiny report.

8. Head of Legal Services Comments

8.1. These will be contained in the final Scrutiny report.

9. Equalities & Community Cohesion Comments

9.1. These are considered throughout the report

10. Consultation

10.1. N/A

11. Use of appendices /Tables and photographs

11.1. Appendix A sets out best practice and how the Council's Secondary Pupil Unit complies with it.

12. Local Government (Access to Information) Act 1985 – Background Papers

- 12.1. Back on Track – A Strategy for modernising alternative provision for young people - Department for Children, Schools and Families
- 12.2. Effective Alternative Provision - Department for Children, Schools and Families
- 12.3. PRUs and Alternative Provision – Guidance for Local Authorities and Schools
- 12.4. Commissioning, Monitoring and Quality Assuring Alternative Provision
- 12.5. Learning Environments for Pupil Referral Units
- 12.6. Haringey Pupil Referral Unit – Ofsted Inspection report.

This page is intentionally left blank

Appendix A

Exclusions

1.0 Background

- 1.1 The Overview and Scrutiny Committee on 2 July 2007 agreed to undertake a review into school exclusions. The first part of the review was into the action which could be taken to prevent schools from having to exclude pupils and the results of this were reported to Overview and Scrutiny Committee and the Cabinet earlier this year. In that report the Panel indicated that they would undertake a review of the alternative education provision given to those excluded for more than six days.
- 1.2 Haringey has a statutory duty to provide appropriate education for all children and young people as well as supporting their health, safety and welfare. Education outside mainstream schools is generally known as alternative provision and, as part of this, most local authorities establish and maintain schools or units for educating pupils who cannot be educated in mainstream or special schools. These are normally called Pupil Referral Units although Haringey's is known as the Pupil Support Centre.
- 1.3 The Government's policy, as described in 'Every Child Matters' and set out in the Children Act 2004, is to improve the outcomes for all children and young people. Many of the children and young people who attend the Haringey Pupil Support Centre are vulnerable or disadvantaged. The Centre, therefore, has a key role to play in improving learning, behaviour attendance and attainment. It is intended that it provides a supportive environment which assists in achieving these aims.
- 1.4 In the White Paper entitled 'Back on Track – a strategy for modernising alternative provision for young people', the Government have made it clear that they wish to bring about a step-change improvement in alternative education provision.
- 1.5 The recommendations in 'Back on Track' are based on the national findings on the quality of provision made in Pupil Referral Units and by alternative providers. Haringey's Pupil Support Centre was rated as 'Good' in the latest inspection by Ofsted, making it an exception as a significant number were judged as only 'Satisfactory' or worse. Copy of letter from Ofsted attached at Appendix B
- 1.6 The changes being proposed are both fundamental and far-reaching. For instance:

- They emphasise school's key role in identifying early those pupils with challenging behaviour and helping them to access the right support before they reach the point of permanent exclusion.
 - It will be mandatory for local authorities and schools to enter in school behaviour partnerships to manage pupils with challenging behaviour and attendance and to identify and commission relevant alternative provision for pupils who need it.
 - All young people in alternative provision will have to have a personalised education plan and there will be a standardised information passport for young people moving between places of education. (This hopefully will help to alleviate the present problems which occur when a child is excluded from out of borough schools.)
 - There will be new national strategies to support the development of school behaviour partnerships in adopting preventive strategies
 - Pupil Referral Units will be encouraged to work more closely with special schools or mainstream schools.
 - The Government intends to drive forward its strategy for improving support for the workforce, improving accommodation and promoting close partnerships between alternative provision, mainstream and special schools and local authority support services.
- 1.7 To this end, the Government has already set out its strategy for all schools to take their full share of previously excluded pupils where these pupils are ready for reintegration into the mainstream as part of its In-Year Fair Access Scheme (previously Hard-to-Place Protocol).
- 1.8 The White paper also sets out the government's intention to publish statutory guidance in 2009 -10 on alternatives to Pupil Referral Unit and has launched a £25 million grant bidding process for local authorities to establish ten pilot projects across the country. Haringey has made such a bid and, at the time of writing has successfully gone through to the final thirty of in excess of one hundred bids, from which the final ten will be selected.
- 1.9 The Government are publishing a toolkit on commissioning alternative provision and launching a national database of providers.
- 1.10 Haringey has already received a grant from the Building Schools for the Future programme to update its alternative provision. The way this money is spent will be subject to negotiations with schools but is likely to result in the evolvment of a smaller Pupil Support Centre with extended provision in primary schools and all secondary schools.
- 1.11 It is also worth noting that both the DCSF and Ofsted recognise that Haringey's commitment to fully inclusive schools and a Pupil Support

