Slough
Borough Council

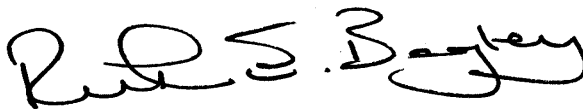_____ Taking pride in our communities and town

Date of issue: 4th October, 2011

MEETING	**EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL** (Councillors O'Connor (Chair), Abe, Dar, Davis, P K Mann, Minhas, Sharif, Smith, S P Wright) **Education Voting Co-opted Members** Kieran McKeown (Roman Catholic Diocese) **Education Non-Voting Co-opted Members** Charlie McGeachie (Head Teacher Representative)
DATE AND TIME:	WEDNESDAY, 12TH OCTOBER, 2011 AT 6.30 PM
VENUE:	COUNCIL CHAMBER, TOWN HALL, BATH ROAD, SLOUGH
SCRUTINY OFFICER: **(for all enquiries)**	NAVEED MOHAMMED 01753 875657

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.

RUTH BAGLEY

RUTH BAGLEY
Chief Executive

AGENDA

PART 1

AGENDA ITEM	REPORT TITLE	PAGE	WARD
	Apologies for absence.		

sustainable forest

sustainable
forest

<u>**AGENDA ITEM**</u>	<u>**REPORT TITLE**</u>	<u>**PAGE**</u>	<u>**WARD**</u>

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Education and Children's Services Scrutiny Panel – Meeting held on Monday, 5th September, 2011.

Present:-	Councillors Dar, Davis, P K Mann, Minhas, Sharif and Smith
Also present under Rule 30:-	Councillors M S Mann, Plimmer, Stokes and Strutton
Non Voting Co-opted Members:-	Sandra Malik
Apologies for Absence:-	Councillor O'Connor and Abe and Charlie McGeachie

PART 1

13.   Declaration of Interest

None.

14.   Election of Chair

In the absence of the Chair and Vice Chair, nominations were sought for the election of a chair. Nominations were received and seconded for Councillor P K Mann who was duly appointed.

Resolved –   That Councillor P K Mann be appointed Chair of the Education and Children's Services Scrutiny Panel for the 6th September meeting.

(Councillor P K Mann in the Chair)

15.   Minutes of the Joint Overview and Scrutiny Committee and Education and Children's Services Scrutiny Panel held on 9th June 2011

The minutes of the Joint Overview and Scrutiny Committee and Education and Children's Services Scrutiny Panel on 9th June were approved as a correct record.

16.   Minutes of the last meeting held on 9th June 2011

The minutes of the Education and Children's Services Scrutiny Panel meeting of 9th June were approved as a correct record.

17.   Member Questions

One written question was submitted regarding the improvement plans in place by Slough primary schools that had received non-satisfactory Ofsted notices.

Robin Crofts, Assistant Director confirmed that amongst the range contributory factors identified, of particular concern were issues around leadership and management. The LEA was working closely with schools to address these

challenges through the provision of early support. However as per the change of focus precipitated by The Importance of Teaching White Paper the emphasis now lay with schools in terms of responsibility for self improvement. The changing role of the School Improvement Team meant that previous support provided was no longer feasible. With the work of the LEA, the six original schools that had received improvement notices, only four now remained. The LEA continues to work on strengthening inter-school partnerships and ensuring that schools are working well together in clusters. Further, whilst resources are limited, there is a strong focus in ensuring that spending decisions made meet the agendas as above.

18.   Ofsted Inspection of Safeguarding and LAC

Clair Pyper, Director for Education and Children's Services provided an update paper on the recent Ofsted inspection and the work the council was doing to address the issues raised. It was confirmed that whilst the council was informed that an improvement notice would be issued, the final signed version had not yet been received. The Improvement Plan would incorporate any recommendations made by Ofsted.

A number of detailed questions were raised including ones eliciting further details on case audits, the delivery of reviews and the composition of the Improvement Panel. Clarity was also sought regarding the recent removal of the Independent Chair of the LSCB. The Director confirmed that whilst operationally independent, contractually the Chair was still accountable to Slough Borough Council (as the employer) and as such as the direct line manager, the Director for education retained the right to determine future employment. It was confirmed that whilst the decision had been made by Slough Borough Council, it had been made following consultation with partners in the LSCB. A question was asked on the training regime in place for officers. Margaret Dennison, Assistant Director Children and Families confirmed that in addition to the standard training programme, additional external training had been arranged and this would be available to staff on an ongoing basis.

Questions were sought from members in attendance. The Chair confirmed that given time constraints, questions from members in attendance would be limited to two.

The meeting was adjourned so that copies of a letter received could be distributed to members in attendance.

A question was received on the commitment of the commissioner to ensure that issues raised through the recent Ofsted inspection would be dealt with in an inclusive and participatory way. A further question on child trafficking was overruled on the basis that it was not relevant to the agenda item being discussed. A third question was then received on the processes the council employs to identify and deal with children that were outside the system.

The Commissioner confirmed that there had been an explicit commitment made to ensure that the issues identified would be addressed in an inclusive and participatory way. The Director of Education and Children's Services elaborated on the processes employed by the council, alone and working in collaboration with partners to try and identify children that were outside the system. However due to the very nature of such children this was not easy or straightforward.

A question was received about the policies and procedures employed by the council to deal with children at risk. It was confirmed that a copy of the policy would be sent

to the Member. The Director also confirmed that a meeting request had been received and that her office would respond to this and a meeting arranged in due course.

The Chair asked that an update paper be brought to the next panel meeting in October.

19. Slough Youth Offending Team Progress Report

Shelley La Rose, Youth Offending Team Head of Service presented the paper on the inspection of youth offending services, the recommendations and progress against the Inspection Improvement Plan and how progress would be reported to the YOT Management Board. The service manager confirmed that whilst the Slough YOT continues to perform strongly, the inspection report did highlight areas where practice would need to be improved. This included moderate improvement in areas such as safeguarding and public protection and substantial improvement in public protection. Responding to the findings, Slough YOT had begun working to the Improvement Action Plan which has been signed off by the inspectors and YOT management Board

A number of questions were received from Members in particular there was an interest in why performance in particular areas such as timeliness and quality of assessments had been poor. A question was asked on why, given the demographics of Slough performance on diversity wasn't better? Members also asked a question on the period the service was working to, to make improvements and address the recommendations made.

The Head of Service confirmed that the YOT had 12 months from the receipt of the acceptance of the Inspection Action Plan, by the inspectors to institute the changes needed. The Head of Service also confirmed that whilst some of the judgements had been disappointing, it was important to note that in a number of areas the work had been undertaken but not documented. Given the inspection sought explicit documentation of actions, the absence of these meant that the service was marked down. In terms of diversity, the service had been penalised for adopting the standard definition of diversity with its focus on race, gender and disability. The inspection adopted a much broader definition. The service was putting more emphasis on following procedures, guidelines would be re-visited and training provided to staff that needed it.

The Chair asked that given the early stages in implementing the improvement plan, a further update in six months would be welcomed.

20. Academies Report for Scrutiny

Robin Crofts, Assistant Director for Inclusion introduced the paper detailing the current position on Academies in Slough and possible future developments. The Assistant Director confirmed that following Slough's first Academy (Langleywood) in 2008, the borough currently had six academies as of August 2011. Beechwood school was in the process of consulting about its future status with a view of transferring to Academy status by January 2012. It was very likely that given this trend, a majority of secondary schools would have transferred to Academy status within the next (approx) eighteen months. It was important to note that whilst transferring to Academy status meant that the school would no longer fall within the immediate influence of the Local Education Authority (LEA) , the close relationship

enjoyed by schools, both amongst each other, and with the LEA meant that there would still be a close working relationship.

Members raised a number of questions including the admissions policies in Academy schools, the monitoring schools, the responsibility for managing school places and whether Academy schools enjoyed charitable status.

The Assistant Director confirmed that that admissions policies would be the preserve of Academies and the LEA would not be able to influence. The planning for school places however would still fall under the remit of the LEA and thus an ongoing relationship would need to be maintained. Monitoring of schools would be carried out by central government who would adopt many of the responsibilities previously held by the LEA. The officers were not able to answer the query on the possible charitable status of Academies although an answer and it was confirmed that an answer would be provided outside of the meeting.

21.   Integrated Youth Support Services

Ellen O'Farrell, Youth Service and Participation Manager introduced the paper setting out the progress that had been made in delivering the new Integrated Youth Support Service since the proposal was agreed at Cabinet in March 2011. Notable developments included the full integration of Connexions to the IYSS. The latter had now full responsibility for the NEET (Not in Education, Training or Employment). There was also now a single point of access to all targeted services previously provided by the Youth Service, Connexions and the Health Improvement Team. From April 1st 2011 the IYSS gradually phased out all universal youth clubs previously delivered by the Youth Service. From the approximately 1,019 services that had been available (as of February 2010 – approximately 50 activities per week that had been open have now come to an end. A number of young people have compiled petitions on the back of this requesting that their youth club remains open.

A number of questions were raised by Members on a broad range of issues including the impact of the transfer of the connexions service and further details on the nature of the petitions and the number of signatories. The Officer confirmed that the exact impact of the transfer of Connexions on the management of NEET figures was hard to determine. This would be more clearer as the year progresses. Also important to note that September is a difficult period as there is usually a spike in the number of young people certifying as NEET. The Youth Service and Participation Manager confirmed that exact details on the number of signatories to the petitions was known and that an answer will be provided outside the meeting.

22.   Consideration of reports marked to be noted/for information

No reports were received.

22.1   Condition of School Estate

The Project Officer for Asset Management presented a paper on the conditions of school premises. Members noted the contents of the report and thanked the officer for the presentation.

23.   Forward Work Programme

Members asked for additional papers to be brought to forthcoming panels including

- A follow up paper on Academies (March 2012)
- An update on the YOT report for March 2012

24. Attendance Record

Resolved- That the attendance record be noted.

25. Date of Next Meeting

Thursday 12th October 2011.

Chair

(Note: The Meeting opened at 6.35 pm and closed at 10.00 pm)

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services   **DATE:** 12th October, 2011
                              Scrutiny Panel

CONTACT OFFICER: Val Goodwin, Head of Sure Start Service
For all enquiries: (01753) 875719

WARD(S):   All

PART I

FOR COMMENT AND CONSIDERATION

REDUCING FAMILY POVERTY IN SLOUGH

1. **Purpose of Report**
   To inform Members of the current situation on family poverty in Slough and to demonstrate the work that is taking place to reduce family poverty in the borough.

2. **Recommendation(s)/Proposed Action**
   Education and Children's Services Scrutiny Panel is requested to:

a)   Note the national and local information relating to family poverty and the long term effects upon families living in poverty.
b)   Note the recommended support strategies that support families to move out of family poverty.
c)   Note the National targets for Local Authorities to support families to move out of poverty
d)   Note the local strategies and programmes that are currently supporting families living in poverty.

3. **Community Strategy Priorities**

Celebrating diversity, enabling inclusion
- By identifying and prioritising services for all communities and vulnerable groups in the Slough Population. By targeting a full range of support services and programmes to meet the needs of children, young people and families who are living in poverty. To provide the means through which children, young people and families can move out of poverty by accessing and taking full advantage of benefits to which they are entitled, and to provide good housing. To provide information and core support in order to access and take advantage of the opportunities in education, training and employment that are available locally.

Adding years to Life and Life to years
- Through focussing on the needs of the most vulnerable children and young people and their parents and carers in Slough, and providing targeted services through partnership working primarily with the NHS to secure measurable health improvements

Being Safe, Feeling Safe

- By offering effective support to families to help them do their best for their children so that children and young people are safe in their families and communities
- By working effectively with partner agencies so that they also contribute to safeguarding children and young people and demonstrate improved outcomes for those children and young people and their families

Prosperity for All

- By offering high quality childcare, early education and family support to parents of young children so that they can focus on meeting their family needs and overcome the difficulties that affect their ability to move out of poverty.
- By promoting educational achievement, including early intervention strategies to ensure the development of children under 5, which gives children and young people enjoyment in learning and increased opportunities for success in adult life
- By maintaining high levels of Education, Employment and Training (EET) for all young people.
- By supporting local early years providers and Children's Centres to secure high quality provision and services so that parents and carers are able to secure economic prosperity/independence for themselves and their family.

4. **Other Implications**

a) **Financial**
    The growth in the local population, and the increasingly challenging financial situation means that services need to work in firm partnership with all agencies in order to make best use of the resources on offer to all families living in the borough, especially those living in poverty. The Children's Centres support local agencies to provide easily accessible services in every neighbourhood.

    Early intervention services, especially in the Children's Centres are well co-ordinated so as to avoid duplication of services and to ensure that the appropriate services are targeted towards each neighbourhood according to local need.

b) **Risk Management**
    The LA has a duty to work in partnership with all local agencies in order to reduce family poverty.   Budget cuts could impact upon local services. The risks to the family poverty strategy can be mitigated by:-
- Using the Early Intervention Grant in a co-ordinated and targeted way to address the issues facing families living in poverty.
- Continuing to build upon the fact that the 10 Children's Centres are centrally managed, thus providing the opportunity to have well co-ordinated, targeted services that are tailored for each neighbourhood, thereby avoiding unnecessary duplication of services and unnecessary costs.

c) **Human Rights Act and Other Legal Implications**
    There are no immediate legal implications arising from the report.

d) **Equalities Impact Assessment**
    An equalities impact assessment is not required in relation to this information report.

e) **Workforce**
    This report has no impact upon the work force.

5.   Supporting Information

5.1   Background
National focus and targets

Relative low income target :-Less than 10% of children in households with income less than 60% of median income.

Combined low income and material deprivation target :-Less than 5% of children in households with income less than 70% of median income, and experiencing material deprivation.

Absolute low income target :-Less than 5% of children in households with income less than 60% of median income

Persistent poverty target :-Less than ?% of children in target group to have lived in relevant households for more than 3 years- (target tbc before 2015)

5.2   Key facts about family poverty
- 3.8 million children are living in poverty in the UK.
- The majority of poor children (57%) live in a household where at least one adult works.
- The majority of poor children (58%) live in a household headed by a couple.
- Over two-thirds of those below the poverty threshold at any one time have been in poverty for at least three of the past four years .

Key concepts for addressing poverty:
- **Learned optimism** – self confidence and a belief that one can be successful.
- **Capability** – the support network within families and communities.
- **Resilience** –comes about through 'learned optimism' and 'capability', it is the ability to withstand knocks and disappointments.

5.3   Indicators of disadvantage:
- No parent in the family is in work, family lives in poor quality or overcrowded housing.
- No parent has any qualifications.
- Mother has mental health problems, at least one parent has a long-standing limiting illness or disability.
- Family has low income (below 60% of the median) -family cannot afford a number of food and clothing items.
- 9.5 million cannot afford to keep their homes adequately heated, free from damp and decently decorated.

5.4 Effects of poverty
- Children from the 5% most disadvantaged households are more than 50 times likely to have multiple problems at age 30 than those from the top 50% of households.
- 63% of boys whose fathers go to prison are eventually convicted themselves.
- 60% of children of children in the lowest reading attainment group at age 10 had parents with low literacy scores.

- Children who experience parental conflict /domestic violence - more likely to be delinquent/ commit violence /property offences.

5.5 Local Perspectives and Key Facts

- Total Population 131,200 - 51% males, 49% females (mid-2010 ONS estimates)
- 67% of people are of working age (16 to 64 years) – 74.6% are economically active compared to 79.3% in the SE and 76.2% nationally
- 25.7% have NVQ4 and above compared to 33.9% in SE and 31.3% nationally
- 12.1% have no qualifications compared to 8.5% in SE and 11.3% nationally
- Gross weekly pay £500 compared to £548 in SE and £502 nationally. Average Tax credit claim £3,500 – only 11% claim
- Total number of JSA claimants at August 2011 was 3,350 – 3.6% of those of working age (compared to 2.6% in South East).
- Total dependent children 30,000 – Lone parents with dependent children 2,130

Features of child poverty in Slough
- 22.4% of dependent children living in workless households, compared to 15% in the SE and 20% in England.
- 22% of dependent children living in low income families, compared to 17% in SE and 22% in England.
- 20.3 children per 10,000 have CP plan compared to 27.8 for statistical neighbours and 26.5 nationally
- 50% of housing in some areas does not meet the 'Decent homes' standard -includes parts of Chalvey, Haymill, Farnham wards

5.6 Significant factors contributing towards family poverty in Slough

- Low skills and qualifications amongst working age population.
- Few part time jobs – which significantly affects the work prospects of women, especially women from BME groups.
- House price to income ratio is 4.68 compared to 4.21 average in England.
- 67% of people are owner-occupiers compared to 74% in SE England.
- Life expectancy in 20% most disadvantaged areas is 75 years, 4.5 years less than in the 20% most affluent areas of the town.

5.7 Impact of poverty on children and families in Slough

- Families can't afford healthy food resulting in poor nutrition, poor health and obesity.
- Most vulnerable families not accessing support services.
- Families needing complex support requiring collaborative working across agencies.
- Children and young people with no space or materials for homework/ projects.
- Families living in multi-occupancy/sub standard homes, no private bathroom/kitchen.
- Families living in fuel poverty (more than 10% of income on energy bills).
- Lack of exercise and access to physical / leisure activities.
- Children and young people affected by family mental health issues/stress/worries.
- Children and young people with no access to wider social/educational experiences.
- Lack of self confidence/self esteem/personal identity in families and communities.
- Reduced educational performance for most vulnerable children and young people.
- Anger and resentment leading to anti-social behaviour and petty crime.
- Increased strain on family relationships – marriage/relationship breakdown.
- Increased incidents of alcohol and drug misuse.

- The majority of house fires occur in disadvantaged areas with poverty a key feature.
- Lower employment prospects and reduced life chances.

