

Committee:	School Forum
Meeting Date:	13 October 2014
Title:	Working Together For Inclusion Action Plan
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Decision making / consultative / information:	Consultative

1. What is the Forum being asked to decide?

1.1 This paper includes an action plan with a focus on implementation of the recommendations made in the Working together for inclusion report, which was presented to Forum in July 2014. At the July meeting the Forum requested that the subsequent action plan be presented for ratification at the next meeting of the group, prior to formal role out. Forum is being asked to approve the action plan recommendations and proposed actions.

2. Reason for recommendation

2.1 The July 2014 Working together for inclusion Schools Forum report outlined that the current approach to meeting the needs of learners who may require education otherwise than in mainstream school settings is urgently in need of reform. The recommendations and proposed actions in the attached plan set out a timetable of targeted actions for reform and modernisation that will be required to ensure that future local needs for vulnerable learners will be met.

3. Alternative options

3.1 A range of proposed operational and strategic options for change with recommendations are contained in the attached action plan and initial report.

4. Who will be affected by this decision?

4.1 All maintained Schools, including Special Schools, Pupil Referral Units (PRUs) and also Academies and Free Schools. Pupils with Special Educational Needs (SEN) and or complex needs.

5. Main body of the Report

5.1 The attached action plan provides a timetable with proposed timescales for implementation of the recommendations made in the working together for inclusion report (attached at appendix 1).

6. Commissioned review – executive summary

6.1 In May 2014, Suffolk Council commissioned a strategic review of the delivery of alternative provision and education otherwise than at school (EOTAS) services, systems and processes in Suffolk with an educational inclusion focus. The objective was to consider how the existing service, systems, policies and processes could be re-configured to build on any already in place existing good practice, respond to local needs and meet the requirement to provide suitable full time suitable educational provision to all pupils needing to be educated otherwise than at school. Key considerations for this work stream were to consider the interface with the High Needs Block (HNB) and to explore the key drivers underpinning the increasing financial pressures such as rising permanent exclusion figures and the need for an increased volume of out of county specialised provision places to be secured for vulnerable learners. Further considerations will also be required whilst taking account of the changing national policy landscape for the EOTAS agenda, local needs and national funding changes that were introduced from April 2013.

6.2 At the July 2014 meeting of the Schools Forum, it was agreed that a draft action plan would be developed with a focus of implementation of the working together for inclusion report recommendations and proposals. The draft action plan features in the main body of this report.

“Working Together for Inclusion”

Commission Report and Action Plan-
September 2014 (draft v1)

Working Together for Inclusion – Commission Action Plan and Report

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1. Introduction: Commissioned Review of Specialised Alternative Provision Services in Suffolk

1.1 Suffolk County Council places a high priority on developing inclusive practices where we recognise and value every child's strengths, abilities and needs. This plan links to the Working Together for Inclusion (WTFI) review report which was presented to Schools' Forum in July 2014. Schools' Forum approved the recommendation to progress the WTFI report to an action plan format for the implementation phase. The Working Together for Inclusion agenda aligns with the Council Plan, the Education Plan (Raising The Bar), the Schools Accessibility Strategy, the Adult Social Care Strategy, the Policy for Supporting Adults with a Learning Disability and the Health and Wellbeing Strategy.

1.2 In May 2014, Suffolk Council commissioned a strategic review of the commissioning and delivery of specialised alternative provision and education otherwise than at school (EOTAS) services, policy and practice in Suffolk. The objective was to consider how the existing service, systems, policies and processes could be re-configured to build on existing good practice, respond to local needs and meet the requirement to provide suitable full time suitable educational provision to all pupils needing to be educated in specialised alternative provision settings such as pupil referral units (PRUs) and special schools and education otherwise than at school provision. In order to prioritise actions in response to local needs, the review and reporting process has been split into two parts. Phase one of the review focused on the role of alternative provision, education otherwise than at school and PRUs and the impact made locally in securing best value for money outcomes for Suffolk's vulnerable learners and schools. Phase one was carried out in the 2014 summer term and phase two with a focus on specialist provision will be concluded during the 2014 autumn term. This action plan to date has been informed by findings from phase one and initial phase two activity. The phase one report is provided at appendix 1 in this document to serve as a frame of reference for this action plan.

1.3 We are developing this action plan at a time of very significant change, against the backdrop of some of the biggest shifts in national policy for health, special educational needs and disability in over 30 years. Changes in national level policy include the 2014 SEND reforms which will commence from September 2014. The plan is also intended, therefore, to ensure that Suffolk County Council and our partners are well positioned to implement these changes for the benefit of children, young people and families. The Aiming High for Disabled Children programme and more recently the Government's proposed reforms to improve outcomes for disabled children and those with SEN, as set out in the Children and Families Act, make it more important than ever that Suffolk County Council, schools, colleges, the NHS and other partners, work closely with parents, carers, children and young people to improve services.

1.4 Suffolk County Council remains ambitious for all of our children and young people and has set out a challenging agenda for improvement through our Raising the bar aspirations, along with the Children and Young People's Plan intentions. Children and young people (CYP) with additional needs deserve access to the best provision and every opportunity to achieve well. This plan has been produced in response to the significant government reforms to education, health and social care in working with disabled children and young people and those with SEN, aged between 0-25, and their families and carers. The national reforms require:

- Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices.
- A new integrated assessment model leading to a single Education, Health and Care Plan.
- The local authority to provide a range of short breaks to carers of disabled children and to publish a statement as to how they will be provided.
- A more flexible model of joint commissioning that promotes access to personal budgets, focuses on specific groups of children or areas within the county and ensures that children and young people's needs are met wherever they live in Suffolk.
- The local authority to develop and publish a Local Offer, and to work closely with the NHS and schools to use resources through joint commissioning to improve the range of support available in a local area.
- The local authority to lead on the commissioning of specialised alternative provision places for learners with additional needs and no longer lead on the providing of provision.
- A cultural change in the way in which we listen to and engage with children, young people and their parents and carers.
- Better commissioning of new provision to ensure needs are met in local schools and by local community services.
- A skilled workforce that is able to meet the needs of children and young people with SEN and those who are disabled.
- Services that support families to meet their children's needs and help children to remain in their local community.
- Positive transitions at all key stages within a 0-25 age range, especially a more successful transition to adult life.

1.5 The draft Suffolk County Council (SCC) SEND strategy for 2014-17 will be made available to stakeholders during the autumn term for formal consultation purposes. The draft strategy maintains a focus on local implementation of the 2014 national reforms for SEND.

2. Context setting

2.1 Suffolk is a large, predominately rural county. Rankings for most districts in Suffolk show greater levels of income deprivation than the national average, which may indicate a prevalence of low-income jobs in Suffolk compared to other parts of the country. 15% of Suffolk's children are living in poverty. Nearly a quarter of the population of Suffolk is under the age of 20. The Suffolk Children's Trust Strategic Needs Review in 2010 reported there were 167,837 children and young people in Suffolk – 23% of the

county's total population. 7,000 of those children had a disability and 1 in 5 pupils were considered to have some sort of education need.

2.2 Over the past few years, there has been increased visibility of new migrant communities within the county, in common with other parts of the country, and Suffolk's population is becoming increasingly diverse as the migrant population grows. However the proportion of children and young people from minority ethnic groups is still low in comparison with the country as a whole. Around 10% of school children are from a black or minority ethnic (BME) group.

2.3 The overall county population of Suffolk is 728,163 (2011 census) living across an area of 1467 square miles. The county has an aging population with almost 1 in 5 people (19.9%) aged over 65 years, which is higher than the England average (16.3%). The Suffolk population is expected to increase by 15% over the next 20 years, with the proportion of over 65s increasing by 56%. Ninety percent of the Suffolk population consider themselves to be white British which is higher than the national average of 83%.

2.4 The Suffolk population experiences some of the highest life expectancy in England, with a girl born today expected to live 84 years and a boy 80 years. Over the past 10 years life expectancy in Suffolk has increased year on year for both males and females. Whilst this is good news we also need to focus on quality of life and minimise the impact of long term illnesses and disability. In Suffolk 77% of people report their overall health as good and the county is regarded as a good place to live with a high quality of life. The Halifax Quality of Life Survey in 2009 found residents of Mid Suffolk to have the best quality of life of any rural area in Great Britain. However life expectancy at birth differs greatly between different communities and in Rougham Ward, Bury St Edmunds is 87.9 years, 12 years longer than the 75.9 years for those in the deprived ward of Kirkley, Lowestoft. There are areas of deprivation in all the districts of Suffolk which can be very local and hidden within more affluent communities. The key issues for Suffolk, highlighted in the most recent Joint Strategic Needs Assessment, are that:

- 1 in 6 children live in relative poverty
- Educational attainment is below national rates
- Suffolk has a low wage economy although employment rates are higher than average
- General affluence masks pockets of deprivation and inequality gaps

2.5 The comparative risk of dying prematurely has increased if you are from deprived areas of Suffolk. Suffolk has an ageing population. Our children have different life experiences depending on where they live. In Harbour Ward (Lowestoft), 39% of children live in poverty, compared to 5% in Kesgrave East. In Whitton Ward (Ipswich) 27% of children achieved 5 A* to C grades at GCSE compared to 72% in Moreton Hall (Bury St Edmunds). As well as differences within Suffolk our educational attainment is not as good as other areas of England. Less children come to school ready to learn (52% compared to the national average of 59%) and this difference continues to key stage 4 where 52% reach the expected level compared to the national average of 55%. Higher levels of educational attainment lead to more opportunities and improved health and wellbeing and we know that inequalities grow though the lifecourse of a population. Our health is affected by a large number of factors, from socio-economic, cultural and

environmental circumstances to a person's genetic makeup. Economic disadvantage affects health and wellbeing throughout our lives.

2.6 It is not just physical health that affects our health and wellbeing. Improving mental health is essential; one in four people will suffer from a form of mental illness at some point in their lives, and one in six of the population is suffering from a common mental health problem at any one time. In Suffolk around 9,000 people are seen by secondary mental health services each year. There are strong links between social deprivation and mental ill health. The number and proportion of older people in the Suffolk population will increase over the next 20 years and the oldest age groups are expected to increase most. It is anticipated that the proportion of 80 to 84 years olds will increase by 71%, 85 to 90 year olds will

2.7 Locally nearly 1 in 5 children and young people has an agreed special education need, with slightly fewer in secondary school than in the primary phase (79.1% compared to 80.1%). Most pupils with additional needs were previously supported through school action or school action plus, with a relatively small percentage of pupils having a Statement of Special Education Need. There is a marked difference between phases with 1.6% of primary pupils having a Statement increasing to 2.4% of secondary pupils. Over the period of the Children's Trust, the number of pupils with special education need has increased by 14% from 17,706 pupils to 20,261 through the percentage of pupils with Statements have decreased. Reforms to the local framework for schools to deploy pastoral support programmes (PSP), will in the future provide a graduated approach for schools in managing the needs of vulnerable learners prior to any consideration for an EHC (Education, health and care) plan being progressed.

2.8 In recent years Suffolk County Council was successful in developing a new service for disabled children under the Aiming Higher for Disabled Children project and the award-winning Activities Unlimited website. In developing the project considerable work was undertaken to establish the profile of need. Using the national formula it was estimated at the time (2010) that 1% of Suffolk's 7,000 disabled children population would be severely disabled. The project reported that its knowledge of the disabled children population in Suffolk suggests that this figure is a substantial over estimation. Below is provided some additional information:

- There are 167,837 children and young people in Suffolk - 23.5% of the county's total population;
- Boys outnumber girls (85,966 boys to 81,871 girls);
- 7.4% of 0-15 year olds are from a black or minority ethnic (BME) heritage;
- 15.3% of the school population are from a BME background;
- 4,167 (4.3%) pupils have a first language other than English;
- 81 schools have one or more pupils from a Traveller family on their school roll;
- 1 in 5 pupils have some sort of special education need;
- 7,000 children have a disability;
- There are nearly 730 Looked After Children in Suffolk and over 500 children with Child Protection Plans;
- 1 in 6 children are living in poverty.

