

## SCHOOL EFFECTIVENESS EIT REVIEW: Baseline Information

<b>BASELINE INFORMATION:</b> <b>Description of current service</b>	<b>Looked After Children in Education Team</b>	<b>Redhill Returners Unit</b> <i>(Redhill Education Service)</i>	<b>Specialist Learning Team</b>
1. Who provides the service	Looked After Children's Education Team (also the Virtual School Support Team)	Redhill Education Service	Specialist Learning Team
2. History how services was formed and why it exists	<p>The team was formed to work in partnership with other agencies to ensure that the many needs of Looked After Children are addressed, to safeguard and promote their education, minimise time out of school, promote inclusion through raising awareness and expectations and support youngsters in their education to raise their attainment, achievement and to improve attendance. The team play a key role in narrowing the gap for LAC pupils.</p> <p>The LACE team consists of two specialist teachers, and one teaching assistant. two further part timeTA posts existed but were not reappointed pending the outcome of EIT reviews so technically the team is currently understaffed. Admin is currently provided via the CAN admin team.</p>	<p>The Service was previously two teams, known as the Home and Hospital Tuition service and the Anxious Pupils' &amp; Pregnant Schoolgirls' Unit. They were amalgamated into the Children with Medical Needs Service in February 2008. Subsequently it was renamed 'Redhill Education Service'. The service provides education and support for children and young people of statutory age who:</p> <ul style="list-style-type: none"> <li>• Are unable to attend school for medical reasons</li> <li>• Are suffering acute anxiety and school phobia</li> <li>• Are pregnant schoolgirls/young mums</li> </ul> <p>Recently there has been a decline in the number of pregnant teenagers/young mums attending the service.</p>	<p>The team evolved from the Raising Achievement and Performance Team that supported pupils in all Primary and Secondary schools with regards to their weak literacy and numeracy skills. A smaller team of Specialist teachers /TA continues to support schools and pupils in regard to their low attainment with literacy and numeracy, and those pupils experiencing a Specific Learning Difficulty in literacy and/or numeracy i.e. dyslexia/dyscalculia.</p> <p>The aim of the Specialist Learning Team is to contribute to the development of the literacy and numeracy levels across Stockton by:</p> <ul style="list-style-type: none"> <li>▪ Up skilling teachers and support staff in relation to supporting pupils with specific literacy and/or numeracy difficulties;</li> <li>▪ Supporting schools in becoming dyslexia friendly;</li> <li>▪ Supporting schools in setting high expectations for all pupils with literacy/numeracy difficulties;</li> <li>▪ Providing advice/guidance/support to schools on implementing appropriate interventions for identified underperforming groups and individuals;</li> <li>▪ Providing advice to schools regarding accurate assessment for pupils with complex literacy and/or numeracy difficulties and where necessary</li> </ul>

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			<p>undertaking such specialist assessment;</p> <ul style="list-style-type: none"> <li>▪ Providing specialist tuition to pupils with severe literacy and/or numeracy difficulties supported by guided programmes to be used by school staff;</li> <li>▪ Tracking progress and attainment of pupils/schools in order to measure impact.</li> </ul> <p>Admin support is currently provided through the CAN admin team.</p>
<p>3. How is the service provided?</p>	<p>The team prioritises pupils for early intervention and at Key stages. Children are also referred via schools, social workers, foster carers or parents and pupils can request support themselves. Pupils are also prioritised for support through the Virtual School Pupil Tracking system to address underachievement. It provides Outreach teaching, support and mentoring at times of crisis or disruption and pending identified school placement. It provides a telephone helpline and direct advice, support and training to school staff, Designated Teachers, Governors, Social workers, Foster carers and Residential Care staff on all issues relating to Looked After Children. It provides advice and guidance regarding understanding and providing for the needs of individual pupils through appropriate strategies and intervention.</p> <p>The service is provided for all Stockton LAC of statutory school age in mainstream schools.</p>	<p>The service is provided by a team of qualified teachers a, TA and a reintegration officer. There is admin support. The main base is at the Redhill Education Unit at Redhill Children's Centre in Roseworth and the team has a smaller base at the University Hospital of North Tees. Some tuition is carried out in pupils' homes.</p> <p>The number of referrals is unpredictable as is the length of time some pupils remain with the team. This is because referrals are dependant on the needs of the child/young person.</p> <p>For schools and pupils accessing the service the following might be provided:</p> <ul style="list-style-type: none"> <li>• Assessing and evaluating an individual pupil's needs</li> <li>• Ensuring and/or providing up to full-time educational provision if the pupil's medical condition allows.</li> <li>• Working in partnership with pupils, parents/carers and schools to achieve successful reintegration into school when</li> </ul>	<p>All schools in Stockton receive an allocation of time from the Specialist Learning Team. The allocation is given as a number of sessions, (a session being either a morning or afternoon). Schools negotiate with their allocated Specialist Teacher how their time is most effectively used and may include pupil assessment, direct teaching, operational/strategic advice, training.</p> <p>In addition Specialist Classes are provided by the Specialist Learning Team in either a host school or centrally held at a classroom at Billingham South Primary School. Access to these classes is via defined criteria, provided annually to schools, with applications made to the Team by a previously notified date.</p> <p>The team also provides training to schools (in school and LA wide) and groups such as NQT and GTP</p>