5.8 Positive local factors to assist in the reduction of family poverty

- 10 Children's Centres in disadvantaged neighbourhoods, providing childcare and family support services, including pathways to training and employment. Two recent successful Ofsted inspections. At the most recent inspection, the Centre was able to show that the average points score in EYFS of children who had attended the Children's Centre was 3 points higher than the average of their peers in the catchment area.
- The Children's Centre profile, used at each individual governance meeting, provides up to date neighbourhood statistics to inform performance monitoring, and services.
- The services provided at the Children's Centres play a pivotal role in 'preventing poor children becoming poor adults'(Frank Field MP).   They also provide services to support families with the key factors in helping reduce family poverty: – **learned optimism, capability and resilience.**
- Slough 'I Talk Programme' supporting speech and language development in 0-4 year olds. Slough had significant numbers of children at risk of developmental delay :- July 2009 – 50% and this reduced to 22% by July 2011.
- 2011 Early Years Foundation Stage results show vast improvement, gap narrowed.
- Consistently high achievement at GCSE, ranked within top 10% of local authority areas for several years.
- Proportion in learning -16 yr olds 90.7%, 16-18yr olds 86.8%, highest in the country.
- Multi-pronged approach to increase uptake of childcare amongst BME families
- Slough Advancement Network Prototype (SANP) 'no wrong door' to access IAG about skills for life and getting work
- DWP/ESF project to support families with multiple problems. A national initiative starting soon to support education and provide pre-employment skills. Early intervention to help families into work.

5.9 Strategy for reducing child and family poverty in Slough

- Co-ordinate efforts locally – Children's Partnership to play key role
- Create strong communities and tackle child poverty from the bottom
- Improve qualifications and skills base in order to increase routes into work
- Increase uptake of family Tax credits - over half of children living in poverty in households with at least one adult in paid work
- Focus on providing places for vulnerable 2 year-olds to give children the best possible start
- Improve the availability and affordability of Childcare
- Consult with Children and Families. Carry out needs analysis and keep information up to date.

5.10 Role of the Children's Partnership

- Partnership and LA influence and inform the whole of economic, environmental and social policy.
- Centre around the concept of **learned optimism** and pervade all multi-disciplinary training.
- Inform the development of Children's Centres in order to focus on local neighbourhoods.
- Inform teachers' views of themselves as role models.

- Centre on family learning – positive influence of parents on children and children on parents.
- Crucial need for cognitive development and emotional stability.
- Focus on mechanisms that deal with income and physical conditions eg. Nutrition and housing.
- Define strategies to prevent progression into the criminal justice system.
- Provide and use supportive information and data for individuals, communities and services.
- Induce **capability** and **resilience** in both individuals and communities.
- Provide strategies and services that are outcome driven.
- Immediacy a key component – all agencies will do simple things well.
- Successes judged by the community who will have a voice in commissioning and decommissioning of services.

5.11 Some simple things that can be done to tackle the effects of poverty

- Breakfast clubs in schools and settings.
- Children's services staff to have a family approach and be alert to signs of distress.
- Avoid inadvertent segregation eg. Affordability of school uniforms and school trips.
- Signposting families to support and routes to access benefits.
- Helping families to use their funds effectively.
- Debt counselling and inform families of risks of credit at high interest rates.
- Ensure PSHE include the 'hidden rules' to help young people escape poverty.
- Promote healthy living especially the benefits of a balanced diet.
- Provide access to adult education and encourage participation through provision of childcare.
- Provide home safety scheme, including fire detectors/smoke alarms.
- Support families experiencing fuel poverty by referral to 'Green Doctor' and home insulation scheme.

5.12 Services in Slough that are working to reduce child and family poverty

There are many initiatives that have been developed over the last 5 years to address the disadvantages within communities. These provide a good platform on which to further develop strategies to reduce child poverty.

- Family support services and childcare through Children's Centres.
- Childcare places for referred 2 year olds.
- Flexible Extension to the 3 & 4 year old Entitlement.
- Increasing the uptake of childcare amongst BME families.
- Developing a good quality children's workforce and good quality provision.
- Breakfast, After school and holiday clubs in schools and settings
- Family Information Services (FIS). Signposts people towards training opportunities.
- IAG Centres – providing good information about choices in education and training.
- High quality schools and family support services in every neighbourhood.
- Healthy schools - Healthy eating.
- Promoting the growing of vegetables on allotments.
- Parent Partnerships & Family Links providing a co-ordinated approach to supporting families.
- Aiming High programme to support families with disabled children.
- Library Services – Book Start.

- Leisure facilities – providing wider experiences for everyone.
- Youth services –providing a comprehensive service for young people.
- Youth Offending Team.
- High quality Health services provided in easily accessible neighbourhood venues e.g. Children's Centres.
- Housing services – voluntary and statutory sectors working together to tackle issues.
- Loft insulation programme and 'Green Doctor' to support families living in fuel poverty.
- Links with Fire Service – willing to support LSP initiatives through community involvement.
- Voluntary services such as Home Start support families and signpost clients towards appropriate support services.
- Increasing skills of local people.
- Voluntary groups working with young people.
- Young carers support group – active group with increasing profile. More referrals, but not enough referrals from some areas.
- Slough advancement network prototype.
- All front line agencies supporting families in the uptake of WFTC.
- Liaising with Job Centre Plus to support families into education, training and employment.

5.13 What more do we need to do
- Further support to claim benefits, an understanding of why people fail to claim.
- Ensure all partners are aware of family poverty and place it at the forefront of all work.
- Ensure all partners engage with initiatives to reduce family poverty.
- Continue to provide a co-ordinated approach, to make best use of resources.
- Reducing child poverty is a huge task so take an incremental 'bite size' approach.

6   Conclusion
Rolling Update

- Working in partnership with Policy and Planning department to carry out ongoing audit of services on offer and review of audits that have taken place.
- Use results of audits to map services and create base lines for measuring progress.
- Gather in depth information of benefits changes and communicate these changes to Child/Family Poverty steering group, who in turn pass this information on to staff.
- Review priorities of Children's Partnership and include targets into poverty plan.

7.   Appendices
'A'   EYFSP Data Analysis 2011

'B'   ESF/DWP background information for potential bidders. August 2011

8.   Background Papers

1. Slough Children's Centre Profile. Neighbourhood Statistics and Performance Monitoring report 2010/2011.

2. Child Poverty Act 2010.

3. A Housing Strategy for Slough – June 2011

4. *The Foundation Years: Preventing poor children becoming poor adults*, the report of the independent review on poverty and life chances by the Rt Hon Frank Field MP; 2011

5. Early intervention: the next steps and Early Intervention: Smart Investment, Massive Savings independent reports by Graham Allen MP 2011

APPENDIX A

Slough

EYFSP Data Analysis 2011

Percentage of children achieving 78+ compared to 2010 2011 = 77%   2010 = 67%   difference 10% +
Percentage of children achieving 6+ PSED compared to 2010 2011 = 79%   2010 = 72% difference 7% +
Percentage of children achieving 6+ CLLD compared to 2010 2011 = 64% 2010 = 51% difference 13% +
Percentage of children achieving 6+ PSED and CLLD compared to 2010 2011 = 62%   2010 = 48% difference 14% +
Number of children with uneven/fluctuating (spiky) profiles
Trends in attainment at 0-3 in specific areas of learning since 2010 There has been a significant reduction in the number of children only reaching 0-3 This is particularly significant in CLLD where the decrease ranges from 3% (LCT) 4% (reading) and 6% (LSL & writing) and 5% calculating
Trends in attainment at 4+ in specific areas of learning since 2010 Slight improvement of 1%
Trends in attainment at 6+ in specific areas of learning since 2010 2011 = 88% 2010 = 83% difference = 5% +
Trends in attainment of scale point 9 in specific areas of learning since 2010 2011 = 3% 2010 = 2% (no change in girls, both years 3%)
Does the data raise questions about particular groups or about attainment of particular scales? 7% increase in PSED Significant improvement in CLLD and calculating Slight increases in PD & CD 3% increase in KUW
Is there a difference between girls and boys overall? 2010 Boys = 38% Girls = 58% 2011 Boys = 55% Girls = 70% Significant increase in boys attainment overall

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Do any different patterns in the attainment of boys compared with girls affect only particular attainment groups or assessment scales?

EAL 15%
FSM 23%
WGR 44%
Pakistani 16%
Polish +5%
Punjabi 20%

Are there any patterns relating to the assessment of children with EAL?

Lowest areas with 6+

LSL 76%
R 70%
W 69%
C 74%
SSM 76%
KUW 76%

Are there any patterns relating to the assessment of children from specific ethnic groups?

6+ PSED CLL +78

WGR 21% (boys 0% / girls 44%)

What is the gap between the median and the bottom 20%? How does this compare with 2010?

2010 – 35.9% 2011 – 29.7% (-6.2%)

National 2010 – 32.7% (-3%)

Are there any patterns emerging relating to date of births?

Are there implications for provision?

Progress in KUW & CD

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Slough Borough Council – Families with Multiple Problems
General background for potential bidders for ESF/DWP support.

1. National approach to supporting families with multiple problems

Education and employment.; Intensive key-worker –led family interventions: Earlier interventions: Pre-employment support;

Eligibility criteria for families:-
- No parent in work
- Poor quality or overcrowded housing
- No parent has any qualifications
- Mother has mental health problems
- At least one parent has longstanding limiting illness, disability or infirmity
- Family has low income (below 60% of median)
- Family cannot afford a number of food and clothing items
- We think some of this information will not be readily at our disposal and we may have to approach, for example, health partners

2. Local Strategic Direction – Community Strategy

The local agenda includes :- improvement in skills; adult learning; education; employment; reduction in child poverty; work with the most complex families to try and prevent children coming into care. Potential providers will be expected to complement what is happening locally and not duplicate services.

Please refer to the attached file for the Index of Multiple Deprivation – Slough super output area maps. Also the file for Index of Multiple Deprivation south east.

Local Information underpinning the community strategy

Unemployment

2003 CAS ward	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
00MDMQ : Baylis and Stoke	278	300	304	309	315	301						
00MDMR : Britwell	238	250	239	247	232	238						
00MDMS : Central	335	346	373	379	378	375						
00MDMT : Chalvey	394	410	428	451	427	414						
00MDMU : Cippenham Green	159	159	171	167	166	165						
00MDMW : Cippenham Meadows	251	264	270	276	273	261						
00MDMX : Colnbrook with Poyle	150	158	170	148	150	146						
00MDMY : Farnham	241	248	242	246	239	236						
00MDMZ : Foxborough	160	166	170	164	158	144						
00MDNA : Haymill	176	188	190	173	168	173						
00MDNB : Kedermister	183	184	191	188	199	178						
00MDNC : Langley St Mary's	113	106	110	117	109	88						
00MDND : Upton	204	196	200	199	211	215						

00MDNE : Wexham Lea	249	265	276	266	268	269					
Total	**3,131**	**3,240**	**3,334**	**3,330**	**3,293**	**3,203**					
2010 Figures	**3,553**	3543	3519	3485	3295	3150		3174	3201	3316	3073
Red = numbers increased											
Blue = numbers decreased											

Working-age client group – Key benefit claimants (November 2010)

	Slough (numbers)	Slough (%)	South East (%)	Great Britain (%)
Total claimants	11,750	13.6	10.6	14.5
By statistical group				
Job seekers	2,950	3.4	2.3	3.4
ESA and incapacity benefits	4,840	5.6	4.6	6.6
Lone parents	1,880	2.2	1.3	1.7
Carers	820	0.9	0.9	1.1
Others on income related benefits	430	0.5	0.4	0.5
Disabled	660	0.8	0.9	1.0
Bereaved	180	0.2	0.2	0.2
Key out-of-work benefits	10,090	11.6	8.6	12.2

Reducing Child poverty
Please refer to the files mentioned above to see the maps of areas of greatest disadvantage. Also the file showing the Child Wellbeing Index for Slough.
The focus for Slough is to:-
- provide high quality childcare and education in order to improve life chances;
- increase the uptake of Working Families Tax Credit (WFTC);
- improve adult education and work/ life skills in order to support families into sustainable work and increased family income:
- provide a multi – agency approach and co-ordinated services

3. Local Services already in place
We expect the provider to liaise with existing family support programmes to enhance and streamline the available opportunities to families. DWP provides information on the families that receive benefits.
Key staff in Slough Borough Council will liaise with the framework provider to identify families ready to embark upon the Return to Work/Training programmes.
There will need to be close liaison and co-operation to identify which support services can be provided as part of the Council's ongoing work and which services the Council can provide on a commissioned basis.

Services currently provided include:-
First Response Team
Adult learning,
Support for English as an additional language
Childcare and Out of School Hours clubs
Family support services in Children's Centres
Sure Start Services
Family Information Service
My Council - IAG
Behaviour support programmes
Services to support families of children with learning difficulties and disabilities
Family Intervention Programme
Workers Education Association
Mental Health programmes
Youth Services
Parenting skills/Parenting support groups
Support in reducing domestic violence
Relationship/Family counselling
Advice and support for Housing/homelessness
Advice on Debt/money management
Job clubs
121 IAG employment support

Co-ordinated and streamlined approach
The framework provider will need to ensure a co-ordinated and streamlined approach to strategic work, this may involve working and liaising with the Team Around the Family (TAF) the Police, Health Services, DWP, possibly SEGRO and the Chamber of Commerce, Slough Community Business Partnership (SBCP), Children's Centres, Schools, Voluntary Organisations.

Measuring progress

We expect outcome measures principally around engagement with RTW, training and education, and reduction in number of identified families claiming benefits.
There may be some other 'softer' outcomes, which might include:-
Improvements in :- housing situations, parenting skills and family stability, skills and qualifications, school attendance, progression to further education, apprenticeships.

Increased participation in :- employment and working hours, health interventions, volunteering or work experience, use of childcare, use of family support services and Children's Centres.

Reductions in :- financial barriers/family debt, anti-social behaviour, domestic violence, children coming into care, alcohol/substance misuse

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services   **DATE:** 12th October 2011
                  Scrutiny Panel

CONTACT OFFICER: Clair Pyper, Director of Education and Children's Services
For all enquiries :   (01753) 875704

WARD(S):   All

PART I

FOR INFORMATION, SCRUTINY AND CHALLENGE

PROGRESS REPORT: OFSTED INSPECTION OF SAFEGUARDING AND LOOKED AFTER CHILDREN

1. Purpose of Report

To keep Members informed of progress in improving safeguarding for children and young people in Slough, following the outcome of the Ofsted announced inspection of Safeguarding and Looked After Children which took place between April 4th and 15th 2011, with the report published on June 1st 2011.

2. Recommendation(s)/Proposed Action

Education and Children's Services Scrutiny Panel is requested to:

a) Note that we are still awaiting the Improvement Notice to be issued by the Minister. Once received it will be distributed to all Members through the Commissioner for Education and Children's Services, and included on the Education and Children's Services Scrutiny agenda.
b) Agree specific areas for further scrutiny, taking into account the agreed role of the Improvement Board and the undertaking by the Education and Children's Services Scrutiny Panel on 9th June 2011 to focus on reports about specific areas which affect children's safeguarding.

And are informed that a meeting of the Improvement Board was held on 20th September 2011

3. Community Strategy Priorities

Celebrating diversity, enabling inclusion
- By identifying and prioritising services for vulnerable groups in the Slough Population, by targeting support to meet the needs of children and young people's identified needs and by ensuring that we build on the good and outstanding judgements in the Ofsted report and by addressing the areas for improvement.

Adding years to Life and Life to years

- Through focussing on the needs of the most vulnerable children and young people and their parents and carers in Slough, and providing targeted services through partnership working primarily with the NHS to secure measurable health improvements

Being Safe, Feeling Safe

- By offering effective support to families to help them do their best for their children so that children and young people are safe in their families and communities
- By recognising that parents are the main carers for their children, and by offering services that enable them to continue to care for their children successfully so that children can grow up within their own families and communities wherever possible
- By carrying out respective roles across the local authority and partner agencies to ensure that the most vulnerable children in our community are protected from harm and they are enabled to live with their families
- By carrying out our statutory role as a local authority to provide services for children in need, to safeguard them and look after children whose parents are unable to do so
- By working effectively with partner agencies so that they also contribute to safeguarding children and young people and demonstrate improved outcomes for those children and young people and their families
- By ensuring that children and young people who are looked after have the standards of care and life opportunities that we would want for our own children with contributions from all partner agencies

Prosperity for All

- By offering early education and family support to parents of young children so that they can focus on meeting their children's needs and overcoming personal and family difficulties that affect their ability to care for their children
- By promoting educational achievement which gives children and young people in care and leaving care enjoyment in learning and increased opportunities for success in adult life
- By maintaining high levels of Education, Employment and Training (EET) for young people who are looked after beyond 16 years of age.
- By promoting vulnerable young people's social and emotional development alongside advances in educational achievement
- By supporting local nursery providers to secure optimum standards so that parents and carers are able to secure economic prosperity/independence for themselves and their family.

4. Other Implications

a) Financial
Financial details were included in the report to the Education and Children's Services Scrutiny Panel on 5th September 2011.