3. Commission review – Action Plan

3.1 The recommendations made in this paper are made against an evolving backdrop in recent times of changes in national level policy and local challenges regarding the specialist alternative provision agenda. The evidence base which has informed the proposed recommendations has been drawn from a number of sources:

- Individual and group meetings with PRU head teachers of local pupil referral units and EOTAS settings;
- Meetings with heads of service for local authority and partner services working with schools, children, young people and families;
- Children, young people and parents/ carers
- Meetings with school based personnel;
- Meeting with a local MP and local Councillors;
- Scrutiny of local data, inspection reports and PRU provision evidence.

3.2 Schedule for the implementation of recommendations made:

All of the proposed actions below are linked to the issues and recommendations section of the Working Together for Inclusion report. The actions have been set out in five themes:

1. Schools theme
2. Educational Inclusion theme
3. Education and Learning theme
4. Alternative Provision provider theme
5. Special Schools and Services theme

3.3 Actions for theme 1: Schools

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
1.	School publication of the Local offer in line with SEND reform requirements	September 2014	Head teachers	School based professional time	100% of local schools demonstrate their local offer on school websites and discharge required duty
2.	School and partner agency support for Fair Access Panel meetings	January 2015	Lead officer for AP Commissioning	Stakeholder time and refreshment/ meeting costs	Full engagement by schools and partner agencies in locality FAP meetings, leads to an increased number of successful vulnerable learner reintegrations and/ or managed moves.
3.	Planned programme of learning visits to targeted LA areas for school leaders and LA officers to view recommended Educational Inclusion best practice	Ongoing	Lead officer for AP Commissioning	Officer and head teacher time	Learning visits contribute to capacity building for LA officers, services and local schools, with post visit feedback reporting on positive outcomes.
4.	Governor briefing sessions with focus on new IYFAP arrangements and implications for school governors	December 2014	Lead officer for AP Commissioning	Officer and Governor time	School based governors obtain a deeper understanding of new IYFAP arrangements and are well positioned to challenge and support school leadership.
5.	Governor briefing sessions with focus on SEND reform duties for schools and implications for school based governors	December 2014	Head of SEN	Officer and Governor time	School based governors obtain a deeper understanding of new SEND duties and well positioned to challenge and support school leadership.

3.4 Actions for theme 2: Local Authority – Educational Inclusion

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
6.	Development of PSP database to enable oversight of all learners with reduced school timetables	April 2015	Lead officer for AP Commissioning	Database development costs/ officer and data analyst time	LA oversight and clarity regarding accountability for potentially vulnerable learners with reduced timetables. 100% of school based learners with reduced timetables are recorded on the database,

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					monitored and have a designated key worker.
7.	Alignment of new PSP framework with EHC to underpin work of locality continuum of provision	January 2015	Head of SEN and Lead officer for AP Commissioning	Consultant/officer time	Alignment of plans leading to a reduction in planning processes for vulnerable learners.
8.	Development of new In Year Fair Access Protocol and supporting framework, which will enable equitable distribution of vulnerable learners across local primary and secondary schools along with providers of specialised alternative provision	January 2015	Lead officer for AP Commissioning	Consultant/officer time	New protocol underpinned by formula to ensure equitable distribution of vulnerable learners across local schools and reducing the potential for any school to receive a disproportionate number of vulnerable learners during the academic year period. End of year review of IFAP framework confirms school leader approval of changes.
9.	Development of "Working Together for Inclusion" stakeholder communication plan	October 2014	Lead officer for AP Commissioning	Consultant time	Communication plan developed to support implementation of plan, ensuring all relevant stakeholders are kept abreast of progress.
10.	Planned programme of learning visits to targeted LA areas to view recommended Educational Inclusion best practice	Ongoing	Lead officer for AP Commissioning	Officer and head teacher time	Learning visits contribute to capacity building for LA services and schools, with post visit feedback reporting on positive outcomes.
11.	Local Offer - parent and carer access	September 2014	Head of SEN	Officer and head teacher time	Local data suggests that the Local Offer is informative, helpful and easily accessible for all parents and carers. We will make clear the routes of complaint and redress and our commitment to ensure that services are developed through co-production with young people and their parents and carers.
12.	Provision programme for post 16 LDD learners	January 2015	Post 16 Commissioner	Officer time	<ul style="list-style-type: none"> LA to develop progression agreements with FE Colleges and work based learning providers, so

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					<p>that all young people aged 16-25 with a learning difficulty or disability can participate in learning, training and supported employment.</p> <ul style="list-style-type: none"> 95% of young people with SEN and disabilities aged 16-19 will be engaged in learning or training. 100% of learners with LDD will be able to participate.
13.	LDD young people transition to adult services	January 2015	Head of Moving into Adulthood	Officer and college/ post 16 personnel time	100% of young people who meet the eligibility criteria for adult social care have a seamless transition to adult services.
14.	Multi – agency governance for assessment and planning	September 2014	Head of SEN	Officer time	<ul style="list-style-type: none"> 100% of professional advice will be provided within timescales and 100% of statutory assessments will be completed in time, aiming for full SEND reform compliance. 100% of statutory assessment will follow a co-ordinated, multi-agency approach and protocols will be in place for information sharing, data protection and governance.
15.	Stakeholder consultation and communication events to support development and implementation of proposed policy changes for Educational Inclusion work streams	Ongoing	Lead officer for AP Commissioning and Head of SEN	Officer and stakeholder time	Local stakeholders, including service users systematically contribute to the shaping and designing of future policy and strategic developments. All stakeholders engaged in strategic and operational change management proposals.
16.	Amalgamation of statutory and non-statutory panels with a focus on	April 2015	Lead officer for AP	Stakeholder and Consultant	Development of single referral pathway for vulnerable learners to access

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	vulnerable learners (i.e.' FAP, SEN, CAF, Pupil Placement) to create a single referral pathway for learners to access AP, managed moves and education otherwise than at school provision		Commissioning, Head of SEN and Head of Integrated Services	time	alternative and/ or specialised provision, leading to an increase in learners being able to access provision in their locality, reducing the need for out of county specialised provision placements.
17.	Educational inclusion needs assessment data to be regularly updated and made available to inform the work of IYFAP and the IBA Strategic group	January 2015	Lead officer for AP Commissioning/ Head of SEN/ Education and Learning Behaviour (BA) and Attendance Lead	Officer time	IBA Strategic group to review and forward plan local IBA key priorities and strategic aims in response to local needs and national level reforms.
18.	Inclusion, Behaviour and Attendance (IBA) Strategic Group informed by local needs assessment to prioritise the commissioning and decommissioning of provision in response to provision gaps, such as the high volume of vulnerable learners needing to be educated in out of county provision	January 2015	Lead officer for AP Commissioning/ Head of SEN/ Education and Learning Behaviour and Attendance (BA) Lead	Officer time	IBA Strategic group to review and forward plan local IBA key priorities and strategic aims in response to local needs and national level reforms. Commissioning and decommissioning priorities to be informed by local needs assessment data sets.
19.	IBA Strategic Group to commission an options appraisal for timely alternative approaches to reverse the number of vulnerable learners needing to be placed in out of County specialised provision	January 2015	Lead officer for AP Commissioning/ Head of SEN/ Education and Learning BA Lead	Consultant and officer time	Reduction in the need for specialised out of county places for vulnerable learners.
20.	Implementation of County AP Strategy setting out key priorities and strategic aims across AP partners for the development of AP policy and practice over the next three to five year period.	January 2015	Lead officer for AP Commissioning	Consultant and officer time	County AP Strategy sets defines key Educational Inclusion priorities for local partners, stakeholders and providers to progress to ensure AP offer is needs lead, outcomes focused and future proofed in response to local need.

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
21.	Development of County SEND Strategy setting out key priorities and strategic aims, across AP partners for the development of SEND policy and practice over the next three to five year period.	January 2015	Head of SEN	Consultant and officer time	County SEND Strategy sets defines key SEND priorities for local partners, stakeholders and providers to progress, including implementation of the 2014 SEND reforms.
22.	AP provider base or vulnerable learners aged 0-25 locally to be developed further and increased through targeted market development activity	Ongoing	Lead officer for AP Commissioning	Officer and Consultant time	<ul style="list-style-type: none"> Increased provider volume leads to market force development, driving up standards and the securing of best value for money outcomes for commissioners and learners. By July 2015 having further developed the partnership with providers based in the independent and non-maintained sector, this will have led to a reduction in the overall cost of placements and transport.
23.	Inclusion, behaviour and attendance relevant commissioning arrangements, to be governed by SLAs and contract management interfaces between providers and the LA	January 2015	Lead officer for AP Commissioning and Head of SEN	Officer and Consultant time	Robust contract monitoring arrangements will have led to improved quality assurance, commissioning and the decommissioning of ineffective provision. Improved value for money outcomes will have been achieved from commissioning processes.
24.	Development of approved local specialist AP provider register	January 2015	Lead officer for AP Commissioning	Officer time and within existing resources	Providers required to achieve key criteria and standards for registration purposes. Only providers achieving baseline standards will be allowed to be commissioned by schools and LA. 100% of commissioned providers meet LA standards criteria for being commissioned.
25.	Development of County AP provision	January 2015	Lead officer for	Officer time	Framework provides consistency for

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	quality assurance framework		AP Commissioning and Lead BA officer		commissioners and providers for quality assurance purposes, ensuring that providers are inspection ready and effectively discharging statutory and special duties. All commissioned providers are regularly judged to be "inspection ready".
26.	Designated LA lead professional for the commissioning of AP, to operate as the Lead professional county wide for AP policy, practice and strategy	January 2015	Head of Inclusive Services	Within existing resources	LA has designated policy driver for AP in place with accountability and responsibility for securing best value money for outcomes for learners needing to be educated otherwise than at school.
27.	Educational Inclusion Accommodation strategy	January 2015	Head of SEN	Officer time: Head of Corporate Parenting, Health Commissioner, Lead officer for AP Commissioning, Head of SEN	Plan in place that has oversight of the local AP and Special School estate and prioritises investment in response to need.
28.	There are clear Information systems in place to provide parents and carers with details about what services are available, how to access them and the referral routes, which will be clear and simple.	Ongoing	Head of SEN	Within existing resources	During the 2014/15 academic year we will publish information about our criteria for parents and carers to be able to access services and where help is available if children do not meet the criteria for an education, health and care plan. The local offer delivery approach will continue to evolve in response to need.
29.	Strengthening of joint commissioning arrangements between Health and LA services	April 2015	Head of Commissioning and Partnerships	Within existing resources	<ul style="list-style-type: none"> Strategic commissioning framework between Health and LA services secures increased financial savings by comparison with previous year's baseline. By July 2015 there will be tangible

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					<p>evidence of there being more effective joint commissioning arrangements with Health partners, to enable us to take timely and cost effective decisions when we procure placements from external providers.</p> <ul style="list-style-type: none"> Commissioning frameworks increase service activity and reductions in waiting times for groups of children, including those with speech and language needs and physical impairment.
30.	Development of an AP learner banding framework for funding, which will align with SEN criteria	September 2014	AP Commissioner	Officer time	An agreed funding framework has been developed, consulted on and is being deployed between AP commissioner and providers to underpin learner placement.
31.	EOTAS data base informed by all learners accessing forms of alternative provision (including elected home education and out of county specialist provision placements) to provide single system and register oversight with accountabilities for learners not attending mainstream school settings	September 2014	AP Commissioner	Officer time	Single system accessible by lead professionals across Education and Social Care services, is in place confirming designated key workers and/ or lead professional for each learner.
32.	Profiling of future need for specialised alternative provision	January 2015	CYP Consultant	Consultant time	Future needs assessment informed by historical and current data along with national level patterns and trends, is available to inform the long term strategic commissioning of specialised alternative provision.
33.	Increasing of special school learner places	September 2016	CYP Consultant/ Locality Special school head	Consultant and special school head teacher time	Through a redesigned approach to the commissioning of specialist alternative provision and maximising the impact of local school inclusion offers, we will

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
			teachers		increase the number of places in Special schools from current numbers and expand mainstream resourced provision to create at least 100 additional resourced places.