Centre, that forms part of the continuum of support available to children and young people, not only complies with the requirements of the white paper but is an example of good integrated practice.

- 1.12 Haringey is continuing to work, not only to ensure compliance with the requirements, but to ensure compliance remains good and improves further.
- 1.13 It is clear from the above that there is no point at this time in undertaking a detailed scrutiny into alternative provision. However once the Government has finalised its proposals and the delicate negotiations between the Council and its partners have been completed there may well be scope for a full-scale scrutiny review into this issue.
- 1.14 Until then it is proposed to adhere to the original plans for this review and to look just at what is provided at the present Pupil Support Centre. To enable this to be done the remainder of this report sets out information about the current provision, good practice on what should be provided and whether the Council complies with it.

2.0 The Secondary Pupil Support Centre

- 2.1 This Council's Secondary Pupil Support Centre can provide for up to 100 pupils and is located on two sites. The site at Commerce Road is mainly for Key Stage 4 pupils and pupils undergoing assessment. The one at Coppetts Wood is for Key Stage 3 pupils and pupils with fixed-term exclusions where the secondary school has commissioned the Centre to be the provider.
- 2.2 As of March 2008 there were 84 young people who attended the Centre . The net unit cost per year of keeping a child at the centre is £14,694 (gross £16,264) which compares with the national average cost for alternative provision, of £15,000 (and £4,000 for mainstream place).

3.0 The Local Authority's Strategic Level Overview, including Planning and Co-ordination

- 3.1 The following points are considered to be best local authority practice taken from the list of background paper set out in Paragraph 12 to the report.
 1. *All alternative provision needs to be seen as an integral part of the local authorities core offer and linked into its other strategies and policies. This is essential if a clear message is to be given about alternative provision's equal status with other types of learning opportunities within the authority.*

2. *The council should regularly review the alternative provision available within its area and act on the results.*
3. *Local authority reviews should identify gaps in the provision available so that plans can be made to meet these.*
4. *Local authorities should encourage the formation of networks of providers and agencies and provide a forum for determining standards and sharing information.*
5. *There needs to be a dedicated senior member of staff with responsibility for all non-school education provision to ensure a more co-ordinated approach to alternative provision across the local authority.*
6. *The local authority should be looking for external providers who are able to provide alternative education and, if they make use of them ensure that there are written contracts, protocols and partnership agreements requiring minimum standards to be met and ensuring the safety and welfare of the young people attending the alternative provision.*

3.2 Comments from officers

- 3.3 Haringey's Pupil Support Centre is seen as part of the continuum of 14-19 provision and the head of the service attends the secondary headteacher forums.
- 3.4 Haringey maintains a database of alternative providers used by schools, both as part of the 14-19 curriculum provision and new career pathways. It also has a data base of the alternative provision by schools for learners with additional needs related to Special Educational Needs or behaviour. Schools use the Haringey Quality Assurance procedures for ensuring the provision is appropriate. However, during 2008/09, the intention is to combine the quality assurance procedures for these two types of alternative provision work with the voluntary and private sector providers as well as the current 14-19 partners to ensure that every young person attending alternative provision will leave with a nationally recognised accreditation.
- 3.5 Haringey is working closely with other London boroughs to ensure that alternative provision from out borough are, where appropriate, accessible by Haringey learners and are quality assured at the same high standard used in Haringey.
- 3.6 The person responsible for all non school education provision is currently the Head of Inclusion, in collaboration with Head of Secondary Standards.