Members are asked to note that the additional activity identified in the Improvement Plan will be resourced without impact on front line services, in line with Ofsted requirements. The estimated cost of activities (see para 5.4 for details of Improvement Plan themes) requiring additional funding are

identified on the attached appendix. Additional costs will be incurred over the 18 month timeframe of the Improvement Plan. The total estimated cost is £385.5k (2011-12 £306k; 2012-13 £79.5k) of which £53k is an ongoing annual requirement. An additional contingency budget has been made available to fund the Improvement Plan.

b) Risk Management

Recommendation	Risk/Threat/Opportunity	Mitigation
Continuing work to manage rise in referrals, child protection plans and children looked after to ensure that children are kept safe	Rising demand puts pressure on budget, staff and performance	First Response system set up to manage demand for lower level cases. Clear thresholds are in place for all partner agencies. Work with partner organisations to develop clear plans for work with children, young people and their families and to agree lead practitioner responsibilities. Sector support work includes review of early intervention strategy and implementation to look at effective use of resources and service to customers.
Improvement Plan is being put in place to ensure that all DfE and Ofsted recommendations are followed up, monitored and having an impact on outcomes for children and young people.	Focus on Improvement Plan in SBC does not engage all key partners. Focus on Improvement Plan distracts from broader range of outcomes. Progress against key areas of work does not drive change sufficiently fast.	All partner organisations across the Borough working to deliver the Improvement Plan, monitored through the Improvement Board. Senior representation from key partners on the Improvement Board. All partner organisations across the Borough working to deliver the CYPP agreed priorities and outcomes.
Ensure focus on improving outcomes for children and young people through Improvement Plan	Concentration on process in Improvement Plan distracts from need to improve outcomes for children and young people.	Measures detailed in Improvement Plan need to focus on children and young people, with regular monitoring and challenge by the Improvement Board.
Ensure recruitment of new social workers and managers, and retention of existing staff. Increase skills at all levels through training, mentoring and line management supervision.	Potential staff are deterred from joining Slough because of the outcome of the Ofsted report. Existing staff leave Slough because of the outcome of the Ofsted report.	Include Capacity and Capability in the Improvement Plan, focussing on workforce strategy and improving the retention, stability and capability of the workforce. Training programme in place based on assessed needs of

Recommendation	Risk/Threat/Opportunity	Mitigation
	Continued dependence on agency staff Improvements in staff capability are less rapid than anticipated because of competence, staff turnover. Impact of training not immediately obvious in improved outcomes for children and young people.	managers and practitioners.
Ofsted unannounced inspection 2011 (last annual inspection October 2010).	Inspectors judge that contact, referral and assessment services have areas for Priority Action. Assessment of progress against Ofsted recommendations from the announced inspection not satisfactory.	Work carried out to date to review and audit cases and practice. Three month contract for work on performance improvement and quality control includes preparation for unannounced inspection. Report showing progress against Ofsted recommendations.

c) Human Rights Act and Other Legal Implications

The actions proposed in this report must be designed to comply with the human rights of the clients. There are no immediate legal implications arising from the report.

d) Equalities Impact Assessment

An equalities impact assessment is not required in relation to this information report.

e) Workforce

A stable, well trained and motivated workforce able to carry out high quality work with children, young people and their families will lead to improved outcomes. Well timed and comprehensive management information will be critical to driving recruitment activity. Teams from HR and Finance have worked alongside operational managers to ensure greater visibility of the Children's Social establishment and vacancy levels.

The attached chart in appendix 1 shows the current levels of permanent and agency staff within the Children Social Care division.

5. Supporting Information

5.1 Background

The reports to Education and Children's Services Scrutiny Panel on 9th June and 5th September 2011 gave background information about the Ofsted inspection report published on 1st June 2011 and progress since the inspection.

5.2 Improvement Notice

The final version of the Improvement Notice has not yet been received. On receipt, it will be sent to all Members and discussed at the Education and Children's Services Scrutiny Panel.

5.4 Improvement Plan

The Improvement Plan, which was discussed by the Improvement Board on 20th September is currently being refined to reflect the comments of the Board on the themes, actions and measures designed to improve outcomes for children and young people who need safeguarding. The final version of the Improvement Plan will be available to members, SBC staff , and staff in partner agencies as the basis for all improvement work; it includes the Ofsted recommendations which were the basis for the update to members at the September 5th Education and Children's Services Scrutiny Panel.

Members will already be aware of the five themes of the Improvement Plan:
- Social Care Practice
- Capacity and Capability
- Quality Assurance and Performance Management.
- Early Intervention and Prevention
- Leadership, Governance and Finance

5.6 Sector Led Support

The sector led support is based on the Improvement Plan, and will consist of the following:
   a. Support for the Director and Lead Member
   b. A review of early intervention and prevention work
   c. A review of the LSCB and partnership working arrangements
   d. A review of quality assurance and performance management arrangements

Work has started on all four areas. The reviews (b, c, d) will lead to recommendations to be put in place as part of the agreed improvements. Reports to the Improvement Board will summarise the work carried out through the three reviews.

5.7 Local Safeguarding Children Board

A review of the partnership working arrangements for the LSCB is being undertaken by an experienced LSCB Chair through the Sector Led Support, programme, and she reported initial findings to the Improvement Board on September 20th. The role of LSCB Chair has been advertised, with interviews taking place in early October, and members will be updated on progress when the appointment has been confirmed.

6 Conclusion

Education and Children's Services Scrutiny Panel are requested to note the contents of the report and identify any specific areas to be followed up at future meetings of the Panel.

7. Appendix

Appendix 1 Current Vacancies in Children's Social Care

8   Background Papers

Extraordinary Education and Children's Services Scrutiny Panel on 13th January 2010. Agenda item 2: 'Safeguarding in Slough: the Work of the Local Safeguarding Children Board'

Extraordinary Education and Children's Services Scrutiny Panel on 22nd April 2010. Agenda Item 2: 'Safeguarding in the Health Service'
Item 3 'Child Protection and the Independent Reviewing Service'

Education and Children's Services Scrutiny Panel on 23rd June 2010. Agenda Item 8 'Implications of the Rise in the Numbers of Vulnerable Children 2008-10'

Education and Children's Services Scrutiny Panel on 25th November 2010: Agenda Item 3

'Ofsted inspection, Contact Referral and Assessment Arrangements October 2010'. Agenda Item 4 'Safeguarding in Slough – Update on the work of the Local Safeguarding Children Board'.

Education and Children's Services Scrutiny on 25th January 2011: Agenda item 3: 'Ofsted Annual Children's Services Assessment 2010'.

Education and Children's Services Scrutiny Panel on 9th June 2011: Agenda item 10: Ofsted report on the Announced Inspection of Safeguarding and Looked After Children

Education and Children's Services Scrutiny Panel on 5th September 2011: Agenda item 4: Progress Report: Ofsted Inspection of Safeguarding and LAC

Ofsted report on the announced inspection of Safeguarding and Looked After Children Services June 2011

Education & Children's Services - Social Worker Staffing as at 27.09.11.

KEY

| T | Temporary |
| P | Permanent |

Social Worker Numbers

(red)	Poor
(green)	Good
(orange)	Average

AD Inclusion — T / P

Head of LDD — T / P

Operation Manager LDD Team — T / P

ATM1 LDD Team — T / P
- Est: 5 | 100%
- Tp: 1 | 20%
- Per: 4 | 80%

AD C&F — T / P

GM1 — T / P

Corporate Parenting Manager — T / P

ATM1 Education Support — T / P

TM2 Mallards — T / P
- Est: 1 | 100%
- Tp: 0 | %
- Per: 1 | 100%

TM1 Family Placement — T / P

ATM1 FPS Team — T / P
- Est: 4 | 100%
- Tp: 1 | 25%
- Per: 3 | 75%

ATM2 FPS Team — T / P
- Est: 5 | 100%
- Tp: 0 | 0%
- Per: 5 | 100%

ATM 3 FPS Team — T / P
- Est: 3 | 100%
- Tp: 0 | 0%
- Per: 3 | 100%

TM2 CP LAC Team 1 — T / P

ATM1 CP LAC Team 1 — T / P
- Est: 7 | 100%
- Tp: 4 | 57%
- Per: 1 | 14%

ATM2 CP LAC Team 1 — T / P
- Est: 6 | 100%
- Tp: 3 | 50%
- Per: 3 | 50%

ATM3 CP LAC Team 1 — T / P
- Est: 3 | 100%
- Tp: 0 | 0%
- Per: 3 | 100%

TM3 CP LAC Team 2 — T / P

ATM1 CP LAC Team 2 — T / P
- Est: 5 | 100%
- Tp: 4 | 80%
- Per: 2 | 40%

ATM2 CP LAC Team 2 — T / P
- Est: 5 | 100%
- Tp: 1 | 20%
- Per: 4 | 80%

ATM3 SWIF funding — T / P
- Est: 5 | 100%
- Tp: 2 | 40%*
- Per: 6 | 115%

TM1 RAT Team — T / P

ATM1 RAT Team — T / P
- Est: 5 | 100%
- Tp: 0 | 0%
- Per: 5 | 100%

ATM2 RAT Team — T / P
- Est: 5 | 100%
- Tp: 1 | 20%
- Per: 5 | 100%

ATM3 RAT Team — T / P
- Est: 5 | 100%
- Tp: 0 | 0%
- Per: 5 | 100%

- Est: 2 | 100%
- Tp: 0 | 0%
- Per: 2 | 100%

* 2 social workers from CP LAC Team 1 (ATM1) are temporarily deployed to CP LAC Team 2 (ATM 3)

** Out of the 69 Social Workers in post, 52 are permanent and 17 are temporary.

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services   **DATE:** 12 October 2011
                               Scrutiny Panel

CONTACT OFFICER: Robin Crofts, Assistant Director

 (For all enquiries)   01753 787645

WARD(S):   All

PART I
FOR INFORMATION, COMMENT AND CONSIDERATION

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

1   **Purpose of Report**

The purpose of this report is to update Education and Children's Services Scrutiny Panel with information about the range of special educational needs (SEN) in Slough, the numbers of children identified with SEN, the provision available to them and their educational achievements.

2   **Recommendation(s)/Proposed Action**

The Education and Children's Scrutiny Panel is requested to note the information related to children with SEN and the ongoing developments to respond to the rise in identification and to narrow the gaps in achievement.

3   **Community Strategy Priorities**

- **Celebrating diversity, Enabling inclusion**
  How are we going to get there?
  - By supporting schools to identify pupils with SEN, ensure targeted or specialist support is provided in order to narrow the attainment gaps and enable pupils with SEN to make at least adequate progress.
  - By the Local Authority working closely with schools to monitor and challenge schools to improve the performance of vulnerable groups
  - By supporting mainstream schools to include pupils with a range of SEN.
  - By enabling schools to share their knowledge and expertise with each other.
  - By supporting schools to ensure their responsibilities under the Equalities Act 2010 are met, particularly in relation to pupils identified as disabled.

- **Adding years to Life and Life to years**
  How are we going to get there?
  - By supporting schools to narrow the gaps in attainment of pupils identified with SEN and their peers with recognition that higher attainment is a route out of the poverty cycle.
  - By pursuing the 'Enjoy and Achieve' outcome for all pupils identified with SEN.
  - By monitoring attendance and exclusions of pupils identified with SEN as these can reinforce low achievement and research indicates that SEN pupils

are more likely to be subject to poor attendance and higher rates of exclusion.
- By supporting each stage of transition, in particular the transition from childhood to adulthood.

- **Being Safe, Feeling Safe**
  How are we going to get there?
  - By ensuring that schools and other settings provide safe and secure learning environments for all pupils including those identified with SEN who may not have the ability to communicate through speech.

- **Prosperity for All**
  How are we going to get there?
  - By promoting educational achievement, development of skills for independence and appropriate information, advice and guidance to increase opportunities for success in adult life.
  - By ensuring the development of clear pathways to employment, from school to college and local employers.

4   **Other Implications**

(a) Financial:
The Service for Children with Learning Difficulties and Disabilities (LDD) is funded through core budget, Dedicated Schools Grant (DSG) and Early Intervention Grant (EIG). The specialist teaching staff who support schools with professional development, school improvement, specialist assessments and teaching are funded by DSG with an element of 'free' provision and the remainder is purchased by schools.

The staff who co-ordinate the statutory assessments of children with SEN, maintain Statements of SEN and arrange provision are funded by core budget. This is a statutory function of the Local Authority. Statutory work includes undertaking s139 assessments of pupils moving from school to college who have a Statement or significant and complex needs at the School Action Plus stage of the Code of Practice. These assessments identify ongoing needs of young people moving on to further education and the appropriate provision to support these needs, including placements in independent specialist colleges where necessary. This element of work is currently funded through EIG.

The Local Authority delegates DSG funding to schools to meet special and additional educational needs through formulae. Special schools and resourced provision are funded through a banding scheme and for an agreed number of places. Additional DSG funding is allocated for individual pupils through a Statement of SEN.

There are no specific financial implications arising from this report.

(b) Risk Management:
The main risk associated to pupils with SEN relates to the rising population in Slough and the need to ensure there is sufficient provision to meet needs. Slough currently has a good range of provision but the increase in demand means that the special schools and resource bases are close to being at capacity. There is very little reliance on out of area placements for pupils currently, with most needs now being met within Slough. However, with the rising

numbers, there is a risk that the Local Authority will rely more heavily on out of area placements which can cost up to £250,000 per annum for the pupils with the most complex needs. This can also impact on care and transport budgets (core).

To mitigate this risk, the Local Authority, in conjunction with schools, has developed an Additional Needs Strategy to develop any necessary provision or services to support the growing number of pupils with SEN.

There are also risks in relation to the statutory processes and the parental rights of appeal. Defending appeals can involve staff from a small dedicated team in high levels of additional and complex work and in some circumstances can incur legal costs. This work is difficult to predict and can have a major impact on staff capacity.

To mitigate this risk, the staff working in this area rigorously prioritise their work to ensure all statutory deadlines are met with 100% of assessments completed on time. There is a focus on working with parents/carers to support parental confidence and mutual understanding of the pupil's needs as well as clarity about the formal processes to aid transparent and consistent decision making. Staff are supported with relevant training to maintain an overview of case law as this develops.

(c) <u>Human Rights Act and Other Legal Implications</u>:
There are no Human Rights Act or other immediate legal implications arising from this report. The Council has statutory obligations in respect of this area of work and the report demonstrates that the Council is fulfilling its legal responsibilities with regard to identification, assessment and statementing of pupils with SEN.

Equalities Impact Assessment:
An equalities impact assessment is not required in relation to this information report.

(d) <u>Workforce</u>:
There are no significant workforce implications related to this information report.

However, the financial and legislative uncertainties at present and the rising numbers of pupils with complex SEN necessitate a review of the staffing involved in both elements of the service; statutory SEN functions and specialist teaching.

5 **Supporting Information**

5.1 Overall Strategy
The SEN Policy aims to ensure that:

- all pupils, wherever they are educated, have a good education that enables them to achieve their full potential, providing a firm foundation for adult life;

- all pupils have regular and frequent opportunities to learn, play and develop alongside each other, within their community of schools, with a shared responsibility and a partnership approach to their support;

- parents/carers have confidence that their child's needs are being effectively met in school without feeling that the only way to achieve this is through a Statement of SEN;

- the skills and capacity of our schools meet the diverse needs of pupils with only those pupils with the most severe and complex needs requiring the protection that a Statement provides.

The Policy promotes early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements in partnership. It is also the Local Authority's view that pupils should be educated as close to home as possible to support local inclusion and that an extensive range of provision should be available in Slough to meet the majority of special educational needs. This reduces the Local Authority's reliance on independent and non-maintained special schools and avoids pupils travelling long distances to school or requiring them to become resident at school.

The School Improvement Strategy sets out key principles related to working with schools in Slough and these include reference to vulnerable pupils:

- learning must be personalised, and partners will work together to narrow the attainment gap for all pupils and particularly for our most vulnerable pupils;

- all pupils, and in particular the most vulnerable, must have the support they need to overcome any barriers to learning and well-being;

- schools will be supported and challenged to continue to sustain improvement, both in actual attainment and in the rate of progress of our children and young people.

The Service for Children with Learning Difficulties and Disabilities works in an integrated way with the School Improvement and Standards Team to deliver these key principles in relation to vulnerable pupils who have SEN.

5.2 Range of Special Educational Needs

It is important to note that statistics in relation to SEN need to be treated with some caution as they can be misleading. On occasions percentages quoted can refer to school aged pupils but on other occasions they may refer to the 0 – 19 population. Also for percentages which relate to school based pupils it is important to note that not all Slough pupils attend Slough schools and there are non-Slough pupils who attend Slough schools.

The actual number of pupils with Statements of SEN in Slough is increasing but this represents a decrease in the percentage of all pupils. This remains above the national average but each Local Authority can have a different threshold for maintaining a Statement of SEN linked to their approach to funding. For example some Local Authorities tend not to maintain Statements for pupils who attend mainstream schools and they set up alternative methods of delivering funding to those schools. The national percentage of pupils with a Statement has therefore reduced more quickly than is the case in Slough.

The table below provides this information for Slough each year from January 2000 to January 2011.

Year	Number of pupils with statements maintained by local authority [a]	Total number of pupils in Slough maintained schools [b]	SEN rate per 100 pupils (school age) [a] / [b] x 100
2000	761	20,858	3.65%
2001	724	..	..
2002	724	21,306	3.40%
2003	702	20,841	3.37%
2004	685	21,342	3.21%
2005	697	21,581	3.23%
2006	707	22,100	3.20%
2007	709	22,806	3.11%
2008	727	23,350	3.11%
2009	746	23,819	3.13%
2010	742	24,571	3.02%
2011	774	25,313	3.06%
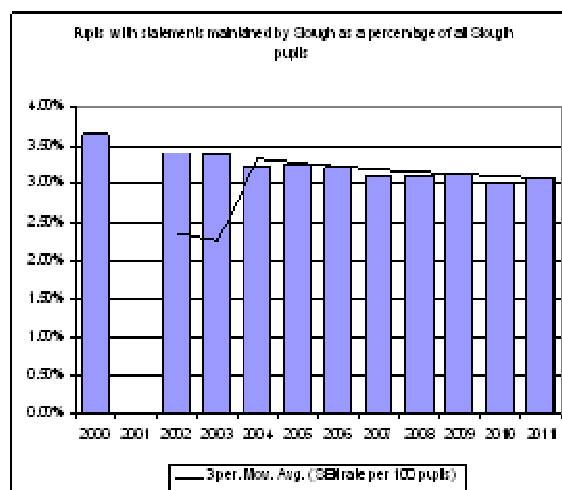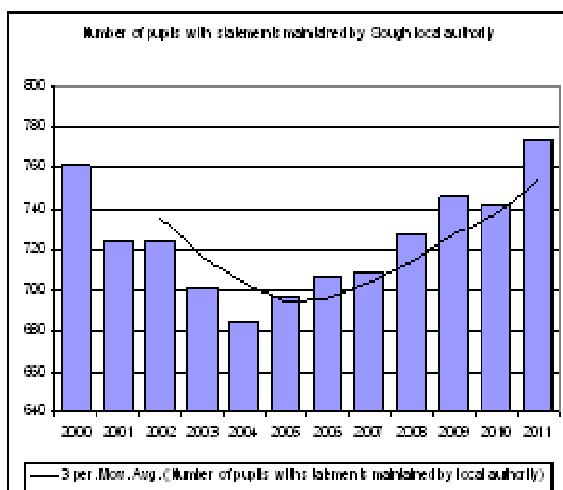
As at January 2011 the pupils with Statements of SEN were identified with the following primary need (many pupils have a combination of difficulties).