3.5 Actions for theme 3: Local Authority - Education and Learning

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
34.	Development of new Pastoral Support Guidance and policy framework for Schools, deploying a three stage approach to meeting the needs of vulnerable learners	January 2015	Lead officer for AP Commissioning and BA Lead Education and Learning officer	Consultant/ officer time	Increased consistency of policy and practice across local schools in supporting vulnerable learners and an increase in the early identification of learners at risk of poor outcomes, leading to a reduction in school based permanent exclusions.
35.	Identification and dissemination of local school based highly effective Educational Inclusion policy and practice, that has made a tangible difference for vulnerable learners	Ongoing	Education and Learning Lead BA officer	Officer time	Dissemination of Suffolk Educational Inclusion best practices leads to increase in school based capacity to meet the needs of vulnerable learners and a reduction in school based exclusions.
36.	Audit the deployment of restorative justice approaches across local schools as an alternative approach to permanent exclusion and commission a targeted programme of training for school lead professionals with a view to cascading	January 2015	Education and Learning Lead BA officer	Consultant/ officer time and training programme costs	Increased deployment of restorative approaches across local schools leads to a reduction in the need of schools to deploy permanent exclusions for the most challenging of pupil behaviours.
37.	Governor briefing sessions with focus on new IYFAP arrangements and implications for school governors	January 2015	Lead from Governor services and Lead officer for AP Commissioning	Officer and Governor time	School based governors obtain a deeper understanding of new IYFAP arrangements and well positioned to challenge and support school leadership.

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
38.	Governor briefing sessions with focus on SEND reform duties for schools and implications for school based governors	January 2015	Lead from Governor services and Head of SEN	Officer and Governor time	School based governors obtain a deeper understanding of new SEND duties and well positioned to challenge and support school leadership.
39.	Existing networking arrangements for school Attendance and Behaviour lead professionals, to be extended to encompass the work of the SEND reforms. Inclusion, Behaviour and Attendance lead professionals (IBA) to be accountable and responsible across schools for all Educational Inclusion policy and practice.	January 2015	Education and Learning Lead BA officer/ Lead officer for AP Commissioning/ Head of SEN	Officer/ school based professional time	Development of school based lead professionals leads to the increase of school capacity to meet the needs of vulnerable learners in school based settings.
40.	Development of County Inclusion, Behaviour and Attendance Strategic group for oversight of IBA commissioning priorities and strategic planning	January 2015	Education and Learning Lead BA officer/ Lead officer for AP Commissioning/ Head of SEN	Officer/ school based professional time	IBA Strategic group to review and forward plan local IBA key priorities and strategic aims in response to local needs and national level reforms and lead on annual self-assessment performance process.
41.	Development of County AP provision quality assurance framework	January 2015	Education and Learning Lead BA officer/ Lead officer for AP Commissioning	Officer time	Framework provides consistency for commissioners and providers for quality assurance purposes, ensuring that providers are inspection ready and effectively discharging statutory and special duties.
42.	Targeted work with local early year's providers, schools and colleges to develop and improve the quality and capacity of local SEND provision	September 2015	Education and Learning Early Years Lead and Head of SEN	Within existing resource	Effective joint working with local early year's providers, schools and colleges to develop will lead to there being improved quality and capacity of local SEND provision, improving Suffolk's capacity to educate, care for and promote the good health of children with SEN and disabilities. The LA will maintain resources which are working well whilst supporting centres of expertise to work with other schools to

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					<p>enhance school capacity.</p> <p>We will improve the use and effectiveness of in- reach peripatetic provision, following a programme of redesign and reform in order to be able to enable more learners with additional and/ or complex needs to access provision locally.</p>
43.	Performance of Suffolk schools with SEN units	September 2016	Head of SEN	Within existing resource	The proportion of Suffolk schools with SEN units judged good or better is in line with the national average (reaching at least 78%)
44.	Narrowing of the SEND learner performance gap	September 2016	Education and Learning SEND Lead	Within existing resource	There will be an improved rate of progress and outcomes year on year for all children and young people with SEN and those who are disabled, narrowing the gap between those with SEND and other children and young people to better than the national average.
45.	Targeted Behaviour and Attendance workforce development	April 2015	Education and Learning BA Lead/ Lead officer for AP Commissioning	To be evaluated and costed	<p>All school based Inclusion, Behaviour and Attendance lead professionals have access to a locally delivered and/ or commissioned version of the accredited National Specialist Leader Programme for Behaviour and Attendance.</p> <ul style="list-style-type: none"> • A detailed work force development plan is in place. • Training evaluation demonstrates increased staff confidence.
46.	Targeted SEND workforce development to ensure all early years providers and mainstream schools have skilled staff to support the needs of children and young	January 2015	Education and Learning SEND Lead and post 16 providers	To be costed and fully evaluated	<ul style="list-style-type: none"> • The proportion of pupils subject to a Statement placed in mainstream schools and with post 16 providers will increase to 60% from 40%,

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	people, with ASD, BESN and speech and language needs				<ul style="list-style-type: none"> reducing the reliance on special school placement. A detailed work force development plan is in place. Training evaluation demonstrates increased staff confidence.
47.	SEND Key worker role workforce development programme is in place to ensure practitioners engaged in the single assessment process are trained in person centred approaches for assessment	September 2015	Head of SEN	To be evaluated and costed	<ul style="list-style-type: none"> The proportion of pupils subject to a Statement placed in mainstream schools will increase to 60% from 40%. A detailed work force development plan is in place. Training evaluation demonstrates increased staff confidence.

3.6 Actions for theme 4: Alternative Provision settings and providers

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
48.	Development of the locality integrated alternative provision offer for local schools and vulnerable learners.	January 2015	Locality AP head teachers	Consultant and AP provider personnel time	Integrated locality offer leads to an increased number of local AP offer provision places for vulnerable learners due to efficiency gains.
49.	Development of integrated locality AP services with single management committees, single URNs, single	September 2015	CYP Consultant and Locality AP head teachers	Consultant and AP provider personnel time	Integrated locality AP offer leads to increased local AP offer provision places for vulnerable learners due to efficiency

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	leadership and management structures, single referral pathways				gains.
50.	Alternative provision providers to develop standardised pupil assessment and reintegration policy to provide consistency in policy and practice across providers	January 2015	Locality AP head teachers	AP provider personnel time	Integrated locality offer leads to increased local AP offer provision places for vulnerable learners due to efficiency gains.
51.	Standardised protocols and policies across AP providers for learner entry, assessment, exit, and contingency arrangements for the management of learner exclusion across AP settings	April 2015	Locality AP Head teachers	AP provider officer time	All AP providers deploy common and standardised processes, creating consistency in policy and practice.
52.	Standardised AP provider assessment centre programme to inform learning offer for each referred pupil	April 2015	Locality AP Head teachers	AP provider officer time	All learners following FAP referral access targeted assessment activity which will inform AP learning programme.
53.	Development of integrated AP provider support to schools programme to contribute to the Local offer to align with the 2014 SEND reforms	January 2015	Locality AP Head teachers	AP provider officer time	Each locality has in place an integrated AP support to schools programme, which aligns with the local offer requirements.
54.	AP provider websites to provide tier one access to information, advice and guidance to users with regards to behavior modification, signposting to partner agencies intervention activity. Each locality to provide access to a cross phase AP website with access to IAG and local offer references.	January 2015	Locality AP Head teachers	AP provider officer time	Each locality AP consortia provides a high quality website with user access to information, advice and guidance with regards to local AP systems and processes, as well as management of challenging learner behaviour.
55.	Each locality AP consortia to progress the development of virtual learning environments (VLE) to broaden learner curriculum offer.	January 2015	Locality AP Head teachers	AP provider officer time	All AP settings have in place a plan for ensuring all learners have access to VLE as part of their PSP/ IEP/ EHC.
56.	AP provider academy conversion project planning and organisation	Ongoing in response to local demand	CYP Consultant/ Locality AP Head teachers	Consultant and AP Head teacher time	All AP academy conversion work streams have in place robust project plans with regularly updated risk management schedules. AP Management Committees accountable for project progress. Plans

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					ensure all projects achieved on time and in budget.

3.7 Actions for theme 5: Specialist School settings and services

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
57.	Improvement of SEN provision information management systems	September 2015	Head of SEN and Head of Early Years Inclusion	To be evaluated and costed	Improved information management systems for SEN provision is being deployed with agreed common data sets, which track learner achievement, destinations and outcomes and enable the quality of provision to be evaluated.
58.	Development of a County-wide approach to supporting early years settings, children's centres and schools to meet the SLCN of children and young people.	September 2015	Head of SEN and Head of Early Years Inclusion	To be evaluated and costed	Informed by evidence from the Suffolk multi-agency commissioning framework for children with speech, language and communication needs (SLCN), and its strategic assessment, there will be a coherent and county wide approach to supporting early years settings, children's centres and schools to meet the SLCN of children and young people.
59.	Outreach support programme to mainstream schools	January 2015	CYP Consultant/ Special School Head teachers	Within existing resources?	Evidence is available that demonstrates that commissioned outreach activity has had a direct and positive impact on the support for pupils with SEN and disabilities, and their progress in mainstream schools.
60.	Maximise joint commissioning opportunities between the LA and Health services, to ensure that adequate health provision is	September 2015	Head of SEN/ Health LDD Commissioner	To be evaluated and costed	Supporting annual review evidence confirms that there is adequate health provision, which is available in all special schools and mainstream schools for

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	consistently available in all special schools and mainstream schools for SEND pupils				SEND pupils, underpinned by a standardised commissioning approach between partners.
61.	Standardised protocols and policies across special school providers for learner entry, assessment, exit, and contingency arrangements in the event that the provision is unable to meet the needs of the most complex need learners.	September 2015	Special school head teachers	Special school provider officer time	All special school providers deploy common and standardised processes, creating consistency in policy and practice.
62.	Profiling of future need for Specialised alternative provision	January 2015	CYP Consultant	Consultant time	Future needs assessment informed by historical and current data along with national level patterns and trends is available to inform the long term strategic commissioning of specialised alternative provision.
63.	Review current dual placement arrangements to ensure best value for money outcomes	January 2015	CYP Consultant	Consultant time	Evidence proves that dual placement arrangements are responsive to learner needs, whilst achieving best value for money and inclusive outcomes for learners
64.	Review learner profile in special schools	January 2015	CYP Consultant	Consultant time	Review outcomes informs future need assessment and strategy for commissioning of specialised alternative provision places

4. Action planning: Key Actions summary 2014-16

Ref.	Action	Timescale	R-A-G Risk for non implementation
1.	School publication of Local offer in line with SEND reform requirements	Sept 2014	
2.	Local Offer - parent and carer access	Sept 2014	
3.	Stakeholder consultation and communication events to support development and implementation of proposed policy changes for Educational Inclusion work streams	Sept 2014	
4.	Development of an AP learner banding framework for funding, which will align with SEN criteria	Sept 2014	
5.	Planned programme of learning visits to targeted LA areas for school leaders and LA officers to view recommended Educational Inclusion best practice	Ongoing in response to demand	
6.	Development of "Working Together for Inclusion" stakeholder communication plan	Oct 2014	
7.	Governor briefing sessions with focus on new IYFAP arrangements and implications for school governors	Jan 15	
8.	Governor briefing sessions with focus on SEND reform duties for schools and implications for school based governors	Jan 15	
9.	EOTAS data base informed by all learners accessing AP, EHE, Out of County placed learners to provide single system and register oversight with accountabilities for learners not attending mainstream school settings	Jan 15	
10.	Profiling of future need for specialised alternative provision	Jan 15	
11.	Targeted SEND workforce development activity to ensure all early years providers and mainstream schools have skilled staff to support the needs of children and young people, with ASD, BESN and speech and language needs	Jan 15	
12.	Each locality AP consortia to progress the development of virtual learning environments (VLE) to broaden learner curriculum offer.	Jan 15	
13.	AP provider academy conversion project planning and organisation	Ongoing in response to demand	
14.	Special schools outreach support offer to mainstream schools	Jan 15	
15.	Profiling of future need for Specialised alternative provision	Jan 15	
16.	Development of new Pastoral Support Guidance and policy framework for Schools, deploying a	Jan 15	