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	<p>The team also runs the Letterbox Project.</p>	<p>the young persons' health permits</p> <ul style="list-style-type: none"> <li>• Give general and specific advice, teaching points and support;</li> <li>• Arranging reviews, transition plans and multi-agency meetings;</li> <li>• Create and maintain optimum environments for meeting the educational needs of the pupils for whom the service has responsibility;</li> <li>• Work in partnership with schools, parents/carers and pupils as well as colleagues across the CAN team and CESC, the Health service, CAMHS, Connexions and other outside agencies;</li> <li>• Recognise the individual needs of each pupil and adapt the National Curriculum to provide a suitably differentiated personalised learning programme;</li> <li>• Regular progress reports to schools;</li> <li>• Transport for pupils between home and the Redhill provision;</li> <li>• Collect work from and return work to school.</li> </ul> <p>At present pupils attending remain on the roll of their school.</p>	
<p>4. What influences impact on the service (political social economical, technological)?</p>	<p>The numbers of LAC impact on the service. Recent increases in the number of LAC has had significant impact on workload, especially when the service is not fully staffed.</p> <p>Budget pressures.</p>	<p>Numbers of pupils with medical needs/anxiety. Budget pressures.</p> <p>All legislation and guidance relating to the education of pupils 5-16.</p>	<p>Budget pressures.</p>
<p>5. How does the service perform?</p>	<p>Evaluations and pupil progress indicate that the performance of the team is very good.</p> <p>Virtual school tracking indicates pupil</p>	<p>Individual pupil monitoring indicates individual performance.</p> <p>Evaluations are generally positive.</p>	<p>Individual progress of pupils in classes centrally and within schools is tracked via assessment and there is some evidence of positive impact..</p>

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	attainment and can be linked to team input.	There was a positive enquiry walk for the service in 2009.	There was a positive enquiry walk for the service in 2011.
6. What does inspection tell us about this service?	The team is not directly inspected but received positive feedback in last year's safeguarding/LAC inspection.	The service is not directly inspected.	The service is not directly inspected.
7. What resources are used?	A wide range of adaptable resources including ICT are used which can be individualised and used with a range of pupils and ability levels. These include resources for Literacy /English, Maths, Social Emotional and Behavioural and to improve Executive functioning.	Resources to teach National Curriculum subjects are the same as in schools. The facilities in the Unit, for example, in IT are also similar to those in schools. The service is also dependent on schools for provision of some resources.	A range of resources and assessment materials suitable for working with pupils with literacy and numeracy difficulties. This includes IT equipment.
8. What assets are used to deliver the current service?	The team is currently based at Wrensfield House.  The main asset of the team is the staffing (see above).	The team is based at the Redhill Education Unit, Redhill Children's Centre. There is a small base at the University Hospital of North Tees.  The main asset of the team is the staffing; there are also some ICT assets.	The team is based at Wrensfield House but is mostly out working in schools. A classroom is rented for the central classes (Billingham South Primary) and schools also host classes and provide workspace for staff.  There are some ICT assets.  The main asset is the staffing.
9. Are there any limitations or barriers affecting the delivery of the service?	Small staff base limits amount of work that can be delivered. Targeted work can be affected at times of crisis or disruption when there are increased demands for daily outreach. This in turn can affect pupil achievement. Demand on the service is increasing due to the number of LAC.  The team is sometimes called on to provide first day cover for exclusion and this is a particular pressure limiting service delivery.	<ul style="list-style-type: none"> <li>• Since legislation has changed so that pupils receive full time education unless this is not in their interests due to their medical condition there are potential implications for staffing levels.</li> <li>• Accommodation is small and does not have specialist facilities for e.g. science teaching</li> <li>• Staff do not always have expertise in all curriculum areas</li> <li>• Currently teaching on the hospital</li> </ul>	Level of staffing determines capacity of delivery and time given to schools.  For specialist class provision both centrally and in school the quality of referral information provided can be a barrier to provision. Limited number of places in classes.  Attitudes of school can affect how the service is delivered.