4.0 Supporting Pupils in Alternative Provision

4.1 The following points are considered to be best local authority practice taken from the list of background paper set out in Paragraph 12 to the report.

1. *There needs to be close links between schools and mainstream schools.*
2. *There must be parental involvement and young people need to be involved in their educational choices.*
3. *Pupils should be treated with respect.*

4.2 Comments from Officers

4.3 The most recent Ofsted inspection of the Pupil Support Centre highlighted the way in which parents were encouraged to be involved in its work. The Centre has achieved Healthy School Status. Students at the PSC have links with mainstream provision either through a dual registered placement with their mainstream school or, on completion of a reintegration readiness assessment, have supported reintegration into mainstream until they are ready to return full time, when a referral to the In Year Fair Access panel is made to confirm their permanent place back in mainstream.

5.0 Staffing

5.1 The following points are considered to be best local authority practice taken from the list of background paper set out in Paragraph 12 to the report.

The Unit's staff must be qualified teachers or instructors. It is good practice for a unit always to have at least two qualified members of staff on site to provide support in case of disruption and to give respite to other staff during the day. Local authorities must provide support and supervision for the staff who may be dealing with pupils with high levels of emotional, social and personal difficulties.

5.2 Comments from Officers

5.3 Currently the staff at the Pupil Support Centre consists of a head supported by two centre co-ordinators and a management team consisting of four other staff. In addition to the senior management structure there are 13 teachers, 16 learning mentors and two access and family support staff. All teaching staff are qualified teachers and, if they are in their induction year, given additional training in meeting the needs of difficult and disruptive children. At least two members of staff are on site whenever the Centre is open.

- 5.4 There are members of staff who focus on attendance and family liaison and there is also an attached community safety officer from the Metropolitan Police. In addition staff and services such as speech therapy, education psychology, education welfare and connections have designated staff working with the Centre as part of the assessment and provision.
- 5.5 In addition to the above staff there are 22 volunteers who are recruited from the community and these act as mentors.
- 5.6 All staff including volunteers have CRB clearances and volunteers have access to staff development opportunities.

6.0 Education Provision

- 6.1 The following points are considered to be best local authority practice taken from the list of background paper set out in Paragraph 12 to the report.
1. *Although the Centre does not have to teach the full national curriculum it must still offer a balanced and broadly based curriculum in accordance with national guidelines from the Qualifications and Curriculum Authority. The curriculum offered should, as closely as possible, match the relevant key stages in mainstream schools, so promoting and facilitating a successful reintegration.*
 2. *The local authority must have a statement of its curriculum policy for PRUs (in the Council's case the PSC which is monitored through the Management Committee (equivalent to the governing body of a school))*
 3. *The curriculum taught should reflect government policy and cover issues such as PSHE, healthy eating and physical education and sport etc*
 4. *Pupil support needs will be managed through undertaking a suitable programme of activities*
 5. *Pupils need to be able to study for nationally recognised qualifications and career education guidance should also be provided.*
 6. *Pupils should have regular access to a range of services from other agencies and where appropriate use should be made of local schools colleges and other education providers in the voluntary or community sectors. They should also have access to carers' guidance, work-related experience and work placements.*
 7. *Pupils need to be able to develop basic skills, engage in learning and social activities and achieve in an enjoyable way*

6.2 Comments from officers

- 6.3 In addition to the achievement of a healthy school status mentioned above, the Centre has full sports & PSHE curriculum and currently an intensive programme of sex and relationship education being delivered. The Centre also has a school council and participates in the wider youth parliament.
- 6.4 The Centre has a targeted Connexions Personal Assistant and the NEET figure for students at the Centre was lower than for secondary schools in September 2008.

7.0 Other issues

- 7.1 The following points are considered to be best local authority practice taken from the list of background paper set out in Paragraph 12 to the report.

