

BRIEFING PAPER FOR IMPROVING LIVES SELECT COMMISSION

1.	Date of meeting:	Tuesday 11 June 2019
2.	Title:	Rotherham Education Strategic Partnership (RESP) Update
3.	Directorate/Agency:	Children & Young Peoples Services

4. Introduction

4.1 The Rotherham Education Strategic Partnership (RESP) was established in 2018 following the Enabling School Improvement consultation. The first meeting was held on 24th October 2018 and the board have been meeting half termly.

5. Background and context

5.1 RESP has brought together key partners from across Rotherham's education system enabling the work of key partners to be brought together into a coherent and effective strategic plan communicated through the partnership. It aims to maximise outcomes and improve life chances for children and young people, promote inclusion and reduce inequalities. Critically, it will ensure that no school and no child or young person will be left behind.

5.2 Previously there was an absence of a strategic body which held an overview of all educational partners and priorities. This has now been brought together under RESP which aims to ensure that the life of every child and young person is enhanced to the full by the provision of first class education.

RESP board members are:

- Working with shared moral purpose and strategic vision.
- Recognising their different roles and accountabilities.
- Targeting resources on an equitable, rather than an equal, basis; support will be directed where need is greatest for children and young people whose schools are not good or better.
- Sharing data and information relating to schools in a timely way and consistent with the board's protocols and the requirements of its agendas
- Understanding that, in a local system covering a tight geographic area, acting alone can have unintended consequences for other institutions and their learners.

5.3 RESP created sub groups to focus on 7 key priority areas, these areas are; Special Educational Needs and Disability (SEND); Gypsy, Roma and Traveller (GRT), Early Years, Primary, Secondary, Post 16 and Social, Emotional and Mental Health (SEMH).

This report is to provide an overview and update of progress of each of the sub groups in the six months from October under the headings of the key areas for action identified within their plan.

5.4 **Special Educational Needs and Disability (SEND)**

High Needs Block

- All special school heads signed up to SEND review training.
- All committed to supporting commissioners on QA of out of authority places.
- Map where out of authority placements are and reasons why they are needed is currently being worked on by commissioning. This data will allow commissioners to assess where placements could be better supported within the LA rather than expensive out of authority.

SEND sufficiency Review

- Updated figures by data team show key growth for MLD, ASD, SEMH.
- Agree schools commitment to original expansion plans and identify what can be done to provide for increasing in borough provision.
- Currently no new openings of special schools are planned and work has to be on moving services to support inclusion in mainstream.
- Agree with special school Heads interested in developing opportunities for services to be delivered and based within the special schools therefore allowing the level of expertise to be shared within mainstream.

Dual Funded places

- Agree clarity for guidance for dual funded places.
- Work with PRU to agree element 3 funding protocols follow the child.
- Agree clarity for responsibility of host school to give a child sense of belonging to their community.

5.5 **Gypsy, Roma and Traveller (GRT)**

Improving reading ages of GRT students

- Sharing of best practice to improve literacy skill levels e.g. a representative of RMBC Libraries spoke of a proven successful school/setting offer of “novel study” engaging GRT/disadvantage/EAL boys and there has been a presentation from the Literacy coordinator from Wales High School.

Early Years- improve educational 2 and 3 year old take up

- The take up of 2year old places in Eastwood remains a challenge so the team are swiftly switching to home working, supported by additional funding (South Yorkshire Funding bid) “Parent child plus” home learning.

- “Family lives” coordinator to be appointed
- Staff are now having training currently to deliver the 2 sessions per week to families. York and Durham University will evaluate the home learning project.

Funding issues:

- Changes to the Admissions form to include information about SEND/SEMH needs.
- Pathways now being introduced to support the screening of newly arrived families with specific needs etc.
- Highlight the challenges facing a number of schools that a large proportion of children/students are of a transient population – mainly from Eastern Europe - that arrive post census date in October. This issue has been taken this up in parliament directly with ministers.
- Many of the children arriving after census date present a number of issues to the existing staff: SEND/EAL/HL. Individual schools are facing major challenges with provision with no recognised funding available because of the way funding is connected to the census and paid the following April.