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		ward is provided by a teacher from Hartlepool LA. The TA works for Redhill Education Service.	
10. If the service is outsourced or provided by a third party, how are service standards monitored?	N/A	N/A	N/A
<p><b>Challenge</b></p> 11. Could the service be provided through a different mechanism?	<p>This is a very experienced and highly regarded team with a proven track record in improving the attainment and engagement of LAC. The successful results come from the targeted working and also the flexibility to respond in a crisis.</p> <p>With the dual role as the Virtual School Support Team the current provision enables the Virtual School Headteacher to work effectively with the team to ensure maximum impact.</p> <p>All staff are very experienced and knowledgeable in this field regarding understanding and providing for the needs of Looked After Children and advising schools, carers and other agencies. The team works with school staff and carers to raise awareness, develop their understanding and improve their skills. The team try to ensure provision, advice and guidance is made in the most appropriate form to support schools in building their capacity to meet the needs of individual Looked After children</p> <p>We map provision and maximise impact for the child by looking at individual needs, other support staff and agencies involved and</p>	<p>Yes – there are different possibilities e.g.:</p> <ul style="list-style-type: none"> <li>• A registered stand alone provision</li> <li>• Become part of existing PRU provision</li> <li>• Be operated in an arrangement with a school</li> <li>• Be a support base type provision</li> </ul> <p>Any proposed changes would need to take account of offer made in the Campus Stockton Prospectus 12/13.</p>	<p>Yes e.g.:</p> <ul style="list-style-type: none"> <li>• A service hosted by a school rather than centrally (by one school,/cluster based)</li> <li>• A partial/complete buy back service</li> <li>• A refocused service with less emphasis on direct teaching and more on capacity building ( though this may not meet the needs of those with the most severe dyslexia/dyscalculia)</li> </ul> <p>There is potential for more targeted work based on data (see below).</p> <p>Any proposed changes would need to take account of offer made in the Campus Stockton Prospectus 12/13.</p>

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	<p>adapt our provision and input to best meet their need and avoid duplication.</p> <p>The direct work of the team would seem essential to the continued positive outcomes. The way the team is structured could be different (attached work on alternatives with costings put on hold due to the review) and the line management could also be reconsidered though there would have to be an education focus to this to maintain the impact on educational outcomes.</p> <p>There needs to be consideration of extending the age range covered by the team as this is presently only 5-16. There is no pre school cover or post 16. Also at present special schools are not included.</p> <p>Any proposed changes would need to take account of offer made in the Campus Stockton Prospectus 12/13.</p>		
<p><b><u>Customer</u></b></p> <p><b>Baseline</b></p> <p>12. Who are the customers what are their needs now?</p>	<p>Looked After Children and Young people aged 5 yrs to 16 yrs in the care of Stockton Borough and attending mainstream schools, foster carers, Designated Teachers and school staff and Social Workers. The primary need is to work with Looked After Pupils, schools and other agencies to ensure that the many needs of LAC are addressed, to safeguard and promote their education and raise levels of attainment and achievement.</p> <p>The numbers of LAC have risen, so increasing the number of 'customers'.</p>	<p>Pupils of statutory school age resident in Stockton and their schools who fall into one of the categories above. The primary need is to maintain pupils' education whilst they are unable to attend school due to their medical condition.</p> <p>Children from other LAs may also be educated on the hospital ward.</p>	<p>Pupils of statutory school age who have been identified as experiencing problems with their literacy and /or numeracy. Pupils identified as Dyslexic or Dyscalculic. Primary and secondary schools in Stockton.</p>
<p>13. How are service users</p>	<p>Please see attached summary of consultation</p>	<p>Pupils, parents/carers, schools are consulted</p>	<p>Please see attached summary.</p>

