

Recommendation	Action Required	Actions to Date (January 2019)	Completion Date	Lead Officer
<p>1. The Council should ensure training for school governors is fit for purpose and emphasises their role in monitoring school exclusions and challenging headteachers on their strategies for reducing exclusion</p>	<p>Continue meeting Headteachers regularly to share information, celebrate best practice and challenge exclusion. Include inclusive measures in the annual risk assessments of schools. celebrate best practice.</p> <p>Ensure training opportunities for schools and governors focus on inclusive practice and are aligned to the Inclusion Strategy</p> <p>Catered for in the school readiness project.</p> <p>Increased demand on governor training provision and sourcing more alternative provision may have staffing and finance implications for CEF services. This will be addressed in a subsequent report to Cabinet in the autumn.</p>	<p>Plans in train for Head of Learner Engagement to deliver Governor training through Oxfordshire Governor Services.</p> <p>OGA represented on Learner Engagement Strategic Board and informed the creation of the Learner Engagement Strategy and Terms of Reference.</p> <p>Head of Learner Engagement offer to train Social Workers on education participation expectations of children on CIN and CP plans</p> <p>School Readiness Conference held November 2018</p> <p>Programme of Breakfast Briefings and Heads and Chairs (of Governing Bodies) in the calendar for the academic year.</p> <p>Plans for Oxfordshire Schools Inclusion Team conference in train for summer term 2019.</p>	<p>Termly meetings</p> <p>September 2018 onwards</p> <p>Ongoing</p> <p>November 2018</p> <p>Ongoing</p> <p>July 2018</p>	<p>Head of Learner Engagement</p>
<p>2. The Council should develop effective mechanisms for sharing good practice and expertise around inclusion and rewarding schools that successfully manage challenging pupils</p>	<p>Publish and share regular progress towards targets for the reduction of exclusions and examples of best practice via HT briefings and Schools News.</p> <p>Publish Inclusion Strategy and quality mark /self-assessment tool.</p>	<p>Data is regularly (monthly) produced and analysed for CEF CMT and OSCB. 10 schools' data not currently shared and they have been formally requested from individual Head Teachers.</p> <p>Learner Engagement Strategy produced and signed off by Learner Engagement Board which incorporates Governor,</p>	<p>Monthly and termly</p> <p>March 2019</p>	<p>Head of Learner Engagement</p>

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<p>without resorting to exclusion.</p>		<p>Secondary and Primary Head representatives. All Heads offered the opportunity to inform this work through Breakfast Briefings and Heads and Chairs briefings during Autumn term 2018. Strategy will be shared with all schools coupled with consequential Work Plan when this is signed off by the Board on 5th March 2019.</p> <p>Schools Attendance Audit produced and adopted for use from January 2019 through Attendance Liaison Officers available to all schools annually. Priority schools in the first tranche. This describes best practice in terms of attendance processes within schools.</p> <p>A model Attendance Policy has been produced for adoption by schools in Oxfordshire.</p> <p>The revised In Year Fair Access protocol (designed to fairly distribute vulnerable children without a school place across schools and designed to 'manage move' pupils at risk of exclusion) is out for full schools' consultation. This is a vehicle now designed to shift culture to use High Needs funding to support pupils at risk of exclusion by school leaders collaborating strategically to explore alternatives to exclusion that are effective and sustainable together. An example is the intention in the north of the county for</p>	<p>January 2019</p> <p>December 2018</p> <p>February 2019</p>	
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		<p>schools to pool resources to develop a unit at the farm on Warriner site.</p> <p>OCC has now joined the regional Attendance Leads group, next meeting in Newbury in early March. This will afford a best practice sharing opportunity. The new Learner Engagement head of service's membership of the national AEWB also affords newly acquired best practice sharing opportunities.</p> <p>OSSHATA has invited the Learner Engagement head of service to their executive meeting in February to share best practice opportunities.</p> <p>Head of Learner Engagement joined the Children and Young Person Partnership Board to collaborate with partners to share and communicate best practice</p>		
<p>3. The Council should take steps to improve the timeliness of Education, Health and Care Plan assessments to reduce the risk of pupils with SEN and disabilities being excluded, including revising the funding mechanism to secondary schools</p>	<p>Deliver the SEND Post Ofsted Action Plan</p>	<p>Quarterly 4 monitoring report (Nov 2018) stated: - The Local Area continues to respond positively to the outcome of the Ofsted/CQC SEND inspection. Implementation of the WSoA is in line with the planned timescales for specific actions.</p> <p>SEND leads across all agencies have brought energy and urgency to the task of implementing the WSoA and strand leads appear empowered to take improvements forward.</p>	<p>July 2019</p>	<p>Head of Service SEND</p>