Primary Need	Number of Pupils
Autism	200
Behaviour, emotional and social difficulties	98
Hearing impairment	31
Medical	17
Moderate and severe learning difficulties	162
Physical disability	69
Profound and multiple learning difficulties	13
Specific learning difficulties	14
Speech, language and communication difficulties	149
Visual impairment	21
Total	**774**

In Slough there has been an increase in the number of pupils identified with autism and speech, language and communication difficulties and this follows the

national trend. Nationally there has also been an increase in pupils identified with behavioural, emotional and social difficulties whereas in Slough there is an emphasis on understanding why a pupil may exhibit challenging behaviour and in identifying their primary need which leads to these difficulties. In addressing the primary need, the behaviour usually improves.

5.3 Identification and Assessment

Pupil needs are identified by school staff with advice and guidance where necessary from visiting professionals such as educational psychologists, speech and language therapists, specialist teachers and health professionals depending on the needs. Identification of SEN is based on the guidance within the Code of Practice on SEN. This will be subject to change over the next 2 or 3 years in line with proposals contained in the Green Paper, Support and Aspiration.

Currently pupils can be recorded as being at School Action, School Action Plus, under assessment or Statemented. There is a national concern about over identification of SEN and in some Local Authorities there is a perverse incentive as it is linked to delegated funding. However, delegated funding in Slough is based on prior attainment and indicators of deprivation so there is no incentive to over identify.   Appendix A sets out the number of pupils in each school who have been identified as having SEN in January 2011 with 17.5% being pupils without Statements of SEN. Nationally over 18% of pupils have been identified as having SEN without Statements.

It is worth noting that the current legislation related to identification, assessment and statementing of pupils with SEN originates from the Warnock Report which was published in 1978. This report concluded that 20% of pupils in the school population could have SEN but 2% might need support over and above what a mainstream school could provide for. The report recommended that there should be specialist provision for pupils with SEN which could protect the most severe 2% and ensure that they received appropriate provision. This 20% corresponds to the 20.2% of pupils in Slough schools who have identified SEN but no Statement. The 2% corresponds to the 2.7% of pupils in Slough schools who have Statements.

Schools are expected to implement relevant and purposeful measures to support all pupils to make at least adequate progress. They should use their delegated funding for this purpose. Schools are encouraged to set aspirational targets for pupils with SEN and to have high expectations to secure progress. The Local Authority promotes the use of tools such as the Value for Money Resource Pack to enable schools to document accurately the provision that they make for pupils with SEN, the outcomes they expect for each pupil, the actual outcomes, the cost of the provision and then to make value for money judgements.

Each school must have a Special Needs Co-ordinator (SENCO) and they are now required to be qualified teachers and to undergo specific training. The Service for Children with LDD contributes to this training which is co-ordinated by Reading University for Berkshire SENCOs and is accredited.

Schools make requests for statutory assessments when pupils do not make adequate progress despite the relevant and purposeful measures they have implemented. This is a multi-professional assessment and decisions are taken by an officer of the Authority and this is moderated by a Panel which includes a head teacher to ensure consistency and transparency in decision making. The

Local Authority has guidance criteria for making decisions about statutory assessments and for allocating provision when a Statement of SEN is called for. If parents/carers do not agree with the decisions taken they have rights of appeal to an independent Tribunal. However, Local Authority staff aim to work in partnership with schools and parents/carers to develop confidence and openness and to avoid conflict.

The table below indicates the number of Tribunal appeals that were lodged by parents/carers over the last few years. It is difficult to summarise the outcome of the appeals as they are for varying reasons and can have a variety of outcomes. During 2010 only two of the appeals reached a hearing, one was determined in favour of parents and one was determined in favour of the Local Authority. The 2011 appeal was only received in September 2011 and will not be heard until February 2012.

Calendar year	Number of appeals lodged
2007	5
2008	12
2009	1
2010	5
2011	1 (so far)

For pupils with specific learning difficulties such as dyslexia, specialist teachers from the Service for Children with LDD and/or educational psychologists are able to undertake detailed assessments and provide school staff with strategies to support progress. Appendix C provides an example of the assessments undertaken and useful strategies provided to school staff. Schools have also received training on identifying and supporting pupils with dyslexia through the Inclusion Development Programme. The Service for Children with LDD can also undertake assessments to support exam access arrangements where relevant. The funding for most pupils with dyslexia is delegated to schools to ensure they can intervene early to support pupil progress.

5.4 Funding

Dedicated Schools Grant (DSG) is allocated to make provision for pupils with identified SEN or additional educational needs (AEN). This is provided through specific methodology for all mainstream non-selective schools to support the majority of pupils who may be identified as having SEN or AEN and enabling early intervention to take place.

DSG is also retained centrally to allocate to schools to support individual pupils with the most complex needs who require a Statement of SEN or to fund out of area placements where these are called for. The table below indicates the current budget for differing elements of SEN provision.

Budget heading	DSG £'000	Core £'000	Total £'000
Mainstream provision	2,439	0	2,439
Resource based provision	1,629	0	1,629
Other Local Authority Recoupment (net)	495	0	495
Independent / non-maintained schools	1,950	0	1,950
Sensory Consortium Service	353	0	353
Speech and Language Therapy	62	188	250
Occupational Therapy	0	91	91
Specialist equipment for use in schools	37	0	37
Total Budgets	**6,965**	**279**	**7,244**

5.5 Provision to Meet Needs

The special school and resource base provision available in Slough is shown below.

Setting	Primary need	Capacity
Arbour Vale	Complex needs including profound and multiple learning difficulties and autism	240
Haybrook College – Pupil Referral Units	Behaviour, emotional and social difficulties	90
Haybrook College – Millside	Behaviour, emotional and social difficulties	40
Littledown	Behaviour, emotional and social difficulties	24
Chalvey Early Years	Assessment	8
Ryvers Primary	Autism	8
Wexham	Autism	15
St Ethelbert's Catholic Primary	Speech, language and communication needs	12
St Ethelbert's Catholic Nursery	Speech, language and communication needs	4
Slough & Eton Business and Enterprise College	Speech, language and communication needs	10
Foxborough Primary	Hearing impaired	8
Langley Academy	Hearing impaired	5
Priory Primary	Physical disability	38
The Westgate	Physical disability	12
Priory Primary - Treehouse	Behaviour, emotional and social difficulties	12
Colnbrook CE Primary	Additional needs	10

The Local Authority also provides a range of support services in conjunction with schools to support inclusion in mainstream schools.

5.6 Gaps in Achievement

There are two national indicators related to achievement of pupils with SEN. These relate to the gap between SEN pupils and their peers achieving Level 4 or above in both English and Mathematics at Key Stage 2 (NI 104) and the gap at Key Stage 4 in achieving 5 A* to C grades including English and Mathematics (NI 105).

The provisional data for 2011 for primary schools is attached at Appendix B. This data shows a significant closing of the Key Stage 2 gap in 2010 and a slight increase this year, but this data is provisional. It is expected that the Key Stage 2 gap will remain narrower than the national average. There has been an emphasis on Key Stage 2 throughout the Local Authority in supporting progress for all pupils.

The Key Stage 4 data is not currently available for 2011. Previous years have shown a narrowing of the gap between 2007 and 2008 but 2010 had returned to the 2007 figure. It is worth noting that during this period our statistical neighbours saw a steady increase in the gap each year. The gap in Slough has remained above the national average but this should be seen in the context of Slough pupils with SEN achieving significantly better results than both the national figure and statistical neighbours. For example in 2009 18.3% of pupils with SEN achieved at least 5 A* to C grades including English and Mathematics whereas the national average was 14.5%. However, as all pupils at Key Stage 4 in Slough demonstrate high attainments, the gap remains wider than the national average. It is envisaged that this will continue to be the case for 2011.

The Service for Children with LDD is working closely with the School Improvement and Standards Team to address attainment of pupils with SEN to ensure all pupils make at least adequate progress. There is an emphasis on monitoring, challenge and intervention with a clear focus on vulnerable groups including those with SEN. A Consultant has been engaged to support this area of work which includes data analysis to inform learning, attendance and stronger governance. There is a real commitment to narrowing gaps including the SEN/non-SEN gap and this is reflected in the Children and Young People's Plan and is translated in to practice as mentioned above.

5.7 Attendance and Exclusions

Attendance data is usually provided on a school by school basis and absence levels at special schools are generally higher than mainstream schools, both in Slough and nationally. However this does not provide the full picture because many pupils with SEN attend mainstream schools. It is therefore more useful to look at pupil level data than school data. The DfE is completing an analysis of all pupils with SEN and is expected to release this data on the 19th October and this will enable Local Authorities to compare figures and plan actions to address any local issues. The Attendance Service at Slough is also developing reports to extract information on the attendance of all pupils with SEN regardless of which schools they attend. This data will be used in planning ongoing work linked to the Service for Children with LDD and the School Improvement and Standards Team.

Slough is a low excluding Authority in terms of the number of fixed term and permanent exclusions as a proportion of the school population. However pupils with SEN are much more likely to be excluded both nationally and in Slough. In

Slough over the last three school years 88% of pupils permanently excluded and 61% of those excluded for a fixed term had SEN. This compares to national figures of 74% and 65% for 2009/10, which is the latest information available. Slough is therefore broadly in line with national figures as far as the proportion of pupils with SEN who are excluded is concerned but lower for the overall number of fixed and permanent exclusions.

5.8 Future Developments

The Additional Needs Strategy sets out the developments required to ensure the Local Authority and schools can respond to the increase in overall numbers of pupils with the most complex SEN. Task and Finish Groups have been or are being established to consider and make recommendations about specific provision and services for pupils with complex needs including those with autism and challenging behaviour.

A Task and Finish Group is also considering the guidance criteria for statutory assessments, the process for requesting and undertaking assessments linked to the Green Paper, the descriptors applied to the funding methodology, the annual review documentation and further consideration will then be given to delegating increased funding to schools, reducing the reliance on Statements of SEN and further supporting early intervention.

There is a clear emphasis on reviewing and remodelling associated with meeting pupil needs whilst acknowledging the need to make additional savings. This will include improvements and expansion of existing specialist provision linked to the Capital Programme alongside additional developments where necessary to avoid reliance on expensive out of area placements.

Integrated work between the School Improvement and Standards Team and Service for Children with LDD will continue with an increasing focus on progress of vulnerable pupils. This will include ongoing data analysis to inform developments.

6 Conclusion

The Panel is invited to note the information about special educational needs in Slough and to endorse the ongoing developments aimed at responding to the rise in numbers of pupils with SEN and narrowing the attainment gap.

7 Appendices

'A' Number of children identified with SEN as at January 2011 by setting

'B' Draft primary school level achievement gap between pupils with SEN and their peers for summer 2011 and achievement gap data for primary and secondary from 2010

'C' Information about assessing dyslexic children together with general information provided to schools

8 Background Papers

'1' SEN Policy

'2' Additional Needs Strategy

'3' Guidance Criteria for Statutory Assessment

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NI 104 - School level achievement gap between pupils with Special Educational Needs (SEN) and their peers

	Number of Pupils 2011	Pupils Achieving Level 4 or Above in both English and Mathematics												SEN/Non SEN Gap		
		No SEN				SEN				All Pupils						
		2009	2010	Prov 2011	Diff	2009	2010	Prov 2011	Diff	2009	2010	Prov 2011	Diff	2009	2010	Prov 2011
Arbour Vale School	11	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-
Castleview Primary School	60	100%	-	100%	-	88%	-	94%	-	98%	-	98%	-	13%	-	6%
Cippenham Primary School	111	94%	84%	81%	-3%	45%	47%	28%	-19%	71%	75%	72%	-3%	48%	37%	53%
Claycots School	67	94%	81%	91%	10%	64%	64%	78%	15%	82%	84%	87%	3%	30%	17%	13%
Colnbrook CoE Primary School	19	83%	70%	62%	-8%	50%	29%	0%	-29%	75%	50%	42%	-8%	33%	41%	62%
Foxborough Primary School	43	67%	85%	96%	11%	6%	25%	31%	6%	41%	55%	72%	17%	60%	60%	65%
Godolphin Junior School	88	90%	96%	82%	-14%	16%	56%	29%	-28%	56%	68%	74%	6%	73%	40%	54%
Holy Family Catholic Primary School	62	100%	93%	91%	-2%	43%	0%	20%	20%	88%	87%	86%	-2%	57%	93%	71%
Iqra Slough Islamic School	88	67%	68%	75%	7%	15%	33%	20%	-13%	47%	57%	63%	6%	53%	34%	55%
James Elliman School	89	89%	89%	86%	-3%	41%	35%	28%	-7%	71%	63%	65%	2%	48%	54%	58%
Khalsa Primary School	29	-	88%	85%	-4%	-	0%	67%	67%	-	75%	83%	8%	-	88%	18%
Littledown School	5	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-
Lynch Hill Primary School	68	100%	-	96%	-	79%	-	70%	-	91%	-	87%	-	21%	-	-
Marish Primary School	84	67%	91%	86%	-5%	10%	33%	42%	9%	44%	71%	73%	2%	57%	58%	44%
Montem Primary School	83	70%	67%	67%	0%	11%	33%	19%	-15%	44%	62%	59%	-4%	59%	33%	48%
Our Lady of Peace Catholic Junior School	87	87%	88%	92%	4%	30%	53%	44%	-9%	73%	81%	78%	-3%	57%	36%	48%
Parlaunt Park Primary School	60	82%	100%	100%	0%	50%	67%	59%	-8%	74%	88%	85%	-3%	32%	33%	41%
Penn Wood Primary School	48	71%	81%	62%	-19%	27%	33%	21%	-12%	50%	61%	46%	-15%	45%	48%	41%
Pippins School	27	81%	94%	86%	-8%	17%	25%	60%	35%	67%	73%	82%	9%	64%	69%	26%
Priory School	116	87%	89%	95%	6%	13%	29%	11%	-17%	70%	76%	69%	-7%	75%	61%	84%
Ryvers Primary School	62	91%	94%	89%	-5%	8%	17%	35%	19%	73%	78%	74%	-4%	84%	77%	54%
St Anthony's Catholic Primary School	54	84%	82%	90%	8%	38%	40%	17%	-23%	76%	80%	82%	1%	46%	42%	73%
St Ethelbert's Catholic Primary School	58	86%	94%	88%	-5%	29%	65%	34%	-30%	51%	76%	59%	-17%	57%	29%	54%
St Mary's CoE Primary School	60	73%	79%	80%	1%	0%	20%	45%	25%	68%	70%	68%	-2%	73%	59%	35%
Western House Primary School	59	98%	96%	84%	-11%	50%	54%	21%	-32%	90%	86%	70%	-17%	48%	42%	63%
Wexham Court Primary School	60	80%	88%	84%	-4%	27%	11%	11%	0%	67%	65%	73%	8%	54%	77%	73%
Local Authority Average	**1,598**	**82.0%**	**85.7%**	**85.7%**	**0.0%**	**29.3%**	**38.9%**	**36.4%**	**-2.5%**	**67.0%**	**71.0%**	**72.1%**	**1%**	**52.7%**	**46.8%**	**49.3%**
England (all schools)	-	**84.4%**	**87.0%**	-	-	**33.5%**	**37.0%**	-	-	**72.0%**	**73.0%**	**74.0%**	**1%**	**50.9%**	**50.0%**	-
Difference from England	-	**-2.4%**	**-1.3%**	-	-	**-4.2%**	**1.9%**	-	-	**-5.0%**	**-2.0%**	**-1.9%**	-	**1.8%**	**-3.2%**	-

Figures based on DfE Statistical Release (Dec 2010).

Figures for 2009 to 2010 are based on revised data, to be comparable with the information published in the relevant Statistical First Releases. 2011 figures based on provisional data which is subject to change.

