

LEICESTERSHIRE BEHAVIOUR PARTNERSHIPS DEVELOPMENT PLAN – NOVEMBER 2014 update (Schools Forum)

Priority	Aim	Progress and Milestones by March 2015 for Transformation Board November 2014
<p>Accountability</p> <p>1. To submit data to the LA officers and members, Chairs and Headteachers that enables them to:</p> <ul style="list-style-type: none"> • Judge the effectiveness of the provision in achieving outcomes for children • Identify trends, emerging needs and new good practice, • Facilitate value for money judgements <p>2. To use the insights provided by the data to develop a shared understanding and a common descriptive language amongst all stakeholders of the purpose and benefits of the BPs and a shared vision for their future development.</p>	<p><i>Robust data collection system in place</i></p> <p><i>Data is received by the LA on time</i></p> <p><i>Data is gathered and presented in a consistent manner aligned to the accountability requirements</i></p> <p><i>Data gives key information on numbers involved, attendance and participation rates, outcomes at the end of Key Stages and destinations.</i></p> <p><i>Data is published to schools</i></p> <p><i>Stakeholders can describe the purpose, benefits and vision for the future of the BPs</i></p>	<p><i>Progress:</i></p> <ul style="list-style-type: none"> • Improved flow of data from BPs as shown by summary data July 2014 • Cross checking of Exclusion data with SAPS and City on going • Growing understanding amongst Co-ordinators of BPs of the accountability requirements • Collation of outcome data for Year 11 leavers from BPs <p><i>Milestones</i></p> <ul style="list-style-type: none"> • Strengthen a common approach across the BPs as to the type of information to be held • Develop a format for presentation of the information we currently have for the Scrutiny Committee • Explore with MIS and the BP chairs how BP data might be more easily pooled and shared between BPs and with the LA
<p>Quality Assurance</p> <p>1. To create a framework for reviewing the work of individual BPs against a set of agreed standards and</p> <ul style="list-style-type: none"> • To use the framework to carry out at reviews of each partnership • To create a process for QA of the reviews. <p>2. To further develop processes by which school and colleges and BPs robustly evaluate Alternative Provision</p>	<p><i>Chairs and Partnership staff will share a consensus view as to the key features that make a BP "good" or "outstanding"</i></p> <p><i>A minimum of three reviews will be completed and the findings will be shared with Chairs and the LA</i></p> <p><i>Chairs will have established a process to validate the reviews</i></p> <p><i>Schools and Colleges with students in AP will have clear audit trails that demonstrate how they have achieved confidence in the quality of the APs they are using</i></p>	<p><i>Progress</i></p> <ul style="list-style-type: none"> • Chairs have agreed to a shared approach across the BPs • Co-ordinators have drafted a framework which is attached • Ofsted Expectations of the level of review of APs shared across BPs • Some BPs have begun to plan for additional AP monitoring • All BPs moving to compliance on rules about use of unregistered provision <p><i>Milestones</i></p> <ul style="list-style-type: none"> • Co-ordinators to continue to work on framework • Trial runs to use framework • BPs to develop clear strategies for M and E of AP where gaps have been identified
<p>Transition at 16+</p> <p>To further develop good practice related to the transition of PM students out of BP care at the end of Year 11, including ensuring effective CEIAG.</p>	<p><i>Young people will show resilience in the path they enter at the end of Year 11 and will not become NEET in the future.</i></p>	<p><i>Progress</i></p> <ul style="list-style-type: none"> • Quick review of current practice • Decision that BP resources must support CEIAG <p><i>Milestones</i></p> <ul style="list-style-type: none"> • Chairs to consider what BP responsibilities post 16 should be

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<p>SENCOP To ensure that SENA and BP processes for accessing additional funding and support for our vulnerable students enable us to secure their entitlement and meet the needs of all including our most complex students</p>	<p>Each child referred to the Partnership will have a well designed programme of support in place that</p> <ul style="list-style-type: none"> • builds on the knowledge held and shared between agencies about the child and his or her family • as been put together with appropriate and timely involvement of all services and agencies that the child needs • is aligned to his or her educational needs • addresses any related social or health issues • has an effective process for review embedded in it including agreed outcome targets • draws down funding as appropriate to the provision and need 	<p>Progress:</p> <ul style="list-style-type: none"> • Working group to redefine processes for BPs to seek SENA resources is underway - agreed goals include ensuring that SEN needs are correctly assessed for children referred to BPs and that BPs will work with SENA to shape cost effective provision for individuals • Plans to develop working relationships between SENA case work officers and BP co-ordinators in hand <p>Milestones</p> <ul style="list-style-type: none"> • To review the outcomes of the working group • To ensure operational relationships are effective • To contribute to the review of threshold criteria • To contribute to development of documentation related to the local offer
<p>Multi agency working 1. To establish effective processes between BPs and other agencies so that:</p> <ul style="list-style-type: none"> • care and support needs can be assessed and met rapidly • our provision can be co-ordinated and or aligned with provision from other agencies • case leadership is clear <p>2. To enable the use of "Mash" by Partnership Co-ordinators</p>		<p>Progress</p> <ul style="list-style-type: none"> • Contribution of BP Co-ordinators and Chairs to LA research into PME • First steps in enabling BP Co-ordinators to access MASH • Fact finding about issues for individual partnerships in communicating with other agencies <p>Milestones</p> <ul style="list-style-type: none"> • Decision needed as to how BPs will link in with ongoing PME work by the LA • Gaining approval for access to MASH • Ensuring logistical arrangements for BP co-ordinators to access MASH are robust and efficient • Developing our thinking about how we can strengthen and streamline links with Early help and Social Care
<p>Border Issues To establish protocols with neighbouring authorities that will ensure that the interests of young people always come first and that jurisdictions do not become barriers.</p>	<p>The needs of these vulnerable students are met without hindrance from jurisdictional disputes</p>	<p>Progress</p> <ul style="list-style-type: none"> • Met with City BP and planned further contact • Exchange of information about County students with City Addresses who have been permanently excluded <p>Milestones</p> <ul style="list-style-type: none"> • Chairs of BP to consider how best to secure child centred outcomes for cross border children • LA to consider strategy for tackling issues with other jurisdictions
<p>BP Stability To ensure smooth transition of Transition Team work to BPs To continue to work together to promote the ethos of Partnership working across Leicestershire</p>	<p>Arrangements for winding up Transition Team and dispersing resources will be complete All schools will continue to participate in Partnership arrangements Permanent Exclusions will be minimal The numbers of students who are fully programme managed outside of schools will decline</p>	<p>Progress :</p> <ul style="list-style-type: none"> • Letter from Director to all schools and colleges • KS3 resources dispersed • New appointments to Partnership teams in readiness for 14-15 <p>Milestones</p> <ul style="list-style-type: none"> • Continuing support to BP Co-ordinators particularly in helping them develop their preventative roles • Continuing support between LA and BPs in ensuring that we work actively with reluctant schools
<p>Working with the Primary Sector To promote positively with Primary colleagues the ethos that underpins the secondary BPs. To establish effective processes for the transition of vulnerable children from primary to secondary that promote continuity of provision</p>	<p>Vulnerable children entering secondary schools will have appropriate additional provision in place where this is needed.</p>	<p>Progress:</p> <ul style="list-style-type: none"> • Chairs responded to consultant input on Primary developments • Ongoing links between BP and Oakfield via Consultant • Oakfield linking with individual BP Co-ordinators as required <p>Milestones:</p> <ul style="list-style-type: none"> • Chairs ready to respond to any proposals emerging from LA and Primaries about future arrangements