Ref.	Action	Timescale	R-A-G Risk for non implementation
	three stage approach to meeting the needs of vulnerable learners		
17.	Identification and dissemination of local school based highly effective Educational Inclusion policy and practice, that has made a tangible difference for vulnerable learners	Ongoing when available	
18.	Audit the deployment of restorative justice approaches across local schools as an alternative approach to permanent exclusion and commission a targeted programme of training for school lead professionals with a view to cascading	Jan 2015	
19.	Strengthen existing networking arrangements for school Attendance and Behaviour lead professionals, to be extended to encompass the work of the SEND reforms. Inclusion, Behaviour and Attendance lead professionals (IBA) to be accountable and responsible across schools for all Educational Inclusion policy and practice	Jan 2015	
20.	Development of County Inclusion, Behaviour and Attendance Strategic group for oversight of IBA commissioning priorities and strategic planning	Jan 2015	
21.	Development of County AP provision quality assurance framework	Jan 2015	
22.	Development of PSP database and oversight of learners with reduced school timetables	Jan 2015	
23.	Development of new In Year Fair Access Protocol and supporting framework, which will enable equitable distribution of vulnerable learners across local primary and secondary schools along with providers of specialised alternative provision	Jan 2015	
24.	Alignment of new PSP framework with EHC to underpin work of the local continuum of provision	Jan 2015	
25.	Provision programme for post 16 LDD learners	Jan 2015	
26.	IBA Strategic Group informed by local needs assessment to prioritise the commissioning and decommissioning of provision in response to provision gaps, such as the high volume of vulnerable learners needing to be educated in out of county provision	Jan 2015	
27.	Educational inclusion needs assessment data to be regularly updated and made available to inform the work of IYFAP and the IBA Strategic group	Ongoing/ produced periodically	
28.	IBA Strategic Group to commission an options appraisal for timely alternative approaches to reverse the number of learners needing access to out of county specialist provision	Jan 2015	
29.	LDD young people transition to adult services	Ongoing	
30.	Development of County AP Strategy setting out key priorities and strategic aims across AP partners for the development of AP policy and practice over the next three to five year period	Jan 2015	
31.	Development of County SEND Strategy setting out key priorities and strategic aims across AP partners for the development of SEND policy and practice over the next three to five year period	Jan 2015	
32.	Inclusion, behaviour and attendance relevant commissioning arrangements, to be governed by SLAs and contract management interfaces between providers and the LA	Jan 2015	

Ref.	Action	Timescale	R-A-G Risk for non implementation
33.	Development of approved local specialist AP provider register	Jan 2015	
34.	Designated LA lead professional for the commissioning of AP, to operate as the Lead professional county wide for AP policy, practice and strategy	Jan 2015	
35.	Educational Inclusion Accommodation strategy	Jan 2015	
36.	Information systems in place to provide clear information about what services are available, how to access them and the referral routes, which will be clear and simple.	Jan 2015	
37.	Profiling of future need for specialised alternative provision	Jan 2015	
38.	Alternative provision providers to develop standardised pupil assessment and reintegration policy to provide consistency in policy and practice across providers	Jan 2015	
39.	Educational Inclusion Accommodation strategy	Jan 2015	
40.	Information systems in place to provide clear information about what services are available, how to access them and the referral routes, which will be clear and simple	Ongoing	
41.	Strengthening of joint commissioning arrangements between Health and LA services	Ongoing	
42.	Development of AP provider support to schools programme to contribute to the Local offer to align with the 2014 SEND reforms	Jan 2015	
43.	AP provider websites to provide tier one access to information, advice and guidance to users with regards to behavior modification, signposting to partner agencies intervention activity. Each locality to provide access to a cross phase AP website with access to IAG and local offer references	Jan 2015	
44.	Development of integrated locality AP services with single management committees, single URNs, single leadership and management structures, single referral pathways	Sept 2015	
45.	School and partner agency support for Fair Access Panel meetings	Jan 2015	
46.	Multi – agency governance for assessment and planning	April 2015	
47.	Amalgamation of statutory and non-statutory panels with a focus on vulnerable learners (i'e' FAP, SEN, CAF, Pupil Placement) to create a single referral pathway for learners to access AP, managed moves and education otherwise than at school provision	April 2015	
48.	Behaviour and Attendance workforce development	April 2015	
49.	Strengthening of joint commissioning arrangements between Health and LA services	Ongoing	
50.	Adequate health provision is consistently available in special schools and mainstream schools for SEND pupils	Sept 2015	
51.	Standardised protocols and policies across special school providers for learner entry, assessment, exit, and contingency arrangements in the event that the provision is unable to meet the needs of the most complex need learners	Jan 2015	
52.	Standardised protocols and policies across AP providers for learner entry, assessment, exit, and	Jan 2015	

Ref.	Action	Timescale	R-A-G Risk for non implementation
	contingency arrangements for the management of learner exclusion across AP settings		
53.	Standardised AP provider assessment centre programme to inform learning offer for each referred pupil	Jan 2015	
54.	Improvement of SEN provision information management systems	Sept 2015	
55.	Development of integrated locality AP services with single management committees, single URNs, single leadership and management structures, single referral pathways	Sept 15	
56.	County-wide approach to supporting early years settings, children's centres and schools to meet the SLCN of children and young people	Sept 2015	
57.	Targeted work with local early year's providers, schools and colleges to develop and improve the quality and capacity of local SEND provision	Sept 2015	
58.	SEND Key worker role workforce development programme is in place to ensure practitioners engaged in the single assessment process are trained in person centred approaches for assessment	Sept 2015	
59.	Increasing of special school learner places	Sept 2016	
60.	Performance of Suffolk schools with SEN units	Sept 2016	
61.	Narrowing of the SEND learner performance gap	Sept 2016	

5. The Consultation Process

5.1 Formal consultation for the proposed change recommendations made in this paper will run from October 2014 through to December/ January 2015 inclusive. The LA is seeking comments and views on the proposals. No decision has been made at this stage other than to consult on the proposals in this paper.

5.2 Copies of this consultation document have been sent to all members of staff currently employed by the relevant services and teams, and all Councillors, local Members of Parliament, Teaching and non-teaching professional associations, parents of young people on roll at the Pupil Referral Units in September 2014 and all Suffolk schools.

5.3 The proposal, together with feedback from the consultation, will be reported to the Suffolk Cabinet/ Schools Forum (??????) on xxx The Cabinet/ Forum may decide not to go forward with the proposals at this stage. If, however they decide to continue with the proposals, the Authority is required to publish statutory notices before some of the proposals can be progressed.

5.4 The publishing of Statutory Notices will give a further 6 week period to interested parties to comment on, or object to the proposal. If there are no objections to the statutory consultation the matter could be determined by the Forum/ Cabinet at it's meeting on xxxx 2014

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Appendix 1: Commissioned review of educational inclusion provision, systems and processes in Suffolk

“Working Together for Inclusion”

Commission Report and Recommendations -
July 2014

1. Commissioned Review of Alternative Provision Services in Suffolk

1.1 Suffolk's Children and Young People's Strategic Partnership is committed to improving the outcomes and life chances of children and young people, who may require additional support at any stage of the journey from childhood to adulthood. This paper has been developed following a recently commissioned review of the work of alternative education provision services in Suffolk. The paper presents a number of identified findings and suggested recommendations for local stakeholders and providers to consider, with regards to future proofing relevant policy and practice.

1.2 We believe a key starting point for raising achievement and increasing inclusion for all is effective school leadership and management with targeted support from central support services. The vast majority of children with additional needs in Suffolk are educated in their local mainstream schools through differentiated teaching and learning.

1.3 The work of Suffolk schools in meeting the challenge of providing for children and young people with additional needs and SEN, is assisted by a range of specialist services and provision. Advisory and central support services with an educational inclusion focus provide input in relation to whole school issues as well as meeting individual needs. This paper and its recommendations follow discussions with a wide range of stakeholder professionals in our schools, central support services, health services and the voluntary sector.

1.4 The review process identified a number of key themes for focus:

- **The need locally to develop a more needs - led, cost effective, modernised and proactive alternative provision preventative model** - Schools are the main education provision for the majority of pupils. Evidence suggests that life chances are significantly reduced for pupils who spend a significant amount of time out of school and whose education is thereby disrupted. An increased emphasis on preventative and short term work is required involving a changed pattern of resourcing, improved joined up working between agencies and much greater collaboration and ownership from schools. A collaborative approach to the commissioning of provision that is needs - led, cost effective, modernised and proactive will lead to the releasing of efficiencies through synergies amongst existing AP providers. This will enable the reach and breadth of the current AP offer locally to be extended, to reduce the need for learners to be educated in out of county provision. This approach if implemented effectively will reduce the increasing volume of permanent exclusions from local schools. Permanent exclusions in the year to date are currently recorded at 99, compared with 65 in total for the previous academic year.
- **An evidenced lack of effective extended support for excluded pupils** - some key services are highly valued by schools, which is reflected in the level of take up. However, the current structure of PRUs across the County is based on a traditional

schools model, with few nonteaching resources, such as parent mentors, use of HLTAs (higher learning teaching assistants) and limited access to CAMHS, social workers and educational psychologists. The limited use of virtual learning environments (VLE) and restricted deployment of alternative accredited pathways such as the Open College Network to provide KS4 learners with an increased range of accredited options is inconsistent with national best practice for this area.

- **Responding to the changing funding framework** – By comparison with statistical neighbour LA PRUs, the cost of PRU/ AP places in Suffolk are considerably above average. Under recently changed funding reforms Pupil Referral Units now receive delegated budgets and control over staffing (from April 2013) with the base funding set at £8,000 per place. On current estimates some PRU places in Suffolk, (owing to low pupil numbers at some of the AP settings), cost in excess of £30,000. It should be noted that the origins of this higher than average rate is that the amount per placement is not dependent on low pupil numbers at each setting. Under the current funding system, if there are lower numbers in the provision then the top up is not allocated for those vacant places. There isn't a full budget allocated and then by lowering the number of pupils accessing the provision by default, this increases the cost of the place. By developing proposals to redirect resources to fund a mixed model of support focused on PRUs sharing provision, resource and governance, this will lead to a more effective and efficient approach to early help, improved partnership working and better commissioning arrangements and invariably will lead to more cost effective provision.
- **The need for cultural and structural change** - the core objective for the work of the Alternative Provision settings and Pupil Referral Units in Suffolk is primarily to provide alternative provision for permanently excluded pupils and children unable to attend mainstream school settings for reasons of health, behaviour and/ or other as defined in the section 19 duties for education otherwise than at school. Owing to the changing landscape nationally for the work of PRUs and alternative provision providers, cultural and structural change is required to take account of new national policy directions and provide extended and individualised learning opportunities for some of the most vulnerable pupils within the Authority.
- **Financial viability and 'future proofing' of provision** - There is a need to secure cost effective and sustainable solutions going forwards in meeting the needs of learners who need to be educated otherwise than in mainstream school settings as there is no sign that the demand is flattening or reducing as evidenced by the increasing number of permanent exclusions and the increased need for out of county specialist placements.
- **Accommodation issues** – Local PRU provider sites differ in size and the quality of accommodation; some have potential for greater utilisation but accommodation at some sites is unsatisfactory or inadequate. In some cases buildings constrain effective working practice in terms of curriculum, deployment of staff and pupil groupings

1.5 In this paper there are a significant number of proposed recommendations that are based on the characteristics of ‘what works’ regionally and nationally elsewhere, with regards to policy and practice in providing for children and young people with additional needs and/ or at risk for social exclusion. The intention of the paper is not to apportion blame or to focus merely on the areas requiring strengthening. The primary intention is to highlight some of the positive features of local policy and practice and to propose recommendations for making the ‘good’ areas ‘great’ and for sharpening those areas that could be strengthened, as have been identified by the aforementioned colleagues and stakeholders, in addition to ‘future proof’ the work of services working with children, young people and families at risk of poor outcomes. The findings have proven essential in providing a transparent evidence base for informing proposed recommendations, for the children and young people serving sector to consider in response to a number of reoccurring challenges, current ‘pains’ and changes in government policy direction.