- 1. Pupils and staff should feel safe and secure on the school premises.*
- 2. Pupils need to learn communication and social skills develop appropriate behaviour and self-esteem.*

7.2 Comments from officers

- 7.3 The Centre has a Safer Schools Officer attached (although he is currently deployed elsewhere.) The Centre's staff has worked hard over the last 18 months to make the building more welcoming and the planned developments using the Building School's Funds will both improve the environment and the provision available.
- 7.4 The Centre is implementing the SEAL programme (Social & Emotional Aspect of Learning) alongside the self esteem and behaviour management work that it currently uses, and the Pupil & Family Mediation Officer is regularly deployed to support this work.

8.0 Accommodation

- 8.1 The following points are considered to be best local authority practice taken from the list of background paper set out in Paragraph 12 to the report.
- 1. The accommodation needs to be "fit for purpose" for the education provision.*
 - 2. The accommodation must comply with all fire, health and safety regulations.*

3. *There must be a sufficient number, type size and variety of well defined spaces, suitably arranged, equipped and with adequate storage to support the delivery of an effective curriculum.*
4. *Pupils should have access to storage for personal belongings, dining, social and support spaces, and a medical inspection room, toilets, changing rooms and external spaces for curriculum use, exercise, recreation and social activities.*
5. *Staff accommodation should include an office for the teacher in charge, a general administration office, record storage, etc and a place for staff to rest and relax.*

8.2 Comments from Officers

- 8.3 As previously mentioned, there are substantial plans for the refurbishment of the current PSC to bring the provision together under one roof at the Commerce Road site. The proposed design will incorporate space and light as well as improved ICT facilities. It will also provide a range of small multi therapies and multi agency rooms so that services such as Speech and Language Therapy and Child and Adolescent Mental Health can have a regular presence.

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
enquiries@Ofsted.gov.uk
www.ofsted.gov.uk



21 October 2008

Ms S Shaw
Haringey Professional Development Centre
Downhills Park Road
London
N17 6AR

Dear Ms Shaw

Ofsted survey inspection programme: the extent and quality of provision for pupils from day 6 of exclusion

Thank you for your co-operation during my visit to the local authority on 8-9 October. I am grateful for your help in arranging for me to visit the Pupil Support Centre (PSC), meet two headteachers, one at his school and one at the Professional Development Centre and the headteacher of the Tuition Service. I much appreciate the time you gave me when we discussed how the local authority was providing for pupils from day 6 of permanent exclusion. I shall be writing to thank the headteachers of the two schools, and also to the teacher in charge of the PSC, with a fuller note of my visit there.

Because there were no day 6 pupils in the Tuition Service on the days of my visit, I did not visit it and was not able to make an assessment of its work. However, it is clear that this part of the service has been well established by the local authority and that its headteacher is well informed and aware of all the issues concerning the management and improvement of pupils' behaviour.

As we discussed, the provision for pupils from day 6 of permanent and fixed term exclusion at the PSC is good. In its provision for day 6 exclusion, the local authority is meeting requirements. Further, it has ambitious, worthwhile and exciting plans for the further development of its behaviour services, including the future role of the PSC.

The PSC is well run, has good procedures for the admission of pupils, and provides suitable programmes of education and activity for them. The rate of reintegration into mainstream schools is good, and pupils very largely maintain their places there once they have rejoined. The PSC's role in the inclusion of its pupils is good. Parents I talked with were very positive about its work, the good effect it had on their children and the fact that they were now able to benefit again from their education. One of the pupils we discussed was now making good progress in college.

The meeting with you, my discussions with headteachers and my visit to the PSC will provide much useful evidence for our survey. The evidence which the schools were able to give me about the ways they are promoting inclusion within their schools was most helpful and positive.

Schools will not be named in any publication without their permission. Most evidence will be used at a general level to ascertain if schools and local authorities are complying with legislation and to identify the quality and extent of their provision.

Thank you once again for your co-operation and the work you put in beforehand and during my visit to help me gain a good insight into the work of the LA and schools.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Pavey', written in a cursive style.

11 **Martin Pavey**
Additional Inspector