



**Agenda Item
14**

Report Status

For information/note x
For consultation & views
For decision

Report to Haringey Schools Forum – 27th February 2020

Report Title: Alternative Provision Review: Update

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Purpose: To provide Schools' Forum members with an update on the implementation of the Alternative Provision Review

Recommendations:

1. That Schools Forum notes the report and change model.
2. That Schools Forum notes the implications of the proposed change model for the High Needs Block and the need to make decisions in the future regarding spend

1. Introduction

- 1.1 The purpose of this report is to update Schools' Forum on the proposals for a new model of alternative provision in Haringey, noting that there will be implications for the funding model and therefore the High Needs Block of the proposed changes.

2. Background

- 2.1 Alternative Provision is 'Education arranged by Local Authorities for pupils who, because of exclusion, illness or other reasons would not otherwise receive suitable education: education arranged by schools for pupils on a fixed term exclusion and pupils being directed by schools to offer off-site provision to improve their behaviour'.
- 2.2 It remains the case, in Haringey and nationally, that the outcomes for pupils permanently excluded from school are poor both educationally and socially and that there continues to be a disproportionality in the number of Black and Minority Ethnic Pupils being excluded and a seeming overrepresentation of pupils with SEN at risk of exclusion, experiencing a significant number of fixed term exclusion or permanently excluded. The risks of becoming longer term NEETS (not in education or employment) or involved in anti-social behaviour or criminality remain high and present a compelling argument for change.
- 2.3 Reviews of both Exclusions and of Alternative Provision have been recently undertaken in Haringey, and during the same period a Review of Exclusion was carried out nationally, led by Sir Edward Timpson and known as the Timpson Review. The main findings from this set of reviews were that a more robust, embedded and consistent response to emerging needs is needed, both in Haringey and nationally. It is in this context that a comprehensive Model for Change has been developed to ensure outcomes for children and young people at risk of exclusion, and those excluded, are strong and sustainable – largely through an earlier and more consistent focus on need and support.

3. Model for Change

- 3.1 The Model for Change, attached as Appendix 1 and still draft at this stage, is the current response to the findings of the Reviews of Exclusions and Alternative Provision in Haringey. It is acknowledged that the proposals being put forward are whole system and far reaching involving not only schools, alternative provision providers and the Council, but also the NHS, the voluntary and community sector, the police, parents and children and young people themselves. The approach has been developed and led by the Alternative Provision Review Group, which comprises primarily the local authority, schools and the NHS, and which has responded to evidence both of need and of best practice nationally and locally in formulating the proposals. The primary focus is always the needs of children and young people and the pressing argument in favour of improving outcomes for those pupils experiencing or at risk of exclusion.

- 3.2 The attached Model for Change is one which will be implemented in phases – some elements need to be in place for September 1st 2020, others will take more time to develop, with the detail being worked up over time through further co-design with schools, alternative provision providers, parents and other stakeholders.
- 3.3 The key themes and principles will, however, remain constant as they have emerged through the Review process and from engaging with a range of stakeholders:
- **Needs first:** A single, strong, consistent and holistic way of identifying and responding to the needs of children and young people focusing on cause not symptom and need rather than diagnosis
 - **Behaviour matters:** A shared ethos to build a consistent approach to behaviour and sanctions across the school community and with parents and families
 - **Learning and education throughout:** An expectation that all children have a right to high quality teaching and learning and that their long-term educational needs will continue to be best met in a stable setting
 - **Shared objectives:** A commitment to transparency and joint working between schools and between schools, parents and the local authority
 - **Engagement:** the voices of children, young people and parents should be actively sought and listened to
 - **Narrowing the gaps:** our practice should reduce inequalities in educational and social outcomes for children and young people, particularly those most disadvantaged currently
 - **Children’s learning needs differ:** A varied educational offer within mainstream schools in the borough to accommodate the educational needs of a range of learners
 - **Children’s needs change over time:** A recognition that children in primary and secondary settings have different levels of autonomy and therefore different needs
 - **Children’s learning and support needs differ:** A diverse Alternative Provision offer to meet the needs of a range of children
 - **Alternative provision is not an end in itself:** An understanding that placements in alternative provision or in Pupil Referral Units are made for a designated period to enable a child to be supported to return to mainstream or special schooling as appropriate, not as an end in themselves
 - **Joint working across agencies is critical to address need:** Timely assessments and diagnoses from other agencies will support the provision of adequate and appropriate support in school – as will continuation of existing support as children join or leave Alternative Provision
 - **Data informed:** we should use data and follow the evidence to achieve the best outcomes for children and young people
- 3.4 A paper will be presented to Haringey Council’s Cabinet on 10th March, recommending that a range of decisions be taken which will safeguard the continued delivery of an offer for permanently excluded children in Haringey from 1st September 2020. The proposals set out envision an

Alternative Provision Hub meeting the educational, social and therapeutic needs of children and young people under the governance of the Haringey Tuition Centre. This hub will be resourced to offer direct intervention, reintegration support and outreach into mainstream schools, combining teaching, pastoral and specialist input. Whilst there will be a focus on secondary age pupils, both at KS3 and KS4, the provision will meet the needs of primary age children where other interventions have not had the necessary impact. For all children, the focus will remain consistently on support, intervention, attainment, and reintegration where possible, setting aspirations and ambitions high for achievement both educationally and socially.

- 3.5 There are a number of plans already underway to support these recommendations including: the recruitment of a Development Lead, the strengthening of the existing management committee, changes to the Admissions Criteria of the Haringey Tuition Centre, detailed destination planning for all children and young people in both the Tuition Centre and the Octagon PRU, initiation of the TUPE process and work towards the physical co-location of the current Tuition Service and Octagon PRU on the site of the Stamford Hill school for September 2020. These actions signal a fresh start and will ensure that the new provision operates as a single entity as it develops to meet the full needs of its pupils.
- 3.6 Further elements of the Model for Change are being developed already, prior to being tested and adopted, through working with schools and other stakeholders. Ensuring these elements are in place will support early identification of need and cement multi-agency working between schools, the NHS, the voluntary and community sector and the Council. Equally, ensuring that the voices of children, young people and parents are reflected in the proposed changes is fundamental and a process of engagement is already underway not only to build awareness and knowledge but also to reflect lived experience of what could work better across the system.

4. Financial impact

- 4.1 Alternative Provision is funded from the High Needs Block of the DSG, which as reported elsewhere on this agenda is under pressure from growing demand, increasing complexity and higher costs. Whilst the government's announcement of an additional £700 million nationally for children with SEND in 2020-21 is welcome, this is not sufficient to address the pressures faced.
- 4.2 The budget for Alternative Provision includes spend on the Octagon PRU, which is part of TBAP Multi-Academy Trust and which in line with the Model for Change is being decommissioned from September 2020, and the place funding from the EFSA of £380,333 (7/12 months of £10,000 @ 58 Pupils). Other budgets in scope include Tuition Service PRU, AP outside TBAP Trust, Pathways for Early Intervention, Independent and Voluntary Schools and In Year Fair Access Panel spend related to need. Officers are currently remodeling budgets and flows to profile money moving

differently round the system and will be engaging with schools on the financial implications of model for them and the wider system.

- 4.3 Updates to the financial picture will be tabled at Schools' Forum on 27th February.

5. Conclusion

- 5.1 This report provides an update to Schools' Forum on a crucially important area of the education landscape in Haringey and signals change which will affect all partners. Whilst some of the timelines are pressing, there are clear and detailed plans in place to ensure they will be met.

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