SEN gap figures may differ slightly to DCSF figures due to rounding anomolies

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NI 104 - Key Stage 2 Results by Special Educational Needs (SEN) Gap in Slough LA in Comparison with its Statistical Neighbours

Percentage of pupils achieving Level 4 or above in both English and Maths

	No identified SEN				SEN				All Pupils				SEN/ Non-SEN Gap			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Birmingham	78.1	81.8	81.2		26.0	30.9	29.3		65.8	68.7	68.0	68.0	52.1	50.9	51.9	0.0
Blackburn	82.4	85.2	84.5		28.9	32.8	30.2		68.4	73.0	69.6	71.0	53.5	52.4	54.3	0.0
Bradford	79.2	81.0	81.5		27.9	31.5	30.3		66.6	68.6	68.0	-	51.3	49.5	51.2	0.0
Coventry	81.6	82.0	81.0		30.8	30.9	33.7		68.1	69.2	67.9	72.0	50.8	51.1	47.3	0.0
Enfield	80.7	86.0	86.0		32.8	41.1	39.1		68.5	74.5	71.7	-	47.9	44.9	46.9	0.0
Hillingdon	82.9	83.3	84.9		33.0	38.1	35.4		71.3	72.0	72.6	76.0	49.9	45.2	49.5	0.0
Hounslow	85.4	87.1	89.0		41.6	40.1	40.6		71.4	73.1	73.8	74.0	43.8	47.0	48.4	0.0
Luton	74.2	79.2	79.4		20.9	30.6	30.4		63.4	68.1	67.4	69.0	53.3	48.6	49.0	0.0
Redbridge	86.3	85.8	86.3		36.3	38.4	39.1		76.0	75.8	76.5	78.0	50.0	47.4	47.2	0.0
Wolverhampton	76.0	79.8	81.7		22.8	28.3	27.8		66.5	69.8	69.2	72.0	53.2	51.5	53.9	0.0
South East	83.8	85.5	85.0		30.7	32.9	33.2		71.5	72.8	72.1	73.0	53.1	52.6	51.8	0.0
Statistical Neighbours	80.5	83.0	83.4		30.0	33.6	33.2		68.3	71.0	70.1	72.2	50.5	49.5	50.2	4.3
Slough	78.7	82.2	82.0	85.7	29.0	26.5	29.3	38.9	65.4	68.7	66.8	70.2	49.7	55.7	52.7	46.8
National	82.7	84.6	84.4		30.9	33.6	33.5		71.1	73.0	72.3	74.0	51.8	51.0	50.9	0.0
Diff from National	-4.0	-2.4	-2.4	85.7	-1.9	-7.1	-4.2	38.9	-5.7	-4.3	-5.5	-3.8	2.1	-4.7	-1.8	46.8
Slough Ranking	131st	113th	120th		96h	138th	120th		136th	137th	144th		39th	137th	103rd	

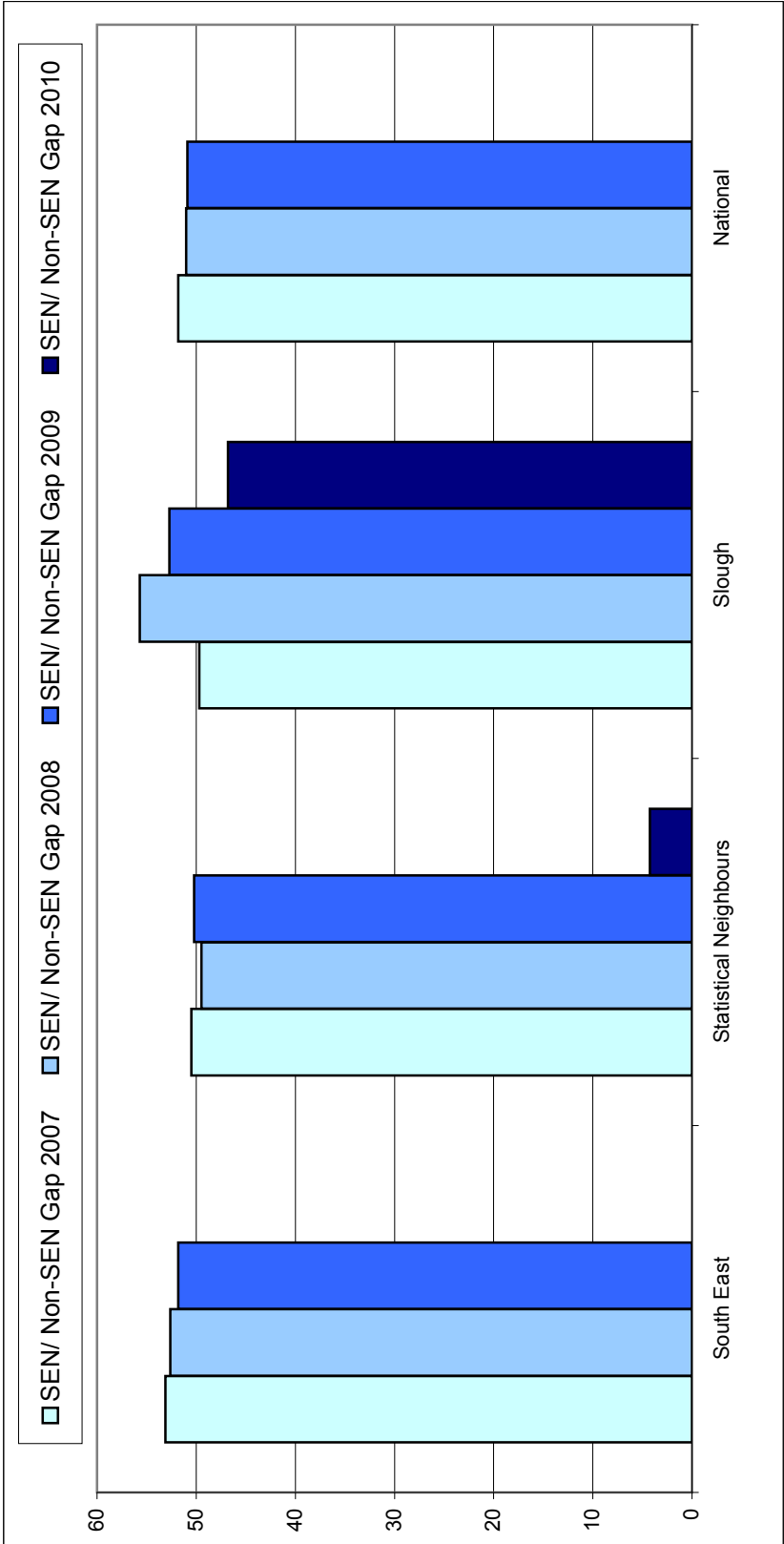| Quartile banding	B	D	D
Gap between Slough FSM and National Non SEN	53.7	58.1	55.1
Quartile banding	D	D	D

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NI 105 - Key Stage 4 Results by Special Educational Needs (SEN) Gap in Slough LA in Comparison with its Statistical Neighbours

5 A* to C including E&M (% achieving)
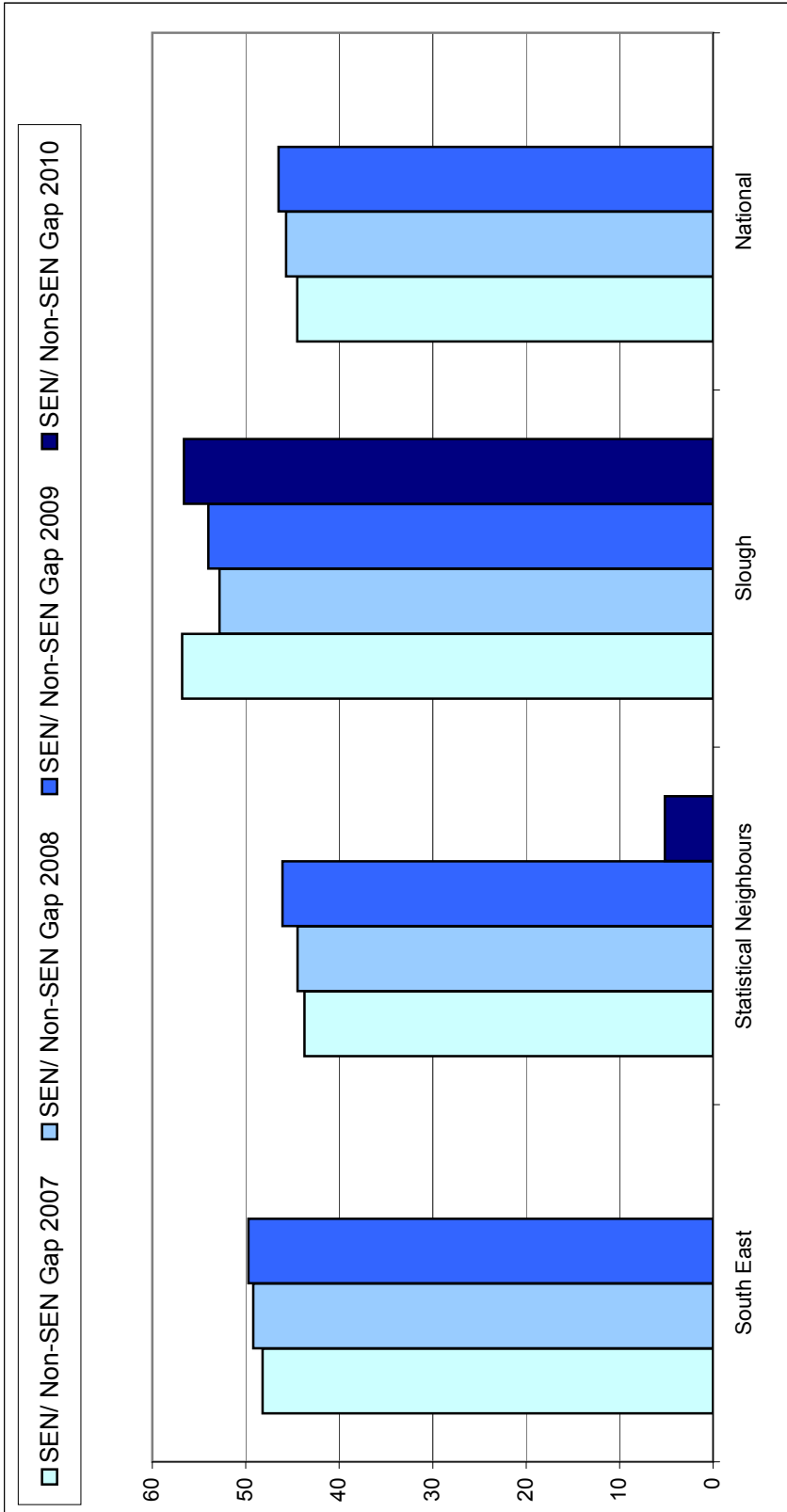
	No identified SEN				SEN				All Pupils				SEN/Non-SEN Gap			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Birmingham	48.5	56.1	59.4		7.0	10.0	12.7		39.8	45.5	47.7	54.6	41.5	46.1	46.7	0.0
Blackburn	51.7	55.7	53.4		8.1	12.8	14.4		43.5	45.8	43.9	51.5	43.6	42.9	39.0	0.0
Bradford	45.3	48.2	55.3		7.5	10.2	11.9		36.0	36.9	41.6	44.2	37.8	38.0	43.4	0.0
Coventry	49.7	53.9	61.8		6.4	10.4	14.8		38.8	41.8	47.8	51.5	43.3	43.5	47.0	0.0
Enfield	58.5	59.2	62.9		15.1	16.5	20.0		47.1	48.0	50.4	55.0	43.4	42.7	42.9	0.0
Hillingdon	51.0	56.2	63.9		12.4	13.0	17.1		44.0	46.4	52.0	53.4	38.6	43.2	46.8	0.0
Hounslow	60.9	61.5	69.0		11.2	16.0	20.9		50.2	51.8	56.6	57.8	49.7	45.5	48.1	0.0
Luton	46.5	55.5	57.6		12.3	19.3	19.2		39.9	45.3	46.2	51.8	34.2	36.2	38.4	0.0
Redbridge	71.0	72.4	73.9		16.7	18.2	17.6		61.2	63.9	64.5	68.7	54.3	54.2	56.3	0.0
Wolverhampton	43.0	48.6	52.5		5.4	4.6	8.4		36.4	39.8	43.4	52.0	37.6	44.0	44.1	0.0
South East	58.6	62.1	64.7		10.4	12.9	15.0		49.0	51.7	53.7	57.1	48.2	49.2	49.7	0.0
Statistical Neighbours	54.4	58.3	62.0		10.6	13.8	15.9		44.9	47.7	50.3	54.8	43.7	44.5	46.1	5.1
Slough	71.8	73.5	72.3	74.2	15.0	20.7	18.3	17.6	56.9	59.7	59.3	62.7	56.8	52.8	54.0	56.6
National	53.9	57.5	61.0		9.4	11.8	14.5		45.5	48.4	50.9	54.9	44.5	45.7	46.5	0.0
Diff from National	17.9	16.0	11.3	74.2	5.6	8.9	3.8	17.6	11.4	11.3	8.4	7.8	-12.3	-7.1	-7.5	-56.6
Slough Ranking	3rd	3rd	12th		16th	8th	36th		10th	10th	16th	14th	146th	138th	140th	

Quartile banding													D	D	D	
Gap between Slough FSM and National Non FSM													38.9	36.8	42.7	
Quartile banding													A	A	A	

Figures based on DCSF Statistical Release.

Figures for 2006 to 2009 are based on revised data, to be comparable with the information published in the relevant Statistical First Releases.

FSM gap figures may differ slightly to DCSF figures due to rounding anomolies

Legend:
- SEN/ Non-SEN Gap 2007
- SEN/ Non-SEN Gap 2008
- SEN/ Non-SEN Gap 2009
- SEN/ Non-SEN Gap 2010

Categories: South East, Statistical Neighbours, Slough, National

NI 104 - School level achievement gap between pupils with Special Educational Needs (SEN) and their peers

	Number of Pupils 2010	Pupils Achieving Level 4 or Above in both English and Mathematics									SEN/Non SEN Gap	
		No SEN			SEN			All Pupils				
		2009	2010	Diff	2009	2010	Diff	2009	2010	Diff	2009	2010
Arbour Vale School	15	-	-	-	0%	0%	0%	0%	0%	0%	-	-
Castleview Primary School	-	100%	-	-	88%	-	-	98%	-	-	13%	-
Cippenham Junior School	97	94%	84%	-10%	45%	47%	1%	71%	72%	1%	48%	37%
Claycots School	78	94%	81%	-14%	64%	64%	0%	82%	78%	-4%	30%	17%
Colnbrook CoE Primary School	17	83%	70%	-13%	50%	29%	-21%	75%	53%	-22%	33%	41%
Foxborough Primary School	44	67%	85%	18%	6%	25%	19%	41%	52%	11%	60%	60%
Godolphin Junior School	91	90%	96%	7%	16%	56%	40%	56%	68%	12%	73%	40%
Holy Family Catholic Primary School	61	100%	93%	-7%	43%	0%	-43%	88%	87%	-1%	57%	93%
Iqra Slough Islamic School	89	67%	68%	0%	15%	33%	19%	47%	57%	10%	53%	34%
James Elliman School	89	89%	89%	0%	41%	35%	-6%	71%	63%	-8%	48%	54%
Khalsa Primary School	21	-	88%	-	-	0%	-	-	71%	-	-	88%
Littledown School	4	-	-	-	0%	0%	0%	0%	0%	0%	-	-
Lynch Hill Primary School	-	100%	-	-	79%	-	-	91%	-	-	21%	-
Marish Primary School	86	67%	91%	24%	10%	33%	23%	44%	71%	27%	57%	58%
Montem Primary School	69	70%	67%	-3%	11%	33%	23%	44%	57%	13%	59%	33%
Our Lady of Peace Catholic Junior School	88	87%	88%	1%	30%	53%	23%	73%	81%	8%	57%	36%
Parlaunt Park Primary School	51	82%	100%	18%	50%	67%	17%	74%	88%	14%	32%	33%
Penn Wood Primary School	59	71%	81%	10%	27%	33%	6%	50%	59%	9%	45%	48%
Pippins School	26	81%	94%	13%	17%	25%	8%	67%	73%	6%	64%	69%
Priory School	95	87%	89%	2%	13%	29%	16%	70%	76%	6%	75%	61%
Ryvers Primary School	60	91%	94%	2%	8%	17%	9%	73%	78%	5%	84%	77%
St Anthony's Catholic Primary School	54	84%	82%	-3%	38%	40%	2%	76%	78%	2%	46%	42%
St Ethelbert's Catholic Primary School	53	86%	94%	7%	29%	65%	36%	51%	74%	23%	57%	29%
St Mary's CoE Primary School	58	73%	79%	6%	0%	20%	20%	68%	70%	2%	73%	59%
Western House Primary School	58	98%	96%	-2%	50%	54%	4%	90%	86%	-4%	48%	42%
Wexham Court Primary School	60	80%	88%	8%	27%	11%	-16%	67%	65%	-2%	54%	77%
Local Authority Average	**1,423**	**82.0%**	**85.7%**	**3.7%**	**29.3%**	**38.9%**	**9.6%**	**66.8%**	**70.2%**	**3.4%**	**52.7%**	**46.8%**
England (all schools)	**-**	**84.4%**	**-**	**-**	**33.5%**	**-**	**-**	**72.3%**	**74.0%**	**1.7%**	**50.9%**	
Difference from England	**-**	**-2.4%**	**-**	**-**	**-4.2%**	**-**	**-**	**-5.5%**	**-3.8%**		**1.8%**	

NI 105 - School level achievement gap between pupils with Special Educational Needs (SEN) and their peers

| | Number of Pupils | Pupils Achieving GCSE 5+ A* to C including English and Mathematics | | | | | | | | | SEN/Non SEN Gap | |
| | | No SEN | | | SEN | | | All Pupils | | | | |
	2010	2009	2010	Diff	2009	2010	Diff	2009	2010	Diff	2009	2010
Arbour Vale School	21	-	-	-	0%	0%	0%	0%	0%	0%	-	-
Baylis Court School	137	64%	56%	-7%	21%	24%	2%	48%	42%	-	43%	33%
Beechwood School	133	41%	51%	10%	10%	24%	14%	25%	39%	15%	31%	27%
Haybrook College	9	-	-	-	-	-	-	-	-	-	-	-
Herschel Grammar School	118	99%	100%	1%	67%	50%	-17%	97%	99%	2%	32%	50%
Langley Academy	174	-	49%	-	0%	5%	5%	33%	44%	11%	-	44%
Langley Grammar School	153	98%	100%	2%	100%	0%	-100%	98%	100%	2%	-2%	100%
Slough and Eton CE School	147	39%	70%	32%	0%	6%	6%	32%	49%	17%	39%	64%
Slough Grammar School	157	99%	99%	1%	83%	100%	17%	97%	99%	2%	15%	-1%
St. Bernard's Catholic Grammar School	138	100%	98%	-2%	100%	80%	-20%	100%	98%	-2%	0%	18%
St. Joseph's Catholic High School	119	41%	38%	-4%	5%	8%	3%	34%	31%	-	37%	30%
Westgate School	149	75%	66%	-9%	33%	24%	-10%	63%	52%	-12%	42%	43%
Wexham School	137	41%	53%	12%	5%	4%	-1%	31%	45%	-	35%	49%
Local Authority Average	1,592	72.3%	74.2%	1.9%	18.3%	17.6%	-0.7%	59.3%	62.4%	3.1%	54.0%	56.6%
England (all schools)	-	61.0%	-	-	14.5%	-	-	50.9%	-	-	46.5%	-
Difference from England	-	11.3%	-	-	3.8%	-	-	8.4%	-	-	7.5%	-