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consulted and how do their views shape deliver?	processes. Consultation takes place with young people, schools, parents/carers and social workers.	and comments inform service development.	Consultation comments inform service development.
14. How satisfied are the customers?	Overall satisfaction rates are high in respect of delivery and outcomes.	Generally satisfaction is good.	The team receives generally positive feedback.
15. How do you communicate with your users?	Direct communication e.g. telephone, leaflets, website, virtual school handbook, section in Campus Stockton prospectus.	Direct communication e.g. telephone, leaflets, website, section in Campus Stockton prospectus.	Direct communication e.g. telephone, leaflets, website, section in Campus Stockton prospectus.
16. How are these services promoted / marketed?	The service is only available for Stockton LAC – promotion as above - leaflets, website, virtual school handbook, section in Campus Stockton prospectus.	As above.	As above
17. What do viewpoint surveys / internal audit reports tell us about the service.	Not included in view point surveys. Recent audit focused mostly on internal procedures including file procedures.	Not included in viewpoint survey. Audit generally good.	Not included in view point surveys. Recent audit focused mostly on internal procedures including file procedures.
<b>Challenge</b>  18. Are there customers who could use the service but don't?	Occasionally pupils do not want individual support or involvement.  Capacity inevitably limits the work of the team and more staff would mean more LAC could access the service.  Pre school and post 16 not covered, nor special schools.	Very occasionally some pupils are reluctant to become involved with the service and choose not to engage.  Some reluctance has been seen from academies because they have to buy into service.	There may be as classes depend on referral from schools and work in schools is planned in negotiation with schools. A start was made on using data to target groups last year which potentially makes work more focused and this could be further explored for future including around the outcomes of the phonics test.  Capacity will limit numbers worked with. Special schools/post 16 not covered.
19. Are there customers using the service who shouldn't be?	No	No	No
20. Who are the customers	Future customers and needs will not alter	It is likely there will always be pupils with a	Schools, supporting them in the identification

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of the future and what are their needs? And	significantly due to the key reasons why Looked After Children underachieve/are in crisis.	range of medical needs who will need education. Anecdotally there seems to be an increase in anxious pupils. We have seen a decrease in pregnant teenagers/young mums accessing the service.	of pupils with SpLD. Working with schools and pupils to support their access to the curriculum. Training and upskilling teaching staff to support pupils with complex learning needs.
21. what is the likely demand for these services in the future?	Fluctuations in numbers of Looked After pupils and increases in incidents of disruption or crisis. Currently demand is increasing.	See above.	This is likely to be sustained and possibly increased due to raising the school leaving age if the team continues to focus on statutory school age. The way the team works may influence demand because if schools are upskilled/support is provided in a different way then more pupils needs may be met without the need for this kind of intervention.  Pupils with sever and persistent dyslexia/dyscalculia will still need specialist input.
22. What do complaints / compliments tell you about these services?	No complaints in last3-4 years.  Compliments and positive feedback indicate satisfaction with delivery and outcomes.	There have been 2 complaints in the last 2 years. Both were dealt with – no trends indicated.  Compliments generally show satisfaction.	One minor complaint in last 3-4 years.  Compliments show satisfaction.
<u><b>Aims &amp; Objectives</b></u> <b>Baseline</b>  23. Is the service required by statute?	No but it contributes to statutory processes such as statutory assessment.	In accordance with the Schools and Families Act 2010, Local Authorities must ensure that all children who fall into scope of Section 19 of the 1996 Act receive suitable full-time education unless reasons relating to their medical condition mean that this would not be in their best interests.  <u><b>Access to education for children and young people with medical needs (2001)</b></u> (NB. LEAs should now read LAs)	No but it contributes to statutory processes such as statutory assessment. The service may be included as provision in statements.