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		<p>Evidence provided by the Local Area:</p> <ul style="list-style-type: none"> • Clear and effective lines of accountability – nearly all actions have been completed. Real progress is evident in securing regular feedback from parents across Oxfordshire. • Quality of self-evaluation driving improvements – expected progress. An increasingly sophisticated dashboard and thorough analysis by the SEND Programme Board is gradually having a positive impact on operational performance. • Quality of EHCPs – evidence of progress. A new template has been adopted. Recent sample of EHCPs confirms the need for ongoing training/supervision of staff across all agencies. • Timeliness completing EHCPs – recent improvement is encouraging but yet to be consolidated. • Fixed term exclusion of CYP with SEND and SEMH – good progress evident with schools and the Local Authority remaining confident of even better performance in near future. 		
<p>4. The Council should facilitate the development of more alternative provision for primary-aged pupils, informed by a review of the needs of primary aged pupils</p>	<p>Review current arrangements for A.P. and increase provision by brokering on behalf of schools.</p>	<p>Alternative Provision strategy project commenced with Head of Learner Engagement and Commissioners. PID due for sign off by Easter 2019 with AP Strategy produced by November 2019 to inform necessary place planning within DfE timetable.</p> <p>An Education Endowment Fund bid has</p>	<p>September 2019</p> <p>November</p>	<p>Head of Service Learner Engagement</p>

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<p>who have been permanently excluded.</p>		<p>been submitted. If successful it will lead to the development of third sector led small and local provision specifically for Key Stage 2 pupils at risk of exclusion.</p> <p>Additionally, Pearson Learning has been invited to share their new on-line learning opportunity and be available to schools and the county council.</p> <p>The Oxfordshire Alternative Provision menu of options available for all schools to commission is overdue for review and quality assurance. This is timetabled for completion by July 2019.</p> <p>A commissioner for securing places has been seconded to work with the service to facilitate the development of alternative provision places across all phases but with a focus on Key Stage 2.</p>	<p>2019</p> <p>July 2019</p> <p>July 2019</p>	
<p>5. The Council is asked to develop a behaviour strategy that promotes inclusion, and encourages schools to strive for the Inclusion Quality Mark and share best practice.</p>	<p>Complete the Fit for the Future Learner Engagement Project and all the identified actions for improvement to reduce exclusion.</p> <p>Complete and launch an Inclusion Strategy with schools and partners.</p> <p>Complete the pilot with secondary Headteacher to find alternatives to exclusion, share the findings and incorporate the learning into a new County-wide approach.</p>	<p>Learner Engagement transformation project ongoing, with objectives met to date.</p> <p>Learner Engagement Strategy produced, consulted on, agreed and signed off as above.</p> <p>Pilot work, using Project 8 framework, has moved into Year 2. Permanent exclusions reduced by 24% from 2016-17 to 2017-18. Further work on finding alternatives to exclusion and sharing the findings wrapped into Learner Engagement work</p>	<p>April 2019</p> <p>December 2018</p> <p>September 2019</p>	<p>Head of Service Learner Engagement</p>

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		<p>plan.</p> <p>The development of a Behaviour Pathway, calling on examples of effective practice from throughout England (i.e. Lincolnshire behaviour pathway and Lancashire behaviour quality mark for schools) features in the Learner Engagement work plan.</p> <p>The creation of a Duty Line for school staff to call when faced with behavioural challenges, and seeking immediate advice and consultancy, is being designed for launch from Summer term 2019.</p> <p>The Anti-Bullying Quality Mark UK is being considered for promotion throughout schools in Oxfordshire. A change of personnel within OCC will facilitate this opportunity.</p>		
<p>6. The Council, and schools, should give specific attention to developing the personal resilience of vulnerable pupils and driving up their educational outcomes at Key Stage 2 to support a smoother transition to secondary school.</p>	<p>Support the development of the CAMHS strategy for mental health and wellbeing in education settings.</p>	<p>Using CAMHS Green Paper funding, 2 additional Mental Health worker teams will pilot enriched offer to Oxford City Schools from Easter 2019. Based on impact, this is intended to be rolled out across the county when Department for Health funds permit. The additional provision is intended for all schools, primary and secondary.</p>	<p>Complete awareness raising with Heads by August 2018.</p> <p>Further dates to be agreed.</p>	<p>Head of Service Learner Engagement</p>
<p>7. The Council should</p>	<p>Continue to present High Needs</p>	<p>Review of In Year Fair Access Protocol</p>	<p>Termly</p>	<p>Head of</p>

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<p>work with the Schools Forum as a sounding board, to ensure Local Authority funded support services are fit for purpose, promoted and well used.</p>	<p>Block Review items at Schools Forum and encourage challenge to value for money in inclusion work.</p>	<p>has been delivered. Spend of High Needs Block to drive down exclusions has also been reviewed as part of this Task and Finish group, resulting in schools scrutinising impact and considering more partnership and sustainable use moving forward.</p>		<p>Service SEND</p>
<p>8. The Council should more robustly challenge schools over their use of reduced timetables to manage pupils with additional needs or challenging behaviour, so that a more consistent and appropriate approach is adopted across all schools.</p>	<p>Deliver the Learner Engagement project on reduction of part-time timetables. Improve the IT system for the weekly collection of data from schools.</p>	<p>Reintegration timetables wrapped into Learner Engagement strategy and work plan. Children Missing Education policy, Elective Home Education policy and revised Attendance Penalty Notice code of practice produced for CEF DLT sign off on 14th February 2019.</p>	<p>April 2019 February 2019</p>	<p>Project lead Fit for the Future Learner Engagement Project Head of Service Learner Engagement</p>