2010 figures based on provisional DCSF e-results (Jul 10). 2009 figures based on DCSF performance tables.
2010 figures include recent arrivals to the UK (2009 figures exclude recent arrivals)

Table Showing pupils in Slough Schools with SEN Status as at January 2011

SchoolName	DfE No	No SEN	School Action	School Action Plus	Statemented	Total Pulis	No SEN	School Action	School Action Plus	Statemented
Baylis Court Nursery	8711021	113	2	5	-	120	94.2%	1.8%	4.2%	-
Chalvey Early Years Centre	8711025	96	2	15	-	113	85.0%	1.8%	13.3%	-
Cippenham Nursery School	8711022	151	4	1	-	156	96.8%	2.6%	-	-
Lea Nursery School	8711023	100	15	5	-	120	83.3%	12.5%	4.2%	-
Slough Centre Nursery School	8711020	132	13	2	-	147	89.8%	8.8%	1.4%	-
Nursery Total		**592**	**36**	**28**	**0**	**656**	**90.2%**	**5.5%**	**4.3%**	**0.0%**
Castleview School	8715204	441	44	16	9	510	86.5%	8.6%	3.1%	1.8%
Cippenham Infant School	8712194	224	30	12	4	270	83.0%	11.1%	4.4%	1.5%
Cippenham Junior School	8715200	456	58	44	7	565	80.7%	10.3%	7.8%	1.2%
Claycots Primary	8712256	627	55	40	9	731	85.8%	7.5%	5.5%	1.2%
Colnbrook C.E. Primary School	8713077	162	10	29	13	214	75.7%	4.7%	13.6%	6.1%
Foxborough Primary School	8712216	323	57	53	10	443	72.9%	12.9%	12.0%	2.3%
Godolphin Infant School	8712196	212	34	17	5	268	79.1%	12.7%	6.3%	1.9%
The Godolphin Junior School	8712221	193	138	17	9	357	54.1%	38.7%	4.8%	2.5%
Holy Family Catholic School	8715202	448	7	19	8	482	92.9%	1.5%	3.9%	1.7%
IQRA Slough Islamic Primary School	8713367	515	63	25	9	612	84.2%	10.3%	4.1%	1.5%
James Elliman School	8712815	557	96	65	10	728	76.5%	13.2%	8.9%	-
Khalsa Primary School	8713366	372	22	10	2	406	91.6%	5.4%	2.5%	0.5%
Lynch Hill School	8715208	462	122	78	10	672	68.8%	18.2%	11.6%	1.5%
Marish Primary School	8713365	554	66	60	9	689	80.4%	9.6%	8.7%	1.3%
Montem Primary School	8712257	539	98	52	6	695	77.6%	14.1%	7.5%	0.9%
Our Lady of Peace RC Infant	8713357	298	19	10	2	329	90.6%	5.8%	3.0%	-
Our Lady of Peace RC Junior	8713353	258	65	18	6	347	74.4%	18.7%	5.2%	1.7%
Parlaunt Park School	8712244	430	26	69	8	533	80.7%	4.9%	12.9%	1.5%
Penn Wood Primary School	8712255	319	79	85	12	495	64.4%	16.0%	17.2%	2.4%
Pippins School	8715207	167	25	17	3	212	78.8%	11.8%	8.0%	1.4%
Priory School	8715201	606	78	38	41	763	79.4%	10.2%	5.0%	5.4%
Ryvers School	8715209	385	57	27	16	485	79.4%	11.8%	5.6%	3.3%
St Anthony's Catholic School	8713364	371	21	69	6	467	79.4%	4.5%	14.8%	1.3%
St. Ethelbert's Catholic Primary School	8713363	338	87	30	11	466	72.5%	18.7%	6.4%	2.4%
St. Mary's C E Primary School	8713070	415	32	39	12	498	83.3%	6.4%	7.8%	2.4%
Western House Primary School	8712012	475	35	23	9	542	87.6%	6.5%	4.2%	1.7%
Wexham Court Primary School	8712252	494	33	25	5	557	88.7%	5.9%	4.5%	0.9%
Willow Primary School	8712195	122	24	3	-	149	81.9%	16.1%	2.0%	-
Primary Total		**10763**	**1481**	**990**	**251**	**13485**	**79.8%**	**11.0%**	**7.3%**	**1.9%**
Baylis Court School	8714082	593	163	98	12	866	68.5%	18.8%	11.3%	1.4%
Beechwood School	8714085	356	269	211	7	843	42.2%	31.9%	25.0%	0.8%
Herschel Grammar School	8715407	852	17	8	2	879	96.9%	1.9%	0.9%	0.2%
Langley Academy	8716905	1094	4	1	1	1100	99.5%	0.4%	0.1%	0.1%
Langley Grammar School	8715405	1044	-	-	1	1045	99.9%	-	-	0.1%
Slough & Eton C of E	8714510	626	217	85	19	947	66.1%	22.9%	9.0%	2.0%
Slough Grammar School	8715408	1094	11	1	-	1106	98.9%	1.0%	0.1%	-
St Bernard's Catholic Grammar School	8714700	811	15	11	4	841	96.4%	1.8%	1.3%	0.5%
St Joseph's Catholic High School	8714800	532	115	19	17	683	77.9%	16.8%	2.8%	2.5%
The Westgate School	8715409	575	246	63	32	916	62.8%	26.9%	6.9%	3.5%
Wexham School	8714089	692	153	44	39	928	74.6%	16.5%	4.7%	4.2%
Secondary Total		**8269**	**1210**	**541**	**134**	**10154**	**81.4%**	**11.9%**	**5.3%**	**1.3%**
Arbour Vale School	8717035	-	-	3	243	246	-	-	1.2%	98.8%
Haybrook College	8717036	-	-	-	36	36	-	-	-	100.0%
Littledown School	8717030	-	-	2	12	14	-	-	14.3%	85.7%
Special Total		**0**	**0**	**5**	**291**	**296**	**0.0%**	**0.0%**	**1.7%**	**98.3%**
Slough Total		**19624**	**2727**	**1564**	**676**	**24591**	**79.8%**	**11.1%**	**6.4%**	**2.7%**

Analysis based on data collect via School Census January 2011

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Dyslexia Input

Formal assessment consists of:
- Informal discussion, questioning – voice of the child – soft data
- Read through background information provided by the parents and school
- Testing of reading, spelling, independent writing, phonics and phonological awareness

Range of formal tests used:
- PHAB (Phonological Assessment Battery)
- CTOPP
- HODDER, WRAT 4, HAST
- HERTFORDSHIRE
- SCHONELL (reading and spelling administered depending on child's age)
- BPVS (The British Picture Vocabulary Test)
- RENFREW LANGUAGE SCALES
- WRIT (Wide Range Intelligence test)
- DRAW A MAN ASSESSMENT
- Letter formation for younger children

Range of Teaching Methods used:
- Multi–sensory approaches
- Either 1-1 or small groups
- Targets set after base line assessment and reviewed on a termly basis
- TAs present at target lesson and repeated with pupils at least 3 times before the next target lesson
- Follow up recommendations and advice sheets and work for class teachers
- Use of IT to support learning: Wordshark, units of sound, Memory Booster, Touch Type, Alphabet arc, magnetic letters, sound cards
- Resources demonstrated to schools and loaned in order for them to try before they buy

Range of training offered:
- Inclusion Development Programme
- Introduction to the IDP Dyslexia course at staff meetings/inset
- Whole day inset to schools on 'Dyslexia Friendly Classroom'
- Open College Network – deliver 3 day accredited course for Dyslexia
- One day practical course for TAs

Monitoring and Tracking:
- When taught on a weekly basis, termly reviews are held with updated assessment – improved reading and spelling levels recorded on the school tracking system
- Copies of all reviews are given to schools with copies for the SENCO, class teachers and parents

Access arrangements:
- Three members of the Service for Children with LDD are trained to carry out assessments for access arrangements

What does a Dyslexia Friendly Classroom look like?

❖ The classroom has a positive ethos in which making mistakes is acceptable.
❖ Flexible groups are used and study buddies may be an option.
❖ Teaching is multisensory (visual, auditory, kinaesthetic)
❖ Alternatives to copying from the board are available (e.g. close passage, highlighted version etc)
❖ Alternative ways of recording are encouraged e.g. word processing. Dyslexic children are often able to shine orally and a scribe may be useful.
❖ When writing is required, scaffolding is provided (writing frames; useful vocabulary).
❖ Key words are clearly displayed.
❖ No reading aloud is demanded without first checking competency and/or willingness.
❖ Reading materials are enlarged, simplified; presented on light blue or cream paper where possible.
❖ Instructions are given slowly and clearly and may need to be repeated in a variety of different ways. Ask child to explain instructions back to you.
❖ Information is given in bite size chunks.
❖ *Take up* or *thinking time* is giving after a question is asked.
❖ Children are praised for asking for help or clarification.
❖ Marking is positive and constructive. Mark to objectives. Correct only spellings which have been taught specifically. Try to mark work with the child present.
❖ Learning *how to learn* (study skills) are taught explicitly.
❖ Opportunities for success are provided regularly and some of these are demonstrated publicly to raise self esteem.
❖ Watch out for signs of tiredness/fatigue. Dyslexic children have to work very hard!
❖ Dyslexic children may need to be taught how to tidy their drawers; look for lost PE kits etc.
❖ Resources/equipment need to be well organised and clearly labelled. Visual clues are helpful.
❖ Dyslexic children may find background noise/visual movement distraction.
❖ Display words/word banks or include them on tables.
❖ Provide children with a copy of what is on the board. They find it very difficult to read what is on the board, keep their place and transfer information to paper. If the board has to be used, write different sections in different colours, use headings, markers etc.
❖ Be realistic with the amount of written work a dyslexic child should give you.
❖ Be patient with the child who loses things/cannot remember information.
❖ Wherever possible, keep the same structure/timetable of day.
❖ Do not expect dyslexic children to learn strings of facts by heart e.g. multiplication tables.
❖ Write homework down for them or ask someone else to write it down. Think about the amount of homework you give too.
❖ The dyslexic child benefits from sitting near the teacher as they pick up non-verbal clues.
❖ A pictorial time table is useful.
❖ Go through the aims and objectives of the lesson with the dyslexic child.
❖ Plenty of revision and overlearning.

The positive side of dyslexia

Dyslexic people tend to be:

- ➢ Lateral thinking
- ➢ Creativity
- ➢ Imaginative ways of working
- ➢ Quick thinking
- ➢ Knowledge and skills that are not compartmentalised
- ➢ Having many strands of thought simultaneously
- ➢ Keen sensory awareness
- ➢ Spatial relationships
- ➢ Visualising
- ➢ Using shapes and patterns
- ➢ Mathematical computation
- ➢ Colour sensitivity
- ➢ Singing and music
- ➢ All forms of artistic impression
- ➢ Expressing feelings of emotion
- ➢ Empathy with others
- ➢ Constructional and technical activities

It is not surprising that dyslexic people are often successful and contributing adults. They offer society many of the gifts and talents that are most needed today. Many international companies actually seek applicants who are dyslexics for their design and development team because they are original thinkers who offer diverse and sometimes inspirational ideas.

Taken from *Teaching Today* from the BBC.

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Scrutiny Panel   **DATE:** 12th October 2011

CONTACT OFFICER: Gloria Walker, Head of School Improvement and Standards

 (For all enquiries)   01753 787645

WARD(S):   All

PART I

FOR INFORMATION, COMMENT AND CONSIDERATION

REPORT ON ATTAINMENT OF PUPILS FROM ETHNIC MINORITIES

1 **Purpose of Report**

To inform Members about the attainment of pupils from ethnic minorities at Key Stage (KS) 2, age 11, and Key Stage 4, age 16, in comparison with the whole pupil population at those Key Stages. Please note that the data attached relates to 2011 for Key Stage 2, but to 2010 for Key Stage 4, as 2011 data for this Key Stage has not yet been released nationally.

2 **Recommendation/Proposed Action**

Members are requested to note the report.

3 **Community Strategy Priorities**

This report links to the following priorities as it is about the provision of education for the children and young people of Slough, now and for the future, given the changes taking place in how the schools and Local Authority are organised and funded.

- **Celebrating Diversity, Enabling inclusion**
- **Adding years to Life and Life to years**
- **Prosperity for All**

4 **Other Implications**

(a) Financial:
Funding compromises and reductions associated with central government reducing the funding allocated to Local Authorities (LA) could mean that a Dedicated Schools Grant (DSG) funded newly commissioned post, directly related to the achievements of Vulnerable Groups can no longer be funded.

(b) Risk Management:
As more schools move to Academy status, it is important that the LA continues to access data relating to the performance of all vulnerable groups, so that the LA maintains an understanding and overview across the Borough and intervention with specific groups can be implemented, in conjunction with Academies, as appropriate.

(c) Human Rights Act and other Legal Implications
There are no immediate Human Rights Act or other legal implications arising from this report

(d) *Equalities Impact Assessment:*
This report is in itself an assurance that equalities issues are being monitored.

(e) Workforce:

As *Finance* above

5   Supporting Information

5.1. Background Information

The Ethnic Minority Achievement (EMA) grant was Government funded as part of the National Strategies to help to raise standards for pupils from ethnic minorities. This grant no longer exists, and has been superseded by the Pupil Premium which goes direct to schools to support pupils with a variety of disadvantage and/or learning needs. The term pupils with English as an Additional Language (EAL) is now accepted nationally as a better descriptor for pupils from ethnic minorities, because there is no relation to any EMA grant.

5.2   The additional educational needs and outcomes of a wide number of vulnerable groups in Slough needs to be considered and monitored. This includes not only those pupils for whom English is an additional language (EAL), but additionally those on Free School Meals (FSM) with Special Educational Needs (SEN), Looked After Children (LAC), excluded pupils and persistent absentees, teenage parents, Roma Gypsy Traveller children and those known to the Youth Offending Team (YOT). There is a national imperative to close the gap in achievement between these groups and all other pupils. In response, the LA Children's Services team has commissioned an education expert in this field to work in Slough to investigate the attainment of these groups and make recommendations regarding models of working to schools, in order to better support these pupils and improve their progress and attainment – thus 'closing the gap'.

The number of pupils with English as an additional language attending a Slough School at KS2 has been increasing steadily over the years from 724 in 2008 to 857 pupils in 2010. Overall in Slough Schools at KS2 English speaking pupils tend to achieve slightly higher than EAL pupils by 3.4% in 2010 (EAL 70.6%; English 74%). However, Slough EAL girls consistently outperform Slough EAL boys by 4.8% in 2010 (EAL Girls 73.1%; EAL Boys 68.3%).

Looking at the achievement of the schools currently in OfSTED Special Measures category, EAL pupils tend to achieve higher than English speaking pupils. The exceptions are Iqra Slough Islamic Primary School and James Elliman Primary School, both of which have proportionally small numbers of English speaking pupils. The outcomes for other schools in Special Measures in summer 2011indicate that it is not the EAL pupils in those schools that are underachieving as they are either in line or above the overall achievement of all pupils in Slough.

The aim of the Local Authority must be to support Headteachers in ensuring that all vulnerable groups of pupils have access to the highest quality teaching and learning

opportunity so that all pupils in Slough can progress and achieve the best possible outcomes at both KS2 and KS4.

5.3   Attainment at Key Stage 2 – pupils age 11 reaching Level 2+

5.3.1   KS 2 EAL Gap
The data provided in the attached spreadsheet (A) enables us to examine trends over time, showing outcomes from 2008 to 2011. Ethnic groups with under 30 pupils are not included, and it must also be remembered that for some pupils from ethnic minorities, English is their first language.

KS2 English as Additional Language GAP
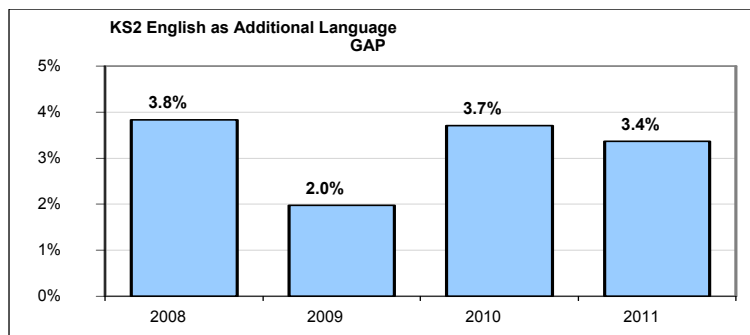
5.3.2   English as an Additional Language and Non EAL trends and gaps
- EAL boys are bucking the trend for Slough at end of KS2 attainment. There is a 4 year upward trend in attainment for EAL boys showing consistent and sustained improvement. The gap between EAL boys and non EAL has not only closed but has been reversed. This is an excellent achievement.
- EAL girls are not keeping pace with gains for girls in Slough at the end of KS2. There is a variable 4 year trend in their attainment and the gap between EAL girls and non EAL girls has widened since 2010.

5.3.3   Ethnicity
- Slough's largest ethnic group cohorts in descending order are White British, Asian Pakistani, Asian Indian, White other, Black Caribbean and Mixed White Asian, Mixed White African.
- Asian Indian pupils are generally the highest performing group, consistently above the national average attainment threshold. Mixed White Asian is a much smaller cohort but again is consistently above the national average and in 2010 outperformed the Asian Indian group.
- White British are the next highest performing group. This group has been consistently at or above the national average attainment threshold for the past 4 years.
- The Asian Pakistani group, which is only second in size to White British, has been consistently underperforming when compared to national average attainment threshold for the last 4 years.
- The White Other and Black African groups are also sizeable underperforming groups, which have been consistently underperforming over the last 4 years.
- Black Caribbean and Mixed White African are both smaller groups, which again have been consistently underperforming over the last 4 years.
- When gender is taken into account, in general girls perform consistently higher across the ethnic groups, the exceptions are with the smaller ethnic cohorts such as Black Caribbean, Mixed White Asian and Mixed White African. The attainment of Black African girls, however, which is a sizeable ethnic group, dipped below that of boys in 2010.