5.6 Early Years

Develop System Wide approaches to improving speech, language and communication skills within the Early Years

- Matrix completed for the bidding process and collated as a South Yorkshire overview.
- Bid submitted and conformation was received to say the bid had been successful.
- South Yorkshire bid was successful as it was built on the current South Yorkshire Futures partnership.
- The project start date was April 1st 2019 so work is currently underway to set up the outcomes of the project and key staff are just being sourced to begin the work.

Improve language, social and emotional development for disadvantaged 2 year olds through the South Yorkshire Funding bid for Home Visiting.

- Initial work has started to identify the children within the scope of the project.
- Rotherham invited to be on the interview panel for the designated Co-ordinator and the successful candidate is from services in Rotherham and will commence post on May 19th direct work with the families will begin June 19.

Improve children's early language, literacy and numeracy through high quality, evidence-based professional development support for early year's practitioners in pre-reception settings.

- DfE funding has been received to set up the initial parts of the Partnerships.
- CPD champions criteria has now been received and the selection process will now commencing
- The National Training provision has had a contract delay and so this will delay the information being cascaded in relation to the commitment of the CPD champions.

Set up regional 'Action Learning' sets to increase early identification of speech, language and communication needs through developing a whole setting approach to supporting SEND

- The Action Learning Sets work commenced February 19.
- Rotherham SEND colleagues met with Regional and Humber colleagues and worked through a matrix for identifying SEND issues and key priorities in Early Years.
- Priorities identified include – Funding – Data – Transitions between PVI and Schools.
- Rotherham was successful in then submitting an additional request for support for Whole Setting Approach to inclusion and was successful. This piece of work begins May 19 with NASEN.

5.7 Primary

Building on improvements made in attainment in 2018, secure further gains in reading at both Expected & Above and Greater Depths/Higher Standard at both KS1 and KS2

- The 'Enhancing Language Acquisition' project was a successful DfE Strategic School Improvement Fund bid that has run from Jan 2018 to April 2019. A final evaluation of its impact on vocabulary growth on pupils involved in the project (from Y4-Y9) will be completed by end of May 2019. Interim evaluations have been very positive in schools that have fully engaged in the project (24/32 schools). Participating schools will be able to continue working with Bedrock Learning on the project from April 2019 and a new cohort of schools can join from September 2019 as part of the RoSIS Traded Service offer for 2019-20.
- Rotherham primary schools have become involved recently in the work of the new DfE-funded English hubs whose work focuses on improving provision and outcomes in phonics and reading in EYFS and KS1. They have attended launch events at either Whiston Worrygoose J&I School or St. Wilfrid's Catholic Primary School (Sheffield). Further CPD is planned through both of these local English hubs.

Improve outcomes in KS2 mathematics in order to address the decline at both Expected and above and Higher Standards in 2018

- The key message that has been delivered to schools is that in order to improve pupil outcomes at both KS1 and KS2, children need to be taught mathematics really systematically and effectively so that their mathematical fluency / recall is well developed as well as their reasoning skills and ability to solve mathematical problems.

Close the gap between the achievement of disadvantaged pupils and others at KS1 and KS2

- 13 Pupil Premium Reviews have already taken place since September 2018 and a further 18 are scheduled for before the end of the autumn term 2019.
- 46 delegates from 31 schools attended the targeted support workshops held in January 2019 focusing on improving the performance of disadvantaged pupils in KS1 and KS2. 7 different schools shared their 'best practice' in this area.

Improve performance at HS/GDS at KS2 in all subjects but especially the core subjects ie reading, writing and mathematics

- Presentation at the Primary Heads' meeting in February 2019 from a senior leader of a primary school in Sheffield on how to construct an outstanding curriculum that leads to outstanding outcomes for pupils. 64 Headteachers / Senior Leaders attended the meeting. 3 Heads have already visited the Sheffield primary school and a further 24 senior leaders are booked on to visit there in June 2019.