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		LEAs' responsibilities towards pupils who are unable to attend school because of their medical needs should ensure that: <ul style="list-style-type: none"> <li>• Pupils are not at home without access to education for more than 15 working days.</li> <li>• Pupils who have an illness/diagnosis which indicates prolonged or recurring periods of absence from school, whether at home or in hospital, have access to education, so far as possible, from day one.</li> </ul> <p>Therefore there is a statutory responsibility but not necessarily to provide the service in the way we do.</p>	
24. Is there a level of statutory service?	No	See above.	No
25. Is the service responsive or proactive or a mixture?	The team always aims to be proactive but by nature of the range of need and services it provides it needs to be a mixture.	The service tends to be responsive at present but it would be helpful for developments to include how it could be more proactive, especially with potentially anxious pupils and look at outreach provision and also building schools capacity.	The service is both. Most work is planned but the team is flexible to respond where needed.
<b>Challenge</b> 26. Is the service needed?	Yes	A service is needed but it does not necessarily need to be in this format.	A service is needed but it does not necessarily need to be in this format.
27. What would happen if the service was not provided either in whole or part?	Looked After Children would be disadvantaged by losing an experienced specialist team and this would directly impact on levels of attainment, achievement, progress and attendance. It would also remove an important provision of advice and guidance to directly support schools in	The LA would have to consider how else to meet its statutory duties to this group of pupils.	Pupils with complex learning problems would potentially be disadvantaged and have their right to a broad and balanced curriculum compromised.  There could be an increase in requests for statutory assessment and the resulting

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	<p>building their capacity to understand and meet the needs of individual Looked After children. Some PIs related to LAC pupils could be affected.</p> <p>There would be increased pressure on schools, social care, parents/carers and potentially other LA services e.g. SEN (statutory assessment)</p>		<p>impact on staff time/costs.</p> <p>There could be impact on pupils' behaviour if learning needs are not met.</p>
<p>28. How would the service react to new pressures what capacity would be required to deal with additional / new demands?</p>	<p>Increased numbers of LAC with present staffing will mean potential reduction of service/speed of response. Additional staffing would be needed to maintain/increase service input.</p>	<p>The recent legislation around full time provision has meant that the service has been flexible in approach to providing this but issues are being raised about delivery of parts of the curriculum, staffing capacity and accommodation.</p> <p>There is a constant need for staff to keep up to date on relevant developments in the area of medical needs but also across education generally.</p> <p>The service may need more staff, or to be reconfigured to address the changing role and also the increase in anxious pupils and possibly an outreach role.</p>	<p>This would depend on the nature of the pressures. As noted above the service is flexible but work is limited by staff capacity.</p> <p>The service may need more staff, or to be reconfigured to address the changing role/pressures – it may need to be about capacity building as well as direct work – but the latter will still be needed for pupils with very complex needs.</p>
<p>29. Who provides a similar service to this using a different delivery mechanism e.g. external partnerships, shared services etc?</p>	<p>No similar service in Stockton.</p> <p>Other LAs operate systems but detailed information not available at present – this could be gathered.</p>	<p>Different examples in other LAs – further information could be gathered.</p>	<p>Some LAs deliver the services as a buy back, others are advisory. Further information could be gathered.</p>
<p><b><u>Relevance / context</u></b></p> <p>30. How does the service fit</p>	<p>The team contributes to the overall corporate parenting role. The work of the team fits with</p>	<p>In line with Children's Trust priorities, CAN BUP.</p>	<p>In line with Children's Trust priorities, CAN BUP.</p>