5.3.4   Issues to address at KS2:
1. After a significant narrowing of the attainment gap in 2009, it grew again in 2010, but has shown a pleasing improvement in 2011. This must be sustained and closed further.
2. The attainment of EAL boys has improved, and the progress of girls needs to be monitored closely to ensure that they do not dip further.
3. Asian Pakistani pupils continue to outperform White British pupils, and there is consistent underperformance by Black Caribbean pupils.
4. The performance of girls of Black African ethnicity has fallen below that of boys, which is a new concern.

5.4   Attainment at Key Stage 4 – pupils age16, gaining 5 GCSE or equivalent at grade A*-C, including English and mathematics.

The data provided in the attached spreadsheet (B) enables us to examine trends over time, showing outcomes from 2007 to 2010. Ethnic groups with under 30 pupils are not included, and it must also be remembered that for some pupils from ethnic minorities, English is their first language.

5.4.1   KS4 EAL Gap
- The gap between EAL and non EAL has been significantly reduced between 2009 and 2010.
- There is an upward 4 year trend in numbers of EAL pupils, and therefore attainment for this group is therefore showing a consistent and sustained improvement.
- EAL boys outperformed non EAL boys for the first time in 2010. As with KS2 the gap for EAL boys has not only been closed but has been reversed.
- EAL girls are not keeping pace and are showing a falling 4 year trend. The gap between EAL girls and non EAL girls is therefore widening year on year. This feature is again consistent across KS2 and KS4.
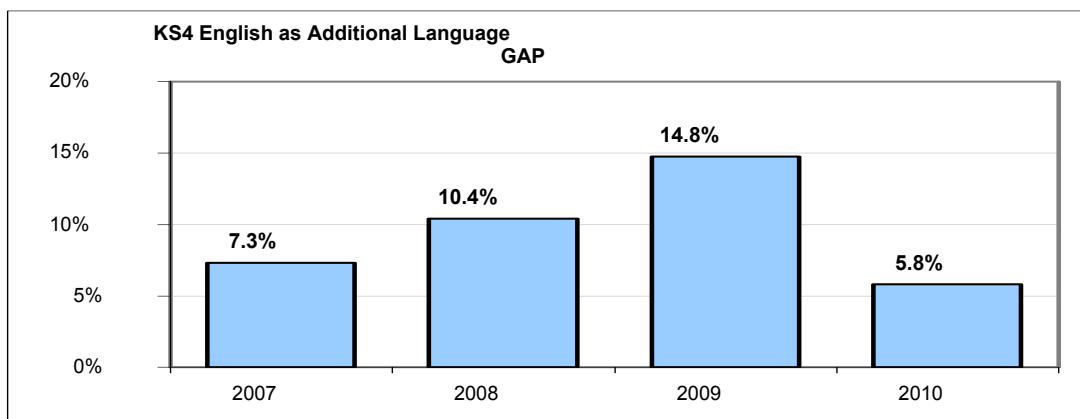
5.4.2   Ethnicity
- The largest ethnic group at KS4 is White British followed by Asian Pakistani, Asian Indian, and recently White Other has become a sizeable ethnic group. Black African, mixed heritage other, Black Caribbean, and other heritage are smaller groups but all with numbers exceeding 30 students in 2010.
- As is the case with KS2 performance, the Asian Indian group has been consistently the highest achieving group over the last 4 years. This is significantly above (+15 percentage points - ppts) the national average, which was 74.8% in 2010.

- The gap in 2010 between this Asian Indian group and the next highest performing, which is Asian other, is almost 20 ppts and in 2009 was a full 20 ppts.
- The Other Heritage group is the next highest performing group in Slough. This cohort is relatively small (47 students in 2010) although, it has been increasing in size in recent years. The data for this group is also showing a 4 year upward trend.
- White British pupils are underperforming along with the Asian Pakistani group which each have the largest ethnic cohorts and account for almost half of the entire student cohort for 2010. The 4 year trends for both are variable.
- The Black African group whilst underperforming by around 26ppts in 2010 is showing a rising 4 year trend and the gap is beginning to narrow for this group.
- The worst performing groups in descending order, are Mixed Heritage Other, White Other and Black Caribbean. All are showing a variable 4 year trend.
- When gender is taken into account in 2010, with the exception of Black Caribbean, White British and White Other girls, boys in Slough are bucking the trend nationally for gender difference and are outperforming girls. This appears to be a developing trend in Slough when reviewing outcomes over 4 years. The widest gender gaps in favour of boys are in the Asian Other group and Other Heritage groups where the gap is 17.3 and 15.6 ppts respectively.

5.4.4 Issues to address:
1. Maintain the focus on achievement of pupils with EAL to ensure that the gap in attainment continues to close.
2. Ensure schools and Academies have relevant information to prioritise key groups of underperforming pupils, so that their improved attainment contributes to the overall improvement in EAL attainment.

5.4.3 Strategies in place in September 2011 to address key issues raised by EAL data and gender information

Core Provision for schools:
- Comprehensive data pack sent to each school with a breakdown provided for all ethnic and other vulnerable groups which compares each of these to the Slough and National averages for end of KS attainment threshold measures.
- Autumn Term challenge visit has a focus on all vulnerable groups and the school's own understanding of and capacity for school self-evaluation. Telephone contact in Spring and Summer terms with follow up visit if appropriate
- Training sessions provided for school leaders about data available and the use of this data
- Training sessions for Newly Qualified Teachers (NQTs) will include assessment for learning, which is key to effective teaching for vulnerable groups
- Briefing and 'good practice' information sharing, which will include vulnerable groups.
- Facilitation of school to school support to disseminate best practice and development of some web based resources such as best practice case studies and solutions found either locally or nationally.

Focus schools (those that are satisfactory, below the national threshold measures or floor standard or in an OfSTED category), receive the following in addition to the above core provision.
- Monitoring visits that will include a focus on vulnerable groups.
- Advice and guidance on priority action planning and support for school self-evaluation, that will include a focus on vulnerable groups.

6   **Conclusion**

It should be recognised that the number of pupils from ethnic minorities, and thus the number of EAL pupils, will continue to grow and will be a dominant feature of education in Slough. Consideration therefore needs to be given regarding the role of the LA in ensuring that, along with other vulnerable groups, their achievements are monitored and gaps in attainment continue to close, so that the opportunities for these pupils are maximised.

7   **Appendices Attached**

'A'   Attainment at Key Stage 2
'B'   Attainment at Key Stage 4

8   **Background Papers**
None

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel **DATE:** 12 October 2011

CONTACT OFFICER: Robin Crofts, Assistant Director

 (For all enquiries)   01753 787645

WARD(S):   All

PART I

FOR INFORMATION, COMMENT AND CONSIDERATION

STATEMENT OF PURPOSE FOR BREAKAWAY, RESPITE CARE UNIT

1   **Purpose of Report**

The National Minimum Standards for Children's Social Care (2002) require Breakaway to have a Statement of Purpose which is to be reviewed and approved annually by Members.

2   **Recommendation(s)/Proposed Action**

The Education and Children's Services Scrutiny Panel is requested to approve the updated Statement of Purpose of Breakaway, the Local Authority's respite care unit for children with learning difficulties and disabilities.

3   **Community Strategy Priorities**

- **Celebrating Diversity, Enabling inclusion:**
  The Local Authority is working to promote a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice. Breakaway values and celebrates the breadth and diversity of tradition, beliefs and culture of the children/young people and families using the service. Breakaway seeks to create, maintain and promote a unit in which each child/young person has equal entitlement to a high quality service and opportunities, regardless of disability, race, nationality, religion, age, gender and sexual orientation. Breakaway will actively challenge any discrimination encountered by the children/young people whilst at Breakaway.

- **Adding years to Life and Life to years:**
  The Local Authority is committed wherever possible to caring for children and young people locally in Slough and our residential respite provision is contributing to achieving this for Slough disabled children and young people. Local provision enables both the targeted and universal services of Slough to provide the appropriate and necessary support to achieve better outcomes in education, health and social inclusion for this group of vulnerable children and young people. The provision of respite care for parents and carers of children with learning difficulties and disabilities is part of a new duty on Local Authorities.

- **Being Safe, Feeling Safe:**
  The Local Authority provides regulated and supported residential respite care provision in a safe and nurturing environment for children and young people aged 6-18 years who are being cared for full time by parents and carers. The children and young people with their parent/carer work together with their key worker to complete a booklet 'This is Me' which holds all the information required about the individual to ensure all of his/her needs are meet including daily routines, likes and dislikes, behaviour patterns, medication, health, spiritual needs, racial and cultural factors and individual goals. Breakaway is committed to giving individual children and young people, their parents and carers a greater say in how they live their lives through participation in review meetings, updating care plans and participation in children's unit meetings. The staff recruitment and selection process is rigorous with all safety checks/requirements in place prior to the individual coming into post. All staff are subject to a full induction. Ongoing staff training, development and supervision are provided in line with safeguarding policies and procedures. In addition to ongoing inspection by Ofsted, the unit is subject to monthly Regulation 33 inspections to monitor the well-being and safety of the children and young people accessing Breakaway.

- **Prosperity for All:**
  Breakaway's Statement of Purpose details the support that is provided to the children and young people to enable them to reach their potential and maximise their life chances, increasing the likelihood that they will, as adults, contribute to the local economy. Respite care provision at Breakaway prevents the majority of children and young people being placed in high cost respite or full time units outside Slough and enables the majority of families to continue to care for their children and young people.

4   **Other Implications**

(a) Financial:
   The current revenue budget provides for the day-to-day running costs of Breakaway. The 2011-12 budget is £455,100. There are no additional financial costs arising from the Statement of Purpose. The respite provision made through Breakaway is critical in avoiding family breakdowns which would result in children with significant needs becoming looked after by the Local Authority on a full time basis. This would not be in the best interests of the children and would also have a significant impact on the Local Authority budgets with one placement costing in the region of £250,000 per annum.

(b) Risk Management:
   There are no risks associated with this report. The risk of not maintaining Breakaway to provide overnight respite care for children and young people with learning difficulties and disabilities is that families would no longer be able to maintain their caring responsibilities and children would become looked after by the Local Authority on a full time basis. This would incur significant additional costs. This risk is mitigated by maintaining Breakaway with appropriate levels of staffing to provide sufficient respite care to the children with the most complex needs and providing their families with regular and planned breaks from their caring duties.

(c) Equalities Impact Assessment:
   An equalities impact assessment is not required in relation to this information report.

(d) Workforce:
This report has no specific workforce implications. Breakaway has a full complement of staff that provides care and targeted support to children and young people in attendance. Rigorous checks are undertaken prior to recruiting new staff. Staff are provided with appropriate induction, supervision and training. They work in collaboration with schools, targeted services in Education and Children's Services and the universal services of Slough to improve the outcomes for residents.

5   **Supporting Information**

None.

6   **Conclusion**

The Statement of Purpose for Breakaway reflects the roles and responsibilities of staff and the care and support provided to children and young people resident at Breakaway. The Panel is invited to approve the Statement of Purpose.

7   **Appendix**

'A' Statement of Purpose Breakaway 2011-12

8   **Background Papers**

None

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Statement of Purpose

**Breakaway
2 Priors Close
St Laurence Way
Slough
SL1 2BQ**

**Karen Ehret
Acting Manager
September 2011**

1. Breakaway's Aims

Breakaway is part of Slough's Services for Children with Learning Difficulties and Disabilities. The Unit offers short breaks for children between 6 and 18 years of age with learning difficulties/physical disabilities. The Service supports families in caring for their child, enabling them to remain within the family home.

Breakaway's Objectives:

a) To give children with learning difficulties/ physical disabilities the opportunity to mix positively with their peers.
b) To offer them the chance to develop social and independence skills.
c) To offer positive breaks for families to meet other family commitments/appointments.

Breakaway works in partnership with families, carers, schools and health colleagues to provide children with continuity in the care they receive from the different agencies.

Breakaway's Aims:

a) Assessment of children and young people's needs
b) To balance a service responsive to family requests with efficient use of resources (e.g. advance bookings)
c) To ensure that children and young people achieve in the five outcomes set out in the Children Act 2004:
   - 'Being Healthy'
   - 'Staying Safe'
   - 'Enjoying and Achieving'
   - 'Making a Positive Contribution'
   - Achieving Economic Well-Being'

2. Facilities and Services

Breakaway is a single storey building which has the capacity to care for a maximum of six children staying overnight in the unit at any one time, with appropriate staffing levels dependent on individual need. Wherever possible, Breakaway matches the needs, ages and interests of the children in the group.

There are two lounge areas, one being a quieter area which has a t.v., dvd player, computer where the children/young people can access the Internet (with constant staff supervision and guidelines) and the other being a larger area that has a sunny aspect which has a door leading to the garden area. The garden is fully fenced, there is a back gate that is secured, opened via a key pad. The play equipment in the garden is suited to the needs of the children/young people. There is a dining room which has a door that leads out to a small garden area where there is a trampoline. The kitchen can be accessed from the dining room and the larger lounge via secured doors as the children/young people do not have access to the kitchen area unsupervised for health, safety and hygiene reasons.
All children/young people are constantly supervised using the equipment in the garden and the trampoline and will only be undertaken by children/young people who have a signed Consent Form and signed Risk Assessments on file. Breakaway also has a Sensory Room which has been developed to the needs of the children/young people.

Stays are very flexible and range from overnight stays of one night to weekends or longer periods, normally not exceeding seven continuous nights. The allocation of nights is dependent on the assessment of an individual's care needs.

In exceptional circumstances, Breakaway may be considered to be the most appropriate placement for a child/young person for a longer period than seven days. This would be subject to Senior Management approval and if it is deemed to be in the best interests of the child.

Children and young people receiving a service will be offered a variety of activities including outings, meals out, mixing with their peers, trips to the cinema, museums and other places of interest. During school holidays trips further afield are organised to zoos, theme parks and children's farms. Any other preferences will be discussed with the parent/carer and child before their visits take place.

3. Registered Provider

The Unit is provided by:-
Slough Borough Council
Education and Children's Services Directorate
Town Hall
Bath Road
Slough
SL1 3UQ.

The Responsible Person is Sue Betts, Manager, Service for Children with Learning Difficulties and Disabilities.
Karen Ehret is the Acting Manager of Breakaway, Service for Children with Learning Difficulties and Disabilities.
The Registered Person post is currently vacant

4. Registered Provider Qualifications

Sue Betts holds a Diploma in Social Work and a Post Graduate Diploma in Strategic Leadership.

Karen Ehret holds a National Vocational Qualification Level 3 and is currently undertaking an Apprenticeship in Leadership & Management.

5. The Staff Team

Breakaway has a care team of 14 experienced mixed gender staff from different cultural backgrounds who, between them, have a broad range of various child-care backgrounds. Their qualifications include: NVQ 2 and 3 in Care, NNEB Diploma, C and G level1 learning Support Assistant, Introduction to pre-school practice, CACHE level 2 in play work, BA (QTS) Education and Science, Postgraduate Diploma in Psychology. All staff are required to undertake the NVQ 3 in Health and Social Care Children and Young People.

In addition to the care staff we have a full time cook.

Breakaway also employs an As and When worker and in addition, to meet service delivery, use a bank of agency workers. This provides a continuity of care to children and young people receiving a service. The As and When worker currently working within the unit has extensive experience and qualifications in NVQ2 and NVQ3, Counselling and Makaton.

6. Staff Training, Development and Supervision

Breakaway places a high priority on, and is committed to, the supervision and training of staff. All staff receive a thorough and comprehensive induction to equip them to meet the requirements of the role.

Breakaway has a comprehensive staff development and Supervision strategy which, together with the Annual Appraisal process and six monthly reviews, is intended to be positive, continuous and systematic.
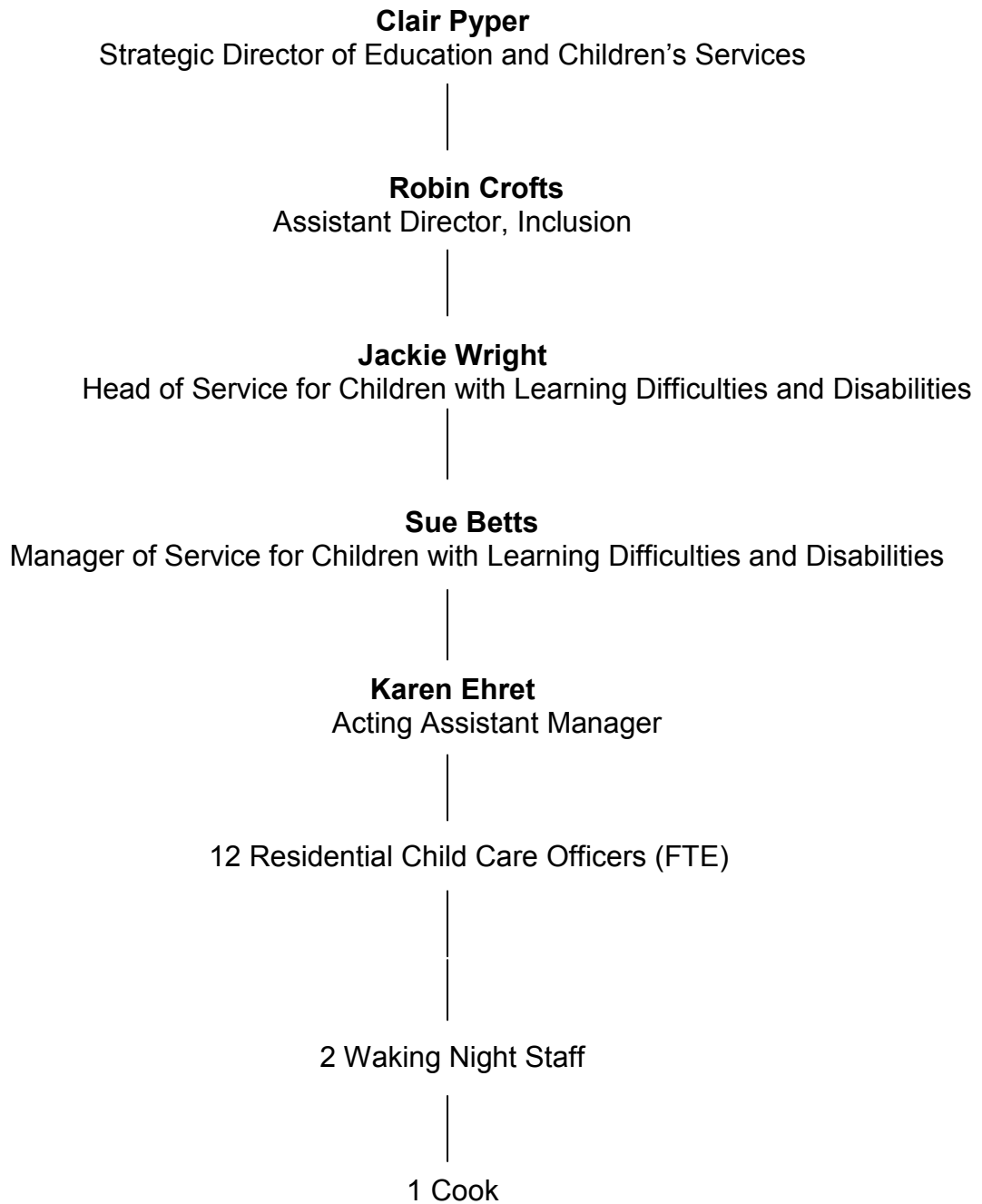
Staff support is individually designed, utilising and extending each employee's knowledge, skills and experience for the benefit of the children/young people in Breakaway's care and to ensure job satisfaction.

