

Alternative Provision: success for every child

Bev Petch: Head of AP

Achievements so far...

- Successful Summerfield move to Jensen House, one site
- New staffing structures in place for September at Triple Crown and Summerfield
- New Headteacher and Assistant HT appointed at Summerfield
- Management of change will deliver a central AP team: Head of AP, AP Officer, finance and admin support, additional leadership capacity within ESCOS
- New medical pathway being finalised – to be launched in September.

More to do...

- Create AP website for stakeholders
- Finalise Quality Assurance framework (commissioners of places to use)
- Develop commissioning strategy and service level agreements for use with providers
- Explore then implement model of shared governance
- Explore models for primary AP within Solihull that meets needs and provides value for money within a more reasonable resource envelope
- Gather evidence about the features of successful, supported reintegration



SEND and AP

What do we know about AP and SEND?

- Evidence of a changing profile over time in Solihull
- Significant proportions of pupils in AP also have SEN – diagnosed and undiagnosed
- Nevertheless, AP and SEND should not be seen as synonymous!
- **April 2018:** (3 x PRUs and ESCOS)
 - 33% ASC
 - Includes 40% of Auckland & 60.5% of Triple Crown cohorts
 - 58% SEN support (K)
 - Includes 84% of pupils at Summerfield and 70% of Triple Crown cohort
 - 31% overall undergoing assessment for EHCP.
 - At SEC, 24% of cohort were approved and awaiting draft, at AEC 50% of cohort.
 - EHCPs in place:
 - 13% of overall cohort Includes 30% of TCC pupils and 15% of ESCOS pupils

**What
information
do you need
when you
receive a
new pupil?**

Why?



Transition information

- Usually get this information routinely
- School can plan to closely match provision to the child's needs
- Information related to permanently excluded pupils (primary and secondary) is, too often:
 - Patchy
 - Conflicting
 - Not focused enough on key information e.g. interventions
 - Fails to identify SEN accurately e.g. non-specific 'K'
 - Focused on misdemeanours rather than observations that support evidence of additional needs

Pupil A: Y9

Persistent disruptive behaviour

- Not on SEN register
- Minimal agency involvement
- Some evidence of strategies used by school
- Long list of concerning behaviours, fixed term exclusions and high risk behaviour
- Poor predicted grades and attendance
- Pupil interests and aspirations included
- Safeguarding information vague but included
- Very low self-confidence, immaturity with peers.

ASD

Child B: Y8

Persistent disruptive behaviour

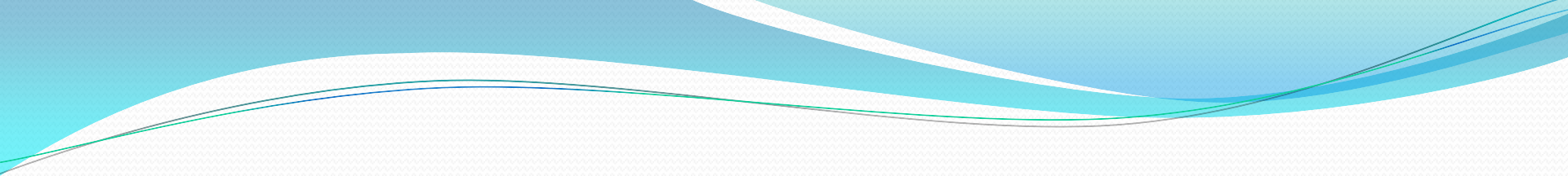
- No managed moves
- Not on SEN register
- Very minimal agency support
- Long list of concerning behaviours, fixed term exclusions and low/med risk behaviour
- Low predicted grades and attendance rates
- Some info about presenting needs – need for clear boundaries, doesn't like being told what to do. High risk of persistent defiance.
- No info included about trauma in primary, and Solar not involved.
- **'Fast-track' EHCP, urgent Solar referral**

Child C: Y7

- 2nd permanent exclusion. Failed managed move
- No SEN
- Social care involved
- Strategies used by the school weak
- Risk assessment included – lots of high risk behaviours
- 10 fixed term exclusions
- School recognised that 'C' had some SEN needs but no assessments completed as 'C' unwilling. Intention by referring school to refer to Meadow Centre. Noted assessment needed re suitability or mainstream.
- **ASD. EHCP and specialist provision secured (1:1)**

Child D: Y8

- No attainment information.
- No managed moves.
- SEN support (K), SEMH
- No agency involvement
- Little evidence of strategies used.
- Risk assessment – mainly low and med risk behaviours
- Some detail about triggers and how to manage
- **Assessments likely to confirm ASD**



In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education...it's like a precious gift. It's like a diamond.

Malala Yousafzai