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with the overall aims of the council?	several CTB priorities. The team's targets link with both the CAN BUP and the Virtual School plan.		
31. How does the service contribute to key policy areas?	The team contributes towards all Performance indicators for LAC. The coordinator attends and contributes to Education Monitoring , Attendance and Virtual School data and tracking meetings.	In line with Children's Trust priorities, CAN BUP.	In line with Children's Trust priorities, CAN BUP.
32. what policies, plans and strategies impact on the service e.g. statutory, policy, function, other services?	All policies, Statutory guidance and Strategies related to improving the educational outcomes for LAC including Statutory Guidance – Promoting the achievement of LAC (March 2010). Corporate parenting role. DT regulations 2009. Care planning regs 2010.	See above re statutory responsibility.  All relevant education legislation and guidance.	SEN code of practice.  Forthcoming phonics test.  All relevant education legislation and guidance.
33. Are there any political judgements / decisions involved in determining the level of service?	Budget provision	Budget provision	Budget provision.
<b><u>Financial / Resource considerations</u></b>  34. What are the capital and revenue costs of the service?	No specific capital costs.  Current budget is DSG/SBC.£199 245  This includes all staffing plus additional budget used to support LAC in different ways (e.g. Letterbox, Additional Learning Support).	Current budget (DSG) is 302 223	Current budget is not separate but part of the Specialist Outreach teams Budget therefore this would need 'unpicking' for exact figures.
35. What is the level of 3 <sup>rd</sup> party expenditure?	Some potential income from academies through SLA – dependent on service delivery according to need.	Some potential income from academies through SLA – dependent on service delivery according to need.	Income from academies as part of SLAs.  Total £6000 from 1.9.11. to 31.3.12.
36. What contracts or other arrangements are in place (spend analysis)	SLAs with academies – North Shore and Thornaby.	SLAs with academies – North Shore and Thornaby.	SLAs with academies – North Shore and Thornaby.
37. What is the council commitment to the	SLAs until March 2012.	SLAs until March 2012.	SLAs until March 2012.

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contracts / other arrangements?	Service included in the Campus Stockton prospectus for 2012/13.	Service included in the Campus Stockton prospectus for 2012/13.	Service included in the Campus Stockton prospectus for 2012/13.
38. Do you have any charging policies?	SLAs as above. Also as noted in prospectus. Any work in maintained schools with LAC from Stockton is free, but schools can buy in additional training.	SLAs as above. Also as noted in prospectus.	SLAs as above. Access arrangements. Also as noted in prospectus
39. How have Gershon efficiency savings impacted on the service and how were the service planning to meet Gershon efficiency targets?	N/A	N/A	N/A
40. How will the current financial climate affect the service?	Any budget pressures/cuts will potentially impact on staffing and therefore service delivery.	Any budget pressures/cuts will potentially impact on staffing and therefore service delivery.	Any budget pressures/cuts will potentially impact on staffing and therefore service delivery.
<b><u>Challenge</u></b> 41. How can you demonstrate that the service is cost effective?	Impact on pupil progress, pupils in crisis engaged and maintained in education, consultation responses.	At present in order to do this we would be reliant on individual pupil data and consultation feedback.	At present in order to do this we would be reliant on individual pupil data and consultation feedback
42. Do external contracts offer value for money?	N/A	N/A	N/A
<b><u>Service Drivers</u></b> 43. What do you need to change and why?	Potentially the capacity of the service to deliver to increasing numbers of LAC. The configuration of the team may not be the best to meet the need. Also need to continue to develop capacity of schools especially when they do not often have a LAC attending.	The service needs to be registered or to be linked with a school. This will develop clearer accountability and introduce an inspection element.  There needs to be clear consideration if the service is value for money and is producing	There needs to be clear consideration if the service is value for money and is producing the right kind of impact. Consideration needs to be given to whether the team is configured and focused in the right way. Views of schools are very important in this.

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	<p>Narrowing the gap agenda and improving the attainment of children in care very important.</p> <p>Views of schools are very important in this</p>	<p>the right kind of impact. The service role should be about being proactive as much a responsive and there should be a focus on building school capacity.</p> <p>There needs to be consideration of how the LA can meet its statutory duty and the best way to do this.</p> <p>Views of schools are very important in this</p>	<p>Need to remember the pupils with the most severe and persistent dyslexia/dyscalculia.</p>
<p>44. What are the main drivers of change?</p>	<p>Narrowing the gap agenda and improving the attainment of children in care very important.</p> <p>Increase in numbers of LAC. Corporate parenting role.</p> <p>Building school capacity.</p> <p>Statutory guidance (above)</p>	<p>New duty to provide full time education.</p> <p>Need to ensure value for money and evince of positive outcomes/impact.</p> <p>Need for registration.</p>	<p>Improving attainment of children with SEND and also school capacity, narrowing the gap.</p>