All staff receive formal, planned, professional, individual Supervision with a member of the Management team each month. A written record is kept in the unit of these sessions.

A buddy system is in place for new members of staff who have regular meetings with their Supervisor along with monthly Supervision.   Breakaway follow Slough Borough Council's Probationary Policy and Procedures.

The training needs of individual staff are identified through Supervision, Annual Appraisal and Personal Development Plans. All staff access Slough Borough Council's wide range of mandatory training. Specialised training is delivered to the team as appropriate to meet the needs of both the staff and the Children/Young People.

7. Breakaway Staffing Structure

Clair Pyper
Strategic Director of Education and Children's Services

|

Robin Crofts
Assistant Director, Inclusion

|

Jackie Wright
Head of Service for Children with Learning Difficulties and Disabilities

|

Sue Betts
Manager of Service for Children with Learning Difficulties and Disabilities

|

Karen Ehret
Acting Assistant Manager

|

12 Residential Child Care Officers (FTE)

|

2 Waking Night Staff

|

1 Cook

8. Who is Breakaway for?

Breakaway is a short break unit for children and young people with varying learning difficulties/ physical disabilities within the age range of 6-18 years of age.

9. Admission Procedure

- A request for a short break at Breakaway is made via the Assistant Manager LDD /Social Worker within the Service or from a Social Worker from another Local Authority. The Assistant Manager LDD/Social Worker will initially contact Breakaway with contact details then Breakaway staff will contact the family and invite them to have a look around the unit, to discuss the needs of their son/daughter and ask any questions they may have about the service we offer.
- If the parent/carer decides that Breakaway is the right environment for their son/daughter they will contact the Assistant Manager LDD/Social Worker who will then make a referral to Breakaway.

Once a decision is made by all parties that a short break service at Breakaway will be provided, the child/young person will be allocated a Keyworker from the Breakaway staff team.

The Keyworker will then make contact with the child's parents/carers and arrange for the child and parent/carer to meet with them either at Breakaway or their home, to complete the relevant paperwork. This includes:

1. This is Me
2. Risk assessments
3. Consent forms
4. Medical disclaimer
5. ID Form

This is Me
"This is Me" is a booklet that the Keyworker completes with both the parent/carer and child/young person. The booklet holds all of the information required about the individual to ensure that the   service meets his/her needs including:

- Daily routines
- Likes and dislikes
- Behaviour patterns
- Communication method (whether verbal, if not what method is used i.e., Makaton, PECS)
- Medication
- Health
- Spiritual needs
- Racial and cultural factors
- Individual goals

Once completed, the child/young person and parent/carer will also be given a copy of the This is Me to read and sign. The contents of the booklet will be reviewed with the parent/carer and child/young person as and when required and as part of the Looked after Children's Review or Child in Need Review, any changes recorded and followed.

The Keyworker will share the information with the staff team, so that all staff are aware of the child/young person's needs prior to his/her first visit. The Keyworker will then book tea visits for the child/young person. The parent/carer will accompany the child until both the staff within the unit, the child/young person themself and the parent/carer feel confident that the child/young person has settled into the unit and is comfortable staying without his/her parent/carer being present. Following this the length of stays will gradually increase progressing to day care followed by overnight stays at a pace that is suitable to both the child/young person and parent/carer.

Before the child/young person is booked into the unit for overnight stays, the Keyworker will confirm with the child/young person's social worker that the child/young person is now ready to progress to overnight stays and at this point the allocated social worker will ensure that the statuary paperwork is completed and signed. If a child/young person becomes a Child Looked After by the Local Authority, it is at this point the allocated social worker will inform the Independent Reviewing Officer of the placement, so that the quality of care being provided can be independently reviewed. If the child/young person becomes a Child in Need then he/she will have a review and this will be undertaken by a Manager/Assistant Manager from LDD.

Updating the information pertinent to Breakaway will be done as required, and on an annual basis if not required sooner. It is the keyworker's responsibility to ensure that this is done with the parent/carer and child/young person and recorded onto ICS.

10. Restrictions to Admissions

There are times and circumstances when Breakaway will not be able to offer short break care. These include:

- Children/young people who are currently psychiatrically assessed to be mentally ill.
- Children/young people with Attention Deficit and Hyperactive Disorder and no associated learning disability.
- Children/young people who become physically unwell with sickness, diarrhoea or a temperature immediately prior to a short break stay.
- Children/young people with an infectious illness, if they are still within the incubation period, or Children who have been in close contact with an infectious illness.

11. Emergency Admissions

Breakaway only accept emergency admissions for a child/young person that is already known to us and that we have all appropriate paperwork completed for. We do not accept emergency admissions for children/young people that are not known to us as we believe that a child/young person requires a full initial assessment to ensure that the service they receive and the transition into the service is person centred. We are, however, able to complete the assessments and transition in a short space of time provided we have the opportunity to meet all involved i.e. the child/young person, the parents/carers, social worker and school.

12. The Philosophy of Breakaway Short Term Care Unit

- The team believes that all children are children first and that our partnership should be based on respect for the individual, honesty and equality, regardless of race, culture, age, gender, sexual orientation and religion.

- Breakaway is committed to giving individual children/young people and their parents/carers a greater say in how they live their lives.

- Breakaway actively encourage individual children/young people with learning disabilities and/or physical disabilities to realise their hopes and wishes for greater self-determination. Breakaway work in partnership with them to achieve this.

13. What happens if a Child/Young Person needs to see a Doctor?

The child/young person will remain registered with their own GP and will see them if necessary. Parents/carers should check with their GP and tell them the child/young person will be visiting Breakaway for respite care.

If a child/young person is unwell, parents/carers will be informed immediately and told what action Breakaway has taken. This will be recorded in the child's/young person's file.

Staff are trained in emergency treatment as part of their mandatory training programme. Strict Policies and Procedures are in place and adhered to, to ensure that Breakaway promotes and protects the health of children/young people.

What do we do if a child/young person has an accident?

Although every precaution is taken to prevent accidents occurring, children/young people occasionally sustain injuries due to falling over, bumping into furniture etc.

All accidents are reported to the senior person on duty and an Accident/Incident report completed. Parents/carers are informed either by phone or in person when collecting their child/young person. A full report of the accident and cause will be written as soon as possible after the event and forwarded to the Borough's Health and Safety Officer.

All staff are trained in Emergency Treatments and may treat very minor injuries, such as grazes and scratches. If there is any doubt at all about the injury, the child/young person will be seen by a doctor or taken to the Accident and Emergency Department at Wexham Park Hospital in Slough.

14. Education

During term time whilst staying at Breakaway children/young people continue to attend school. Staff at Breakaway currently transport children/young people to and from Arbour Vale School. Children and young people accessing education outside the Authority are

transported by parents or home to school transport. Staff support children/young people to complete homework, if required.

Staff attend the educational reviews of the children/young people using the unit and work closely with education professionals, parent/carers and allocated social workers to meet the child/young person's individual needs.

15. Recreational, Cultural and Sporting Activities

Breakaway encourages the children/young people to participate in recreational, sporting and cultural activities. These usually take place on a group basis. Sport and leisure activities include visits to various parks, football, ten-pin bowling, visits to the cinema, farms specifically aimed at children, the London Eye, Legoland and occasionally the seaside. Breakaway also has a garden which has recently been updated with new equipment which includes swings, one being a bird's nest swing which can accommodate wheelchair users, sand pit, waterfall table, a swinger, a rocker, a playhouse, trampoline and bouncy castle.

Breakaway acknowledges cultural and religious festivals within the unit through discussions, meals, displays, books, prayer books, films and audio cassettes.

16. Consultation with Children/Young People

Children/Young People's Meetings take place on a bi-monthly basis. The focus of these meetings is to discuss issues or concerns about the running of the unit in relation to activities provided, meals served and activities. The agenda covers the Anti-Bulling Policy, Fire Procedure and any other issues the children/young people wish to discuss. We encourage the children/young people to share their views on new ideas/activities for the unit. This is then discussed at the staff team meeting, so that all staff are aware of the children/young people's wishes and any actions from these meetings can be met.

Staff use communication tools such as PECS and Makaton to help children/young people communicate their wishes and views about the services.

17. The Arrangements made for the Control, Restraint and Discipline of Children/Young People

At Breakaway, methods of control and discipline are all practised in accordance with Slough Borough Council's Policies and Procedures. Breakaway believes that clear boundaries and expectations promote order and establish routines. Occasionally, sanctions are used to promote good discipline, not as a punishment, when a child/young person oversteps set boundaries. The sanctions used are dependent on the circumstances surrounding the incident and upon the social development, age and level of misbehaviour of the child/young person concerned. Sanctions will be discussed with parents/carers and the child/young person when the 'This is Me' is completed.

All care staff at Breakaway are trained in positive handling of challenging behaviour using Team Teach techniques. Team Teach ensures staff are experienced in the use of a wide range of diffusion and distraction techniques to avoid the need to restrain children/young

people with challenging behaviour. If restraint is used, care is taken to ensure that the restraint is for the minimum time possible, that the child/young person is not humiliated in any way and that their safety is paramount. All incidents of restraint are recorded and externally scrutinised. Children/young people are never held on to or taken to the floor. All holds are undertaken in standing or sitting positions. If there is a likelihood that the child/young person will end up on the floor, staff are instructed to release the hold.

Clear records are compiled. These are signed and commented upon by the child/young person (if they are able and wish to do so) and passed on to Senior Management and social workers. Any incident of restraint is also discussed fully with the child/ person's parents/carers.

18. The Arrangements made for Child Protection and to Counter Bullying

All suspected or actual incidents of bullying will be taken seriously and investigated immediately. Members of staff will give both the victim and the bully support. Breakaway has an Anti-Bullying Policy which sets out Breakaway's response to incidents of bullying, taking a positive approach and formal response to any such concerns.

All Breakaway staff receive training in Child Protection and are aware of, and alert to, the signs and symptoms of abuse. Any concerns and/or allegations are recorded and immediately followed up by informing the Manager/Senior staff at Breakaway/LDD Team and the child/young person's social worker after, if necessary, referring to local procedures which are found on www.proceduresonline.com/berks. All visitors to Breakaway are asked to show their ID before entering the premises and if children/young people are in residence are closely monitored and never left alone with a child/young person.

19. The Procedure for Dealing with any Unauthorised Absence of a Child/Young Person from Breakaway

Children/young people at Breakaway are closely supervised. There is an agreement regarding missing children/young people with Slough Police. This sets out actions to be taken by staff and police in the unlikely event of a child/young person going missing. Parents/carers, families and senior manager's will be notified as a matter of urgency.

20. Electronic Surveillance

All bedrooms are fitted with door alarms used during the night. Waking Night staff carry a pager which is activated when a child/young person's door is opened during the night.

No other electronic or mechanical means of surveillance of children/young people are used at Breakaway.

21. Fire Precautions and Emergency Procedures

All Breakaway staff receive Fire Safety Awareness training annually, which covers the use of

fire fighting equipment and emergency procedures. The home has fire alarms, smoke detectors and fire extinguishers throughout the building. The equipment is serviced and tested on a regular basis and any faulty equipment is reported immediately. There is a thorough recording system in place in the unit.

Breakaway operates a system whereby the fire brigade will be called even in the event of a false alarm.

Breakaway operates a no smoking policy within the building.

Fire alarm tests are held weekly and fire drills involving the children/young people are held every 4/6 weeks.

22. Will My Child/Young Person be Able to Follow their Religious Beliefs

It is Breakaway's policy that every child/young person has the right to follow whatever religion they wish. Every effort is made to ensure children/young people are able to attend any services or meetings that form part of their religion. Children/young people will also be allowed the privacy or support necessary to undertake any devotions required whilst residing at Breakaway.

If a Child/young person's religion requires a particular diet or clothing, Breakaway will ensure that these needs are met, with advice being sought where necessary from those with the appropriate knowledge.

23. Can I Contact My Child/Young Person?

Breakaway recognises that when a child/young person first stays at Breakaway this can cause worry for the parents/carers, as this may be the first time that the child/young person has been away from home. Parents/carers are welcome to telephone the unit at any time to enquire about the welfare of their child/young person. If a parent/carer wishes to visit a child/young person, we recommend telephoning first to ensure the child is not out on an activity.

24. What to do if You are Unhappy with any Aspect of the Service

Slough Borough Council has a policy to manage customer care. A parent/carer or child/young person who is dissatisfied with any aspect of the service should first consult the manager to discuss the concerns. If the problem is not resolved the parent/carer should contact the Manager of Service for Children with Learning Difficulties and Disabilities. The child/young person's social worker will provide a copy of the Customer Care Procedure before the child's/young person's first visit and this process can be followed if the issue has not been satisfactorily resolved. An independent investigation into the concern will then be carried out.

25. The Arrangements for Dealing with Reviews of Placement Plans

All children/young people receiving overnight care will have regular reviews of the placement and their Care Plan. For those children/young people who are looked after by the Local Authority, an Independent Reviewing Officer chairs the Reviews for Children in Need the Review will be chaired by a Manager/Assistant Manager from the LDD Team. Children/young people are encouraged to attend their reviews. However, if they do not wish to be there their parents/carers, keyworker or an advocate can convey their views. Looked after Children Reviews or Child in Need Reviews are carried out 6 monthly for all children/young people who receive overnight care at Breakaway.

26. Bedrooms

All children/young people staying at Breakaway will have their own room. Breakaway will endeavour to give them the same room when they stay. Breakaway helps the children/young people to personalise their room with posters, name plaques and a choice of bed linen.

Four of the bedrooms are fitted with overhead tracking and a hoist, to assist the children/young people with their mobility. All bedrooms have profiling beds and all bedroom doors are fitted with magnetic door openers. The waking night staff carry pagers which sound an alert should a door be opened at any time during the night.

27. Specialist Therapeutic Techniques

Breakaway staff do have physiotherapy training by physiotherapy staff at the children/young people's school if a child/young person regularly uses our service so that continuity of care can be provided.

28. A Description of the Children's Home Policy in Relation to Anti-Discriminatory Practice and Children's Rights

Slough Borough Council is working to promote a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice. Breakaway values and celebrates the breadth and diversity of tradition, beliefs and culture of the children/young people and families using the service. Breakaway seeks to create, maintain and promote a unit in which each child/young person has equal entitlement to a high quality service and opportunities, regardless of disability, race, nationality, religion, age, gender and sexual orientation. Breakaway will actively challenge any discrimination encountered by the children/young people whilst at Breakaway.

Date: September 2011

Sue Betts
Manager of Service for Children with Learning Difficulties and Disabilities
Review Date: September 2012

EDUCATION AND CHILDRENS SERVICES SCRUTINY PANEL
FORWARD AGENDA PLAN 2011-12

Draft report deadline	Final report deadline	Agenda dispatch	Agenda item	Meeting date
4th November 2011	11th November 2011	15th November 2011	• Family Intervention Project • Ofsted Inspection Recovery Plan • School Places • Impact of financial climate on learning providers • Munro Report on Safeguarding	24th November 2011
4th January 2012	11th January 2012	13th January 2012	• Elective Home Education • Strategy for the Adult Learning Service • Teenage Pregnancy – progress and current issues • Ofsted Inspection Quality Assurance Review • 2011-2012 ECS Scrutiny Review – An Investigation into the rise in the number of Looked After Children	24th January 2012
2nd March 2012	9th March 2012	13th March 2012	• Children's Social Care Complaints • Post 16 Provision and Choices in Slough • Youth Offending Team – Performance Update • YOT Update • Paper on Academies	22nd March 2012

Additional Suggestions
- Commissioning in ECS – relationship with the Third Sector
- Slough Skills

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MEMBERS' ATTENDANCE RECORD
EDUCATION AND CHILDRENS SERVICES SCRUTINY PANEL 2011-12

MEETING DATES

COUNCILLOR	09/06/2011	05/09/2011	12/10/2011	24/11/2011	24/01/2012	22/03/2012
Abe	P	Ap				
Dar	P	P				
Davis	P	P				
PK Mann	Ap	P				
Minhas	P	P				
O'Connor	P	Ap				
Sharif	P	P				
Smith	P	P				
S Wright	Ab	P				

P = Present for whole meeting   P* = Present for part of meeting
Ap = Apologies given   Ab = Absent, no apologies given

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