1.6 The details provided are not an exhaustive or exclusive list of findings and recommendations, but an outline framework to assist in improving outturns locally, based on building on existing good practice locally and deploying what works elsewhere to good effect. This framework for improvement whilst in a draft format will be discussed and consulted on with supporting stakeholder colleagues and groups. This is with a view to being moderated and ‘fine-tuned’ where necessary to ensure optimum accuracy, recognition, understanding and commitment to any proposed recommendations and identified areas for improvement.

2. Commission review – Priority themes

2.1 The review was undertaken in four stages involving:

1. scoping the project
2. consulting with stakeholders
3. considering options and priorities for improvement
4. finalising the proposed improvement priorities, actions and implementation arrangements

2.2 The recommendations made in this paper are made against an evolving backdrop in recent times of changes in national level policy and local challenges regarding the alternative provision agenda. The evidence base which has informed the proposed recommendations has been drawn from a number of sources:

- Individual and group meetings with PRU head teachers of local pupil referral units and EOTAS settings;
- Meetings with heads of service for local authority and partner services working with schools, children, young people and families;
- Meetings with school based personnel;

- Meeting with a local MP;
- Scrutiny of local data, inspection reports and PRU provision evidence.

2.3 Priority theme 1 – Behaviour

To create balanced, cost effective and graduated provision and responses that meet the needs of a range of children and young people with behavioural, emotional and social needs (BESD).

This will involve:

1. improving young people's engagement and positive social/emotional development and wellbeing;
2. supporting schools to develop their ethos and climate for learning;
3. developing locality inclusive behaviour partnerships and collaborations between schools, services and settings.

2.4 Priority theme 2 – Financial resources

To target financial resources to meet the needs of children and young people with the most complex needs and those in the areas of greatest challenge and to ensure that these resources are subject to monitoring and accountability.

This will involve:

1. improving the capacity to develop flexible approaches to commissioning specialist provisions as appropriate and reduce the need for the high volume commissioning of out of county provision for learners with additional need, who cannot have their needs met locally;
2. improving monitoring and accountability arrangements for Inclusion, Behaviour and Attendance (IBA) resources;
3. researching and developing ways in which IBA monies are targeted on those with the most complex needs and living in areas of highest deprivation;
4. explore ways for improving integrated approaches across the PRUs locally and County wide to collaborate more effectively in sharing resources, expertise, systems and processes.

2.5 Priority theme 3 – Graduated response

To develop a graduated range of responses through the work of a continuum of provision to reduce the need for school permanent exclusions. This includes specialist, targeted and universal provision and support.

This will involve:

1. developing specialist support for learning in mainstream school settings;
2. developing federation/ consortia commissioning arrangements between schools, utilising integrated commissioning arrangements similar to the former behaviour and attendance partnership framework deployed nationally;
3. strengthening the effectiveness of local arrangements for In Year Fair Access and pupil placement panels.

2.6 Priority theme 4 – Integrated locality inclusive teams

To develop an integrated area based inclusive support service that responds to individual needs, the needs of families, the needs of schools and the needs of localities.

This will involve:

1. developing our services in localities, around the needs of the child family and schools;
2. reducing 'gaps' in educational achievement and promoting an inclusive standards agenda which addresses the need to balance strategies that raise the achievement of all children with those which safeguard the inclusion of others who are more vulnerable;
3. Development of the local offer to suitably discharge special and statutory duties such as the new SEND reforms which form Part 3 of the Children and Families Act 2014 which received Royal Assent on the 13 March 2014.

3. Review findings: Positive features

3.1 Suffolk has made steady progress in the drive for improvement in services for children and young people with EOTAS and alternative provision needs, with a strong focus on working in partnership with schools, parents, young people and other agencies. There have been considerable improvements and gains made in recent years with regards to LA EOTAS systems and processes from a previous low baseline. Key improvements have been achieved in the registration of all provision, operational infrastructure and policy development.

3.2 Good pastoral support is provided by services and settings that provide support to children and young people whose circumstances make them more vulnerable, including in special schools and the pupil referral units.

- 3.3 A particular strong focus of the majority of local schools is improving the emotional health and well-being of young people and, in particular, raising their self-esteem and aspirations.
- 3.4 Low levels of permanent exclusions in primary and special schools.
- 3.5 Schools value the support provided by the Behaviour Support Service. Outreach work from the service ensures that schools receive good quality support across a wide range of needs.
- 3.6 Good measures are in place to engage hard- to- reach and vulnerable groups through children's centres, leisure provision arts and enrichment activities.
- 3.7 Most services meet their targets to engage young people in activities, but not all pay sufficient attention to ensuring these lead to accredited outcomes. The measures used to assess the effectiveness of some projects targeted at hard-to-reach groups are not always consistently applied. The outcomes do not always consider the longer term benefits to participants or a wider dissemination of good practice. Some projects have been slow to lead to engagement and outcomes.
- 3.8 The council and its partners in some areas are responding well to the changing demography of the area and are making good progress in promoting equality, particularly for children and young people from diverse and vulnerable groups. As a result, most children and young people from these groups are enabled to achieve highly, be healthy, stay safe and acquire a sense of belonging.
- 3.9 Head teachers speak very positively of the targeted action to improve school performance. More effective use of data has increased the capacity of service managers and school heads to monitor the attendance and educational performance of vulnerable groups.
- 3.10 Good opportunities for children with additional and/ or EOTAS needs to access their full entitlement and inclusion in both the primary and secondary phases.
- 3.11 There are good examples of multi-agency collaboration to support LAC with LDD.
- 3.12 There is a strong culture of multi-agency partnership working being delivered around the needs of children, young people and families.
- 3.13 Good multi-agency working in assessing needs and planning and reviewing provision, both at individual child and local area level, with a clear and effective focus on early identification and intervention.

3.14 There is a good range of support services in the County for children and families at risk of poor outcomes, with a clear investment in early intervention and prevention. The integrated children's centres provide diverse multi – agency services in localities that parents reportedly find easy to access.

3.15 Pupil outcomes in a number of alternative provision and EOTAS settings have been successful from previous low baselines, with a number of this cohort having positive post 16 transitions into higher education provision.

3.16 Substantial increases in participation rates for LDD young people in alternative provision from previous lower baseline.

3.17 Commitment of staff across all agencies to remove barriers to achievement.

3.18 Special school provision of advice and training for mainstream settings to meet a wide range of needs is a positive local feature.

3.19 Special schools and the voluntary sector provide a good range of recreational, leisure and cultural facilities, but the authority recognises that access to these can be limited due to location.

3.20 The work of School Improvement Partners (LA based and externally commissioned) in mainstream settings, Special Schools and PRUs, has in the main has been viewed very positively by heads. Most of the school heads strongly value the level of support provided by their school SIP (School Improvement Partner).

3.21 Effective multi-agency work is helping to prevent anti-social behaviour. Children and young people at risk of offending or re-offending are well supported by the YOS. However, the team's work is hampered by the lack of integrated working with youth services and Pupil Referral Unit services.

4. Areas requiring strengthening: Schools

Recommendations

4.1 Variable levels of support are in place across local schools in meeting the needs of learners with additional needs. It is recommended that local schools deploy a three stage PSP framework to work towards improving consistencies in inclusion, behaviour and attendance matters. Stage one PSPs should be deployed at the onset of school concern and require a senior manager along with parents/ carers to agree a level one response (provided in appendix H). Level two PSP would be managed by the school's lead professional for Inclusion, Behaviour and Attendance. Pupils not progressing at PSP stage two after review would move to stage three which would be locality consortia action commissioning stage.

4.2 School based permanent exclusions in local secondary schools over the last year were above average by comparison with statistical neighbour LA areas. This is a local “pinch point” amongst schools, as some schools exclude disproportionately by comparison with others. This prevents some schools being able to access pupil respite provision from the local PRUs due to the provision being full to capacity with pupils on waiting lists to still be accommodated.

4.3 Disproportionate exclusion levels amongst certain schools, along with low pupil reintegration levels back into mainstream school for permanently excluded learners and inconsistent and non-transparent referral processes contribute to unhelpful ‘blockages in the system’ for vulnerable learners to be able to access provision which is needed. There is no evident culture of peer challenge amongst local secondary heads on such issues. Despite the data providing sufficient evidence to illustrate which schools are utilizing more than their “fair share” of local provision at the expense of others, these issues appear to go unchallenged internally amongst heads.

4.4 Lower than average outturns with regards to the number of pupil re-integrations from PRUs and special schools successfully returning to mainstream school settings.

4.5 A significant number of local primary, special and secondary school heads feel that there is limited challenge and support from the LA with regards to SEN/ EOTAS policy and practice. As the work of Inclusion, Alternative Provision and EOTAS evolves, in the future this agenda will be increasingly more influenced by schools and school consortia as the LA moves to a position of quality assurance, monitoring, commissioner and not a provider of services. From a LA perspective this area will require strengthening either through a targeted SIP and/ or dedicated AP Commissioner type approach.

4.6 The Government intense focus on raising educational attainment and standards through the LA creates tensions with the inclusion agenda for a number of local schools and LA services such as the Learning Improvement Service.

4.7 LA financial recoupage from school academies for services provided for a number of young people attending PRUs and/ or accessing alternative provision is inconsistent. This potentially leads to some pupils being double funded, with academy schools being directly funded for pupil placements through the AWPU full cost entitlement and then failing to pay costs for the same pupils accessing EOTAS provision.

4.8 There are significant inconsistencies amongst local secondary schools with regards to the management of pupil behaviour, threshold levels and the range of interventions deployed prior to young people being considered for permanent exclusion. Statistical data and local head teacher anecdotal evidence informs that a small number of local schools have been responsible for a disproportionate number of the permanent exclusions made in recent years, with a strong feeling amongst a number of local heads that this clearly undermines a number of local priorities. It is recommended that where possible all schools should deploy a nominated lead professional for inclusion, behavior and attendance (IBA) policy and strategic matters. Normally this

position would be the deputy head teacher with pastoral responsibilities in secondary schools and the head teacher or deputy in primary schools.

4.9 The LA with partners should develop a series of training and networking events for school IBA Lead professionals. This will be helpful in order to identify and share best practice locally, cascade national level policy and legislative change information and influence commissioning and strategic priorities for the work of local IBA policy and decision makers. The sharing of good local practice systematically should allow for school threshold gaps for managing inclusion, behavior and attendance to close, with IBAs being able with the support of the LA and partners being able to challenge and support each other to raise standards where necessary. Network meetings should take place termly and the school IBA Lead professional will be responsible for cascading relevant policy and operational matters back to school based colleagues.

4.10 A small number from the IBA Lead professional cohort should form the LA Inclusion, Behaviour and Attendance Strategy Group, which will be schools led, with partner agency and LA input with a view to leading on oversight of key local policy and strategic decisions for the work of Inclusion, Behaviour and Attendance.

4.11 It is recommended that the LA works with local schools to help facilitate the development of local Area Improvement/ Inclusion Partnerships, to enable a school based consortia approach to commissioning provision and local strategic planning for Inclusion, Behaviour and Attendance policy and practice arrangements.