5.8 Secondary

Improve Progress in Core Subjects at KS4

- Joint funding for Specialist lead practitioners in core subjects agreed between secondary schools. Leads have been advertised in schools and expressions of interest requested.
- Feedback on the process and potential applicants will be discussed at the Sec Heads meeting on 23rd May.

Improve Attendance

- A new policy and practice has been piloted and is to be now shared at Secondary Heads meeting on 23rd May with a view to being rolled out from September 2019.
- The LA will attend the same Secondary Heads meeting to share and agree new strategies to support an increase in attendance and decrease in persistent absenteeism across the authority.

5.9 Post 16

Ensuring continued broad curriculum offer for Post 16 students in Rotherham.

- Timetable alignment and sharing students was discussed but not considered to be a practical option in this next academic year.

Careers and work experience

- South Yorkshire Futures have agreed to join the next Post 16 network meeting to agree a plan to improve access to work experience

Post 16 SEN and mental health provision

- Support has been brokered from local GP groups
- A plan has been agreed to survey and audit current provision and then analysing results of survey.
- The Assistant Director of Commissioning, Performance and Inclusion is to present a brief overview of SEND sufficiency strategy with post 16 focus to next meeting

Knife crime awareness / prevention

- Police and LA and other organisations have been scheduled to support post 16 providers with this issues

5.10 Social and Emotional Mental Health (SEMH)

A sub-group has met four times to co-produce a new Social Emotional and Mental Health Strategy for the borough. Representatives from primary, secondary, special schools and pupil referral units met between 8th October 2018 and 14th January 2019.

The draft strategy was shared with colleagues on 14th January and a period of wider consultation is now underway.

The priorities identified in the draft strategy are:

Sufficiency

- Develop local education provision that responds to need – this will include flexible and specialist provision

Seamless Pathways

- Ensure that pathways to support are connected and aligned and develop a clear behaviour pathway that includes responses to attachment and trauma

Partnerships

- Develop and sustain robust inclusion partnerships that enable schools to meet need through a collective approach to responding to the needs of individual children

Evidence-Based Approaches

- Ensure that the LA offer (from EH and Inclusion services) is underpinned by evidence-based approaches and aligned with clear pathways

Workforce

- Develop a robust training and support, enabling professionals to feel confident in responding to the needs of children and young people with SEMH needs

Outcomes Focused and Value for Money

- Ensure that all activity can demonstrate a clear outcomes and value for money

Work to deliver the priorities has already commenced; the timeline for implementation will extend until July 2021.

In December 2017 the Government published a Green Paper on children and young people's mental health; proposals focused on early intervention and reducing the number of children and young people needing specialist services.

The three core proposals emphasise the role of schools as a hub for mental health support:

- Development of mental health leads in schools
- Mental health support teams who are school based but linked into CAMHS
- A four-week waiting time standard for children and young people referred for mental health treatment

Rotherham and Doncaster submitted a joint bid to be part of wave 1 of the trailblazer and were successful.

Rotherham's Mental Health Trailblazer bid will provide direct insight to the social, emotional and mental needs of children in schools and how best to meet their needs quickly and effectively. This understanding will contribute directly to joint commissioning decisions and will directly inform work to establish seamless pathways to support.

6. Key issues

6.1 Key issues have been identified within the RESP action plan

7. Next steps

7.1 Continuation and make up of RESP to maximise outcomes and improve life chances for children and young people.

8. Conclusions

8.1 RESP to continue until September 2019 when an early evaluation will be made.

9. Actions arising

9.1 All actions are identified within the RESP action plan

10. Name and contact details

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This report is published on the Council's website or can be found at:-

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Glossary

RESP	Rotherham Education Strategic Partnership
SEND	Special Educational Needs and Disability
GRT	Gypsy Roma and Traveller
SEMH	Social, Emotional and Mental Health
PRU	Pupil Referral Unit
EAL	English as an Additional Language
DfE	Department for Education
PVI	Private Voluntary Initiative
NASEN	National Association for Special Education Needs
RoSIS	Rotherham School Improvement Service
EYFS	Early Years Foundation Stage
CAMHS	Child and Adolescent Mental Health Services
MLD	Moderate Learning Difficulties
ASD	Autism Spectrum Disorder