4.12 The recently developed Pupil Placement Panel (PPP) model has a number of good features. The partner agency and school based approach to arranging provision for children and young people at risk of poor outcomes, has delivered a number of positive outcomes in recent times. However, there is a strong perception amongst a number of stakeholders that the approach in the current format fails to have sufficient support from partners in social care and health to inform pupil interventions and education placements. This deficit is not conducive to effective team around the child type approaches, to effectively assessing needs and recommending suitable placements.

4.13 In comparing the work of Suffolk's PPP with other similar panels elsewhere, it is recommended that the duties of this panel in the future come under the jurisdiction of a restructured Fair Access Protocol (FAP) Panel framework. This will need to be served by a combination of local Head teachers and representatives of local partner agencies, in adopting a holistic approach to discussing intervention programmes and suitable provision for young people without a mainstream school placement. The formula for schools to accommodate young people from the FAP will need to be seen as being transparent, fair, equitable and data based. It is recommended that activity is undertaken to arrange for this work stream to be piloted from January 2015, underpinned by new supporting FAP policy framework for 2015 onwards. There will be a need for separate Secondary and Primary phase FAP meetings and the approach will need to be deployed in three localities across the County. The frequency of the meetings will depend on the volume of the cases for consideration. Nationally this averages at once every working month for the secondary phase and once half termly being the average for the primary phase.

4.14 For emergency pupil decisions required outside of the FAP meetings cycle, these decisions will need to be delegated to “chair’s actions” to make a decision on referral outcomes. By setting up the work of the LA Assessment Centre framework, if managed effectively as a system, the framework should be able to provide short term provision if determined suitable until the next meeting of the group. This approach will allow also for a multi-agency assessment of needs report to accompany the original referral to the panel, to allow for a further informed decision on next steps for the young person. Owing to there being a clearly defined level of need above universal provision for young people referred to the new FAP framework, there will be a need for a common, standardised assessment and referral process. It is recommended that this should align with policy and practice elsewhere to be managed by all agencies and schools forwarding cases to FAP for consideration, by using a commonly agreed form such as PSP stage three, CAF or EHC.

4.15 To prevent the need for schools to consider permanent exclusion when it is felt there are no alternative options, it is recommended that local head teachers and governing bodies consider the possibility of referring cases to FAP prior to school governing disciplinary committees considering these cases. Schools may feel that there will need to be agreed criteria for cases which they are happy to be considered by FAP prior to their own governor’s disciplinary panel stage, such as substance misuse and/ or weapon related incidents. With only 1.4% of young people attending PRUs nationally achieving 5 A*- C GCSE grades and 89% of offenders in the secure prison estate having been excluded from school, it is evident that alternative support interventions would need to be exhausted before schools recourse to permanent exclusion and/ or PRU placements for vulnerable learners.

5. Areas requiring strengthening: Alternative Provision providers and AP commissioning

Recommendations

5.1 LA commissioning arrangements for provider performance contract management across the local PRUs and Alternative Provision providers are insufficiently developed and fail to provide systematic support and appropriate challenge to managers, providers and practitioners. Outcome data does not consistently inform strategic planning across the PRUs and Alternative Provision providers when identifying priorities for commissioning and de- commissioning activity. Service level agreements (SLA) along with comprehensive needs assessment and robust quality assurance arrangements must in the future systematically precede commissioning activity. This approach must be aligned with all future AP/ EOTAS plans in order to allow for the driving of improvements.

5.2 Insufficient outcome targets are being deployed locally to enable commissioned alternative provision providers to be able to systematically measure progress and effectiveness.

5.3 There is limited systematic coordination of the wide range of alternative provision commissioning activity across the EOTAS and Alternative Provision (AP) sector.

5.4 There is inconclusive evidence that local AP resource and provision commissioning is systematically needs led, outcomes focused and well-targeted. Owing to limited needs assessment activity from the PRUs and Alternative Provision providers informing operational and strategic commissioning objectives, this fails to ensure that resources in this area are being aligned around priorities.

5.5 There is no evident collective shared vision of Inclusion , Alternative Provision and EOTAS Strategy held amongst key stakeholders and services across the county. A failure by current PRU providers to integrate and share commissioning arrangements and the limited development of common systems and processes across the 13 PRUs, leads to there being considerable inefficiencies and unhelpful duplications and a failure to meet the needs of a high number of learners who require specialised out of county provision, due to limited capacity locally.

5.6 Locality option appraisals informed by local needs assessment data should inform local AP and SEND pupil place commissioning priorities. Appraisals should include options for exploring with local schools and AP providers the scope for developing bespoke additionally resourced SEBD provision that will be co – produced and managed between the LA and the school. Such a model is the Aspire provision. This is based on the proposed approach and delivered at the Quintin Kynaston secondary school in Westminster, London. This has received a high level of national recognition with regards to outcomes for learners and considerable return on investment for commissioners, schools, partners and most importantly the attending vulnerable learners.

5.7 The poor quality of accommodation and resources in some of the pupil referral units for some support staff is a cause for concern. A number of the existing PRU provision should be subject to health and safety audit reviews.

5.8 There are no common agreement and/ or contingency plan in place across the PRUs locally to be deployed when a child/ young person may require being permanently excluded from the provision or an alternative provision setting.

5.9 The induction process for children and young people due to attend the different PRU settings across the county is variable and the outcomes are inconsistent. There are limited common and/ or standardised approaches deployed across the units with regards to quality assurance, teaching and learning, monitoring of impact and outcomes, consistency of practice, with potentially numerous different approaches being deployed by the settings with no overarching or common themes.

5.10 Pupil place planning with alternative provision providers fails to take place in a consistent or needs led manner which enables the needs (and potential associated risks of accommodating this cohort) to be assessed and allowing for appropriate

placement with the best positioned provider. It is recommended that an outline timetable with milestones be developed for all PRU/AP providers to work to in order to ensure that the current deficit reactive planning approach does not reoccur in the future.

5.11 Currently the PRUs and/ or PRU consortia have no common alternative provision/ prevention respite policy framework in place. Whilst there have been examples of pupil cases with visible tangible results being achieved at the PRUs, in the main, planning for this area of work has been limited and fails to complement any local overarching prevention strategy or plans. A policy will need to be commissioned to outline how the work of the PRUs will provide dedicated preventative respite activity which is outcomes focused for young people, once schools feel that the pupil would benefit from such provision. This type of provision where deployed most effectively has proven to have a significant impact on improving outcomes for children, young people and families and significantly reducing the need for schools to permanently exclude vulnerable learners.

5.12 It is recommended that the PRUs through a consortia approach develop an assessment centre model with a triage approach (multi agency facilitated) for young people whom are new to the LA and/ or the country without a school place and young people requiring a “rapid response” approach to assess needs, prior to informing on interventions or provision required. By realigning the work of the current PRU structure and the use of delegated resources, it is forecasted that this model could be deployed from within existing resources and at no additional cost to stakeholders.

5.13 The assessment centre model will require an increased focus on effective assessment and identification of children’s needs through a single referral, assessment and planning framework. Respite and holistic assessment approaches should take place as early as possible and before a child’s behaviour has deteriorated to the extent that permanent exclusion is the only option. Prior to pupil entry to Respite and Assessment Centre provision information will need to be shared between schools and providers and that this will lead to clear and SMART realistic plans with baselines against which to measure progress (including towards reintegration into mainstream schooling, further education, or employment).

5.14 There is no overarching needs and gap analysis activity with regard to assessing and informing the local alternative provision vocational offer for KS4 young people. This deficit approach limits the effectiveness of AP commissioning activity in response to meeting the needs of the local KS4 pupil and school populations. A framework will need to be developed and maintained by LA personnel, in order that the LA is well positioned to retain an overview of the range of AP providers being commissioned, provider strengths, weaknesses and areas for improvement, along with individual development plans.

5.15 The lead AP Commissioner/ professional (or equivalent) should develop a central contracts register for AP providers and also formulate a central quality assurance framework for commissioning AP, which could be an updated and localised version of the previously deployed pan- London framework. With the LA providing these functions schools should be more encouraged to go through centralised processes to accessing AP, avoiding the need to duplicate processes and frameworks for contract management and quality assurance, which would already be in place and developed to an agreed local standard.

5.16 Currently there are a number of separate pupil referral units (PRUs) in Suffolk, providing a range of provision in response to needs. For statutory purposes the LA is duty bound to provide suitable provision to meet the needs of children and young people who cannot attend mainstream school settings for reasons of exclusion, behaviour, medical and any other reason. Currently Suffolk discharges these duties effectively. However, in the future the current model will not be the most efficient or in line with contemporary practice regionally and nationally. The current model sees a high number of different PRUs with different teachers in charge being deployed with separate management teams, numerous governing bodies with different budgets, with different sets of staff teams with no shared staffing arrangements, numerous sets of policies and standards. The Suffolk current PRU model was previously common place regionally and nationally in local authority areas, but in recent times it has not been recognised as the being most effective and efficient approach for LA areas to discharge their EOTAS duties. It is recommended that the PRUs deploy a consortia based approach with an Executive head teacher (or equivalent) appointed for each locality. Each locality set of PRUs would move to becoming an academy, a federation or a multi academy trust, with challenge coming from a single governing body per locality.

5.17 From the Autumn 2014 period the PRUs should collectively develop their “support to schools core offer”. The core offer should outline the outreach continued professional development and/ or sharing of good expertise that lead professionals from the PRUs, will provide for colleagues in mainstream school settings, to enhance skill set and inform practice and a framework for respite type pupil intervention in reach programmes. The offer should also provide a timetable from the units/ service for when mainstream school staff will be able to undertake professional observational learning visits at the PRU sites. This offer where possible should be integrated with the similar offer made available from the Behaviour Support Service, Education Welfare Service and other LA services providing continued professional development (CPD) activity for mainstream school personnel. Non LA AP providers where appropriate should be invited to attend relevant CPD activity, to help close skill gaps for providers in response to meeting the increasing needs of the latest Ofsted inspection framework requirements.

5.18 For effective communication and information sharing purposes it is recommended that the PRUs under the SEND Local Offer requirement deploy the use of a common website. This could be an offshoot of the council’s or children’s service department website. Where deployed most effectively elsewhere this resource has proven to provide assistance for a range of information, advice and guidance activity.

5.19 The development of a local Alternative Provision Quality Mark Standard is recommended for all providers of AP to achieve or be working towards. This will serve as the basis for all providers achieving a shared vision and a commitment to meeting expected standards with regards to working with the EOTAS cohort locally.

5.20 In response to progressing arrangements for discharging the duties required for the 2014 SEND reforms, there is an urgent need for joint commissioning arrangements between LA and Health services to be improved.

5.21 Deploying an approach similar to that in place for SEN, there is a need locally to develop a complementary affordable banding system for AP pupil places, that would allow funding to be allocated based on the assessed needs of individual learners. The banding system would need to provide sustainable and fair starting points for AP learner funding decisions, focusing upon the needs of the individual learner in any education context. This includes mainstream education, special schools, ARCs and ARPs, Alternative Provision.

6. Areas requiring strengthening: LA Systems and processes for alternative provision

6.1 There is no maintained and/ or accessible single comprehensive register of children and young people being educated otherwise than at school (including self elected home educated and offender young people with EOTAS needs. Local authorities without this overview register in recent times subject to external scrutiny have faced difficult times such as LA safeguarding inspection damaging reports.

6.2 Via the pupil placement panel (PPP) progress has been made in reintegrating AP/ EOTAS pupils back into mainstream school settings. However, systematic monitoring of the outcomes for reintegrated AP/ EOTAS children and young people has failed to take place in order to inform strategic planning and decision making. It is recommended that the process of collating data on young people being reintegrated is improved to the degree, that it can enable stakeholders the opportunity to make informed decisions on the characteristics of successful reintegration cases and the origins of cases failed.

6.3 There is limited evidence of opportunities for young people with SEN/ EOTAS needs to influence LA policy and strategy.

6.4 Inconsistent implementation of the LA arrangements for tracking and monitoring the numbers of pupils with reduced school timetables, leading to a lack of clarity with regards the number of pupils with reduced timetables and for how long. This deficit approach potentially has safeguarding ramifications. National level guidance is explicit that pupils requiring personalized school timetables and additional support should be supported through the work of a school led pastoral support programme (PSP). The PSP should be initiated by the school at the onset of concerns and involve partner agencies where appropriate to provide additional support and also the parent/ carers who must be in agreement with any actions proposed by the school and agencies prior to commencement of any new PSP.

6.5 The LA through the work of the Inclusion Team should develop an IT system to monitor and track all young people from stages 1-3 once they are placed on a PSP in agreement between parents and schools. This system will allow for the mapping and tracking of all young people from the foundational stages of concern, once placed at PSP stage 1, with review dates and partner agency interventions recorded.

6.6 The Inclusion Team along with school based Lead IBA Professionals and partner agencies should develop good practice criteria for agreeing recommended school, parent/ carer and partner agency interventions and actions should take place at each PSP stage. This approach if deployed systematically should create increased consistency amongst schools in threshold and intervention levels processes used, prior to young people being considered for permanent exclusion or referral to alternative provision or partner agencies.

6.7 There are inconsistent arrangements made locally for tracking and reporting incidences of bullying and a failure to deploy a framework for overarching monitoring to inform LA policy and strategy.

6.8 There is limited connectivity in integrated planning across council pupil referral units, special schools, Learning Support Units and mainstream schools, leading to a fragmented and non- cohesive continuum of support provision. During the commission review, most school leaders and a high number of LA Service managers, felt that the lack of joined up planning, strategy and operational delivery led to a number of examples of unhelpful repetition, duplication and a wasting of resources in working with a number of children, young people and families requiring support. This deficit planning approach leads to a limited forecasting of “starters and leavers” from EOTAS and other alternative provision with regards to pupil numbers. This restricts the ability to inform the number of places required for future periods to inform gap analysis and commissioning activity.

6.9 There are strong perceptions amongst a number of school and partner stakeholders that a number of key centrally based LA decision makers, PPP panel members and gatekeepers do not know enough about the work of the respective PRU/ AP settings. This potentially leads to pupil placement decisions not being well informed and in some cases presenting risk.

6.10 There is currently no commonly deployed risk assessment framework to support the placement considerations for LDD/ EOTAS pupils as part of a coherent local approach to design out risk where possible and make informed decisions on placing children and young people in alternative provision and EOTAS settings. This deficit has potential safeguarding ramifications with examples shared locally of situations whereby young people known to agencies for high risk category incidences, being inappropriately considered for placement in AP/ PRU and other group type provision.

6.11 There is no LA needs assessment and gap analysis/ management information is in place locally to inform commissioning priorities for AP/ EOTAS spaces and types of required provision for September 2014 onwards.

6.12 Owing to there being no overarching comprehensive register of children and young people being educated otherwise than at school, this leads to the limited management forecasting of pupil numbers and provision need across the SEN/ EOTAS sector continuum of provision. Some attempts have in the past been made to resolve this issue, but solutions have in the main failed to be broad enough, failing to involve sufficient breadth of relevant lead stakeholders across the continuum of provision (i.e. PRUs, LSUs, six day provision centres, special schools). This commentary must be qualified by outlining the fact that owing to the level

of unpredictability around future need, patterns and trends, that this issue is a national and not just Suffolk level challenge. However, any proposed strategies (as in line with practice in high performing LAs) must adopt a corporate wide approach to proposing solutions.

6.13 Owing to there not being in place a central framework for schools, providers and partner agencies to deploy, currently the local commissioning of alternative provision fails to be done coherently and as part of a joined up approach. There are significant benefits to be achieved by deploying a central framework such as common approaches to quality assurance and control, additionally the ability to block purchase spaces and provision will have major benefits for both providers and LA commissioners. Currently a number of schools are commissioning directly their own AP placements, providers are doing “local deals” and there would appear to be limited oversight of the total volume of young people locally accessing AP or the total investment being made, which for strategic planning purposes is a deficit approach.

Appendix 2: Specialist equipment

Currently the Special Equipment budget enables a number of children and young people with impairments to have access to resources, which will enable them to take part in the full school curriculum. The equipment removes the barriers to learning for these learners in mainstream schools and in Hearing Impaired units where the children are integrated into mainstream lessons. The budget also supports the resourcing of Communication Aids run by SCARC (Suffolk Communication Aides Resource Centre). Until recently the budget was £75k per annum and the funding was fully committed by the end of the financial year, primarily on Communication aides, equipment for learners who are Visually and/ or Hearing Impaired and additional special seating for children who require dual placements.

Due to the changes in the SEN funding streams an additional £75k has been made available to support the specific needs of children and young people who have resource needs over and above what they may generate through additional High Tariff Need (HTN) funding. There is an expectation that from September 2014 there will be a further transparent and equitable process through which schools may apply for this funding, to ensure disabled learners are able to access learning alongside their peers.

In most instances any equipment purchased will remain the property of the LA enabling the LA to re-cycle or reallocate the equipment to other children as and when appropriate to do so. This approach particularly applies to the equipment purchased for sensory impaired children and young people and also the Communication aides. There is always the challenge of equipment being 'out of date' or no longer viable, which has an impact on the budget each year when we are faced with having to update a large number of resources to keep abreast with new technology.

2013/14 Equipment Budget spend: (figures are rounded up)

- Radio aid equipment for Hearing Impaired = £20,270
- SCARC = £40,000
- Specialist equipment for Visually impaired = £6,000
- Communication aid – (Eye-Gaze) = £5,000
- Specialist Chairs = £5,000

Total spend from the £75k annual budget = £76,270

2014/15 Equipment budget spend to date: Budget allocation £150,000

- Radio aid equipment for Hearing Impaired = £29,551
- SCARC = £13,332
- Specialist equipment for Visually Impaired = £763

We have yet to see the impact of the SEND reforms/ HTN on the equipment budget, this will come to light after September 2014. Initial needs assessment forecasts that there are currently no unplanned pressure points on the provision budget. Owing to the changing landscape for this agenda locally and nationally, a more accurate assessment of needs to inform commissioning priorities for provision will be available from September 2015.

The criteria for the funding of specialist equipment to schools from the Special Equipment budget is done so on the basis of 'enabling learner access to the curriculum'. Careful consideration is given to special schools for equipment costing over £100, however, it is recognised that going forwards there may be a need to review this figure in light of potential increases in equipment costs. Further consideration will need to be given with regards to the role of the service in supporting academies to the same degree as the LA maintained schools.

There remains scope to rationalise funding streams for this area of focus through the interface with Access Unlimited and this will need to be explored robustly in the near future to optimise the potential for reduced costs. The interface with partners from Health in the Waveney and Great Yarmouth area requires strengthening for this area of focus in order to strengthen local capacity to meet needs. To continue to work with Community Equipment Service and their new provider SERCO to find better and more efficient ways of providing, maintaining and servicing specialist equipment.

Currently there are a small number of children and young people service personnel who work alongside the Community Equipment Service through the 'Joint Equipment Fund' team approach. This service provides specialist equipment for the more physically disabled children who also require OT assessments to ensure appropriate adjustments are made. There have been recent discussions with representatives from SERCO to oversee the purchase and management of equipment for the sensory impaired children. At this juncture it is not seen as a viable option due to the specialist training and understanding of the individual needs of the children and young people involved. The Sensory and Communication Service have their own technician who works in conjunction with the manufacturers of the Radio aids / Magi-links.

Appendix 3

1. Fair Access Protocol: Allocation of children - Point scoring system proposal

1.1 This system if deployed as part of a new approach to FAP for vulnerable learners will aim to ensure fairness, transparency and equity in the distribution of children and young people who are identified as “fair access” as defined in any new FAP arrangements. A number of recommendations made in the main body of this paper outline the need for existing Fair Access Protocol arrangements to be adapted further to support the LA intention that “no child will be left behind” with regards to accessing educational provision according to their age, aptitude and ability. The proposal is intended to support the principle that all schools are inclusive and already take a wide and diverse population, whilst recognising particular circumstances which may mitigate against admitting fair access children. The system is designed to be easy to calculate, clear to understand and accurately represent the position of each school.

1.2 The system

1. Schools will be ranked according to their score.
2. The scoring system will be made up of two component parts;
 - Initial score, set annually
 - Child difficulty score, adjusted whenever a school receives or excludes a child
3. The initial score for each school will be set from the latest available PLASC data.
4. The following data will be used to determine initial scores;

	% base weighting for average school
School context indicator (taken from the Secondary Data book Part 2 + school highest factor)	49%
Percentage of children for whom English is an additional language	1%

	% base weighting for average school
Total absence (taken from the DFE FORVUS return).	15%
SEN Percentage (calculated using all children for all ages)	22%
Percentage Mobility	3%
KS2 Prior Attainment (taken from the Secondary Data book Part 2).	4%
Number of children in care on roll	5%
Gross base weighting	100%

In very exceptional circumstances the Panel may increase the points awarded up to the maximum of 300 points. For example, in the case of a child with a complex history which places them in multiple categories and who has been out of education in excess of one academic year.

5. The child difficulty score (1.4 below) represents a figure given to children identified by the Protocol when they move into or out of a school, other than at times of transfer. The weighting given to each category is based on previous DFE guidance and the experience of the Local Authority in placing particular categories of children.
6. The figure is added or subtracted to determine the relevant school score and ranked position at any given point during the school year. Schools are to be able to view their ranking and score via the Extranet using a secure Web Page Front End.
7. School area partnerships may use the point's score in 1.4 to help inform their decision making.
8. In the exceptional event that a School area partnership is unable to agree placement, then the Panel will determine a placement on the basis of the points scoring system having considered all relevant facts.
9. Should any school disagree with the placement decision, then they can appeal to the Assistant Director for Learning and Achievement.

1.3 Monitoring arrangements

Schools will be responsible for confirming with the LA that children have been admitted within 5 working days of the admission date. The LA will be responsible for updating and maintaining the formula ranking score for each school which will be updated on a secure site for schools to view at the start and end of each academic year.

1.4 Child Complexity of Need Score

	Education Background	Points
A	Permanently excluded children not attending alternative provision setting determined as suitable for school.	300
B	Children from the criminal justice system.	300
C	Children currently attending alternative provision settings who are ready to be integrated back into mainstream education	210
D	Children for whom it has been identified that they would benefit from a managed move.	210
E	Children moving into Suffolk having received out of school package in previous authority	210
F	Traveler children	150
G	Children in care	150
H	Children withdrawn from school by their family, following fixed-term exclusions and unable to find another place.	120
I	Children without a school place and with a history of serious attendance problems (less than 85% attendance?)	120
J	KS4 children were moving house necessitating a change of school placement	90
K	Homeless Children	60
L	Children known to police or other agencies and defined by that agency as vulnerable.	60

	Education Background	Points
M	Children whose parents have been unable to find them a school place after moving into the area, because of a shortage of places and there are no places available within the distance travelled to the normal area school and beyond 8 miles.*	30
N	Children of refugees and asylum seekers	30
O	Children with unsupportive family backgrounds, where a place has not been sought.	150
P	Children in refuges	30
Q	Children who have been out of education for two months or more.	30
R	Children who are carers	30
S	Children with special educational needs and children with disabilities or medical conditions where there are difficulties with particular support or for reasonable adjustments which the involvement of the appropriate support services have been unable to resolve	30
T	Children of UK Service Personnel and other Crown Servants	10
U	Children in Year 11	90
	Confirmed Permanent Exclusion Penalty	-210

Appendix 4: SEND children and young people in Suffolk

Category	Current/ most recently recorded total outturn	Benchmarking comparisons where possible (i.e. statistical/ regional neighbour LA areas and/ or previous years outturn)
Total number of all CYP 0-18	99832 (Suffolk School Census Jan 2014)	99494 Suffolk School Census Jan 2013)
Aged 0-4	112 (Statement pupils in SEN2)	97 (Stated pupils in SEN2 2013)
Aged 5-10	1095 (Stated pupils in SEN2)	1109 (Stated pupils in SEN2 2013)
Aged 11-8	1856 (Stated pupils in SEN2)	1856 (Stated pupils in SEN2 2013)
CYP with SEND	3063 (Stated pupils in SEN2)	3062 (Stated pupils in SEN2 2013)
Permanently excluded CYP (2013-14 academic year to date)	58 (April)	43 (April 2013)
Total number of CYP accessing Alternative Education Provision (2013-14 academic year to date)	172 (the number for the month of April 2014). This figure does not include a large number of EOTAS now in satellite provision at PRUs. We have not found a way of recording these in EMS to make them part of Reports.	304 (April 2013)

Appendix 5: Young people, PRUs and the Criminal Justice System

1. Some costs to society for early identification, assessment, intervention and prevention activity not working effectively for consideration:

1. £185k per annum to institutionalise a young offender in secure estate

2. 89% of offenders in secure estate have been to a PRU

3. 85% of offenders in secure estate are illiterate

4. 1.4% of young people attending PRUs last year achieved 5 A* - C GCSE outcomes last year

5. Suffolk School AWPUs averages £3,500 per annum/ Local PRU unit cost per placement averages £30k per annum (pan London PRU average £17k, County Council average £16-20k)

6. Last year in London there were 75 PRUs, this year 65, next year forecasted to be 58, PRUs are becoming a thing of the past as LAs move to devolving funding to schools to increase accountability and ownership at foundational stages of concern

7. Population Pressures in Prisons:

1900	SAW	17,500	People in UK prisons
1938	SAW	19,000	People in UK prisons
1946	SAW	16,000	People in UK prisons
1990	SAW	45,000	People in UK prisons
2006	SAW	80,000	People in UK prisons
2013	SAW	90,000	People in UK prisons

8. 85% of young people attending PRUs will at some stage in their lives have mental health needs

9. 47% of young people attending PRUs suffered violence in the family home
10. 25% of PRU attending females suffered forms of sexual abuse in the family home
11. 80% of CYP following release from the secure estate will re-offend within 2 years

Appendix 6: Top Up Bandings

Top-up funding will be allocated using a banding approach as follows:

<p>Band 1 £750</p> <p><i>top-up funding is £750 (per annum)</i></p>	<p>Children and young people's needs will fall largely within the Additional needs strand, possibly they may have some elements of Complex needs (up to around 25%)</p> <p><i>NB This equates to between 32-39 SEN audit points using the previous system of allocating funding for additional needs.</i></p>
<p>Band 2 £2,000</p> <p><i>top-up funding is £2,000 (per annum)</i></p>	<p>Children and young people's needs are more evenly spread between attributes on the Additional and Complex strands of the profile (likely to be around a 50:50 split)</p> <p><i>NB This equates to between 40-45 SEN audit points using the previous system of allocating funding for additional needs.</i></p>
<p>Band 3 £4,000</p> <p><i>top-up funding is £4,000 (per annum)</i></p>	<p>The child or young person's profile shows levels of need at Complex and Severe. This is likely to be a ratio of 50:50.</p> <p><i>NB This equates to 60 SEN audit points or Band A, using the previous system of allocating funding for additional needs.</i></p>
<p>Band 4 £6,000</p> <p><i>top-up funding is £6,000 (per annum)</i></p>	<p>Profile shows levels of need predominately within the Severe category (at least 75%).</p> <p><i>NB This equates to the small number of pupils whose needs were identified by the LA as exceeding 60 SEN audit points using the previous system of allocating funding for additional needs and for whom exceptional funding was provided.</i></p>

Appendix 7: Alternative provision provider information

School	Type	County Area	2014 - 2015 Places	2013 - 14 Current Places	Place Funding - £8,000	Banding Income	Total	Cost per place	Reintegrations following permanent exclusion 2013/14
MILL MEADOW PRU	KS2/3	West	12.00	13.33	96,000	275,270	371,270	30,939	0
FIRST BASE BURY	KS1	West	12.00	12.00	96,000	222,398	318,398	26,533	0
THE KINGSFIELD CENTRE PRU	KS2/3/4	West	60.00	57.00	480,000	677,966	1,157,966	19,299	0
THE ALBANY CENTRE	KS4	West	27.00	26.00	216,000	264,665	480,665	17,802	0
OLD WARREN HOUSE	KS4	North	24.00	24.00	192,000	227,201	419,201	17,467	0
HARBOUR PRU	KS2/3	North	24.00	24.00	192,000	497,985	689,985	28,749	0
THE ATTIC	KS3/4	North	40.00	46.00	256,000	656,000	912,000	22,800	7
FIRST BASE, LOWESTOFT	KS1	North	12.00	12.00	96,000	223,890	319,890	26,658	0
ST CHRISTOPHER'S PRU	KS2/3	South	20.00	20.00	160,000	448,888	608,888	30,444	0
ALDERWOOD	KS2/3	South	24.00	20.00	192,000	442,151	634,151	26,423	0
FIRST BASE, IPSWICH	KS1	South	12.00	12.00	96,000	220,426	316,426	26,369	0
PARKSIDE UNIT	KS3/4	South	90.00	98.00	720,000	1,286,692	2,006,692	22,297	0
WESTBRIDGE PRU	KS4	South	32.00	32.00	256,000	289,936	545,936	17,061	1
HAMPDEN HOUSE PRU	KS2/3	County	24.00	12.00	192,000	540,811	732,811	30,534	0
			413.00	408.33	3,240,000	6,274,279	9,514,279	24,526	8

Satellites

Kingsfield Alternative Provision	KS3/4	West		Included in line 4	NA	NA			1
K46	KS4	West		Included line 4	NA	NA			1
The Lindebergh Centre	KS3/4	South		Included in line 13	NA	NA			1
Total									3

Independent EOTAS providers

Include	KS1/2	South		17		NA			1
Include	KS1/2	West		12		NA			1
Include	KS1/2	North		13		NA			2
Total									4

	Places taken up				Total	Average cost per area
North	106				£ 2,341,076.00	£ 22,085.00
South	205				£ 4,592,758.00	£ 22,403.70
West	108				£ 2,580,445.00	£ 23,893.01
Total Countywide	419				£ 9,514,279.00	£ 22,793.39

Appendix 8: Permanent exclusions year to date – 2013-14

Northern Area			
Key Stage	2011/12	2012/13	2013/14
1	1	1	2
2	3	8	11
3	18	17	11
4	11	13	15
Withdrawn/Overtuned	4	7	7
Total	37	46	46

Western Area			
Key Stage	2011/12	2012/13	2013/14
1	0	0	2
2	4	0	4
3	7	7	6
4	16	2	10
Withdrawn/Overtuned	1	3	4
Total	28	12	26

Southern Area			
Key Stage	2011/12	2012/13	2013/14
1	3	3	0
2	12	2	12
3	10	12	5
4	18	8	8
Withdrawn/overtuned	1	2	2
Total	44	27	27

Appendix 9: Learners with ASD

ASD in School Census Jan 2014 Census by Home Postcode District

District	Need	Roll
Babergh	Autistic Spectrum Disorder	50
Forest Heath	Autistic Spectrum Disorder	24
Ipswich	Autistic Spectrum Disorder	119
Mid Suffolk	Autistic Spectrum Disorder	53
St. Edmundsbury	Autistic Spectrum Disorder	61
Suffolk Coastal	Autistic Spectrum Disorder	96
Waveney	Autistic Spectrum Disorder	77

ASD in Schools Jan 2014 Census by School Cluster

Cluster Name	Need	Roll
Bury St Edmunds	Autistic Spectrum Disorder	67
East Ipswich	Autistic Spectrum Disorder	21
Felixstowe	Autistic Spectrum Disorder	10
Forest Heath	Autistic Spectrum Disorder	10
Framlingham & Leiston	Autistic Spectrum Disorder	12
Haverhill	Autistic Spectrum Disorder	14
High Suffolk	Autistic Spectrum Disorder	16
North Ipswich	Autistic Spectrum Disorder	64
North Lowestoft	Autistic Spectrum Disorder	32
South Ipswich	Autistic Spectrum Disorder	64
South Lowestoft	Autistic Spectrum Disorder	35
South Suffolk	Autistic Spectrum Disorder	14
Stowmarket	Autistic Spectrum Disorder	13
Sudbury	Autistic Spectrum Disorder	30
Thurston	Autistic Spectrum Disorder	6
Waveney Valley	Autistic Spectrum Disorder	14
West Ipswich	Autistic Spectrum Disorder	18
Woodbridge Kesgrave	Autistic Spectrum Disorder	39

ASD Out County by Home Postcode District

Need	District	Roll
Autistic Spectrum Disorder	Babergh	12
Autistic Spectrum Disorder	Forest Heath	3
Autistic Spectrum Disorder	Ipswich	10
Autistic Spectrum Disorder	Mid Suffolk	12
Autistic Spectrum Disorder	St Edmundsbury	11
Autistic Spectrum Disorder	Suffolk Coastal	8
Autistic Spectrum Disorder	Great Yarmouth	1
Autistic Spectrum Disorder	Breckland	1
Autistic Spectrum Disorder	Waveney	8

A costing of how much out of county provision costs for children with statements and if this can be drilled down to show those with autism as well.

- As of today's date we have 206 Out County placements
- Total cost of these placements is £11,193,644
- 66 of these placements have a primary need of autism at a cost of £3,904,872.34

Appendix 10: Continuum of Provision

Locality and specialised teams, schools and practitioners through working collaboratively will aim to improve the integrated delivery of services locally to children, young people and families in order to ensure that learners with additional needs receive appropriate support at the foundational stages of concern. Local Authorities with the support of partners are required to create mechanisms to ensure that integrated working, information sharing and integrated assessments of vulnerable groups support the delivery of their local preventative strategy. The additional needs of all children and young people should be managed through the work of an effective, needs led local offer designed continuum of provision. The continuum of provision should have the capacity to be responsive to the needs of all children and young people in each locality across the four levels of need: universal, targeted, specialised and/ or complex and acute.

Information is provided below along with a visual aid providing further detail with regards to the four stages of need and the services, teams and practitioners which operate at each stage of the pyramid of need.

Defining the levels of need

Tier 1: Universal level need

Represents children whose needs are being adequately met by their parents/carers, extended family and within their community. On average 85% of local children and young people should be able to have their needs optimally met at this level during the transition to adulthood. Therefore, most children/young people under this level are unlikely to become involved with stages 2-5 of the continuum of provision.

Tier 2: Targeted level need

Targeted needs are where information suggests that difficulties within the family or external environment is having an adverse effect on a child/young person's health or development. On average 10% of local children and young people will require their needs to be met at this level at some stage during the transition to adulthood. Many concerns about children/young people can be reduced at this stage by linking need to services and accessing these appropriately, giving advice, providing information support advocacy, or referring to another agency.

(COP stages 2-3 needs may be managed by a single agency response.)

Possible indicators:

- Children/young people with isolated/unsupported carer(s);
- Children/young people whose carers have mental or physical health difficulties;

- Children/young people in families where there is poor hygiene;
- Children/young people who present behavioural challenges/management difficulties for their carers/professionals. Examples: evidence of inappropriate responses to others, very withdrawn or aggressive behaviour;
- Children/young people with physical health needs that require additional support, either temporarily or permanently. Examples: slow to reach developmental milestones, poor weight, persistent health problems;
- Children/young people who are assessed to need additional educational support. Example: poor learning, concentration, low motivation, not reaching educational potential. Poor communication between home and school;
- Children/young people in families where there are more than three children under five or where there are a high number of dependent children and parent has difficulty coping;
- Children/young people starting to have a number of unauthorised absences from school;
- Children/young people beginning to get involved in anti-social behaviour;
- Children/young people involved in contact/residence disputes;
- Children/young people starting to experiment with drug or substance misuse;
- Young carers.

Tier 3: Complex/ Specialist level need

Situations where a child/young person's health or development is being impaired, or there is a high risk of impairment. On average 3% of local children and young people will require their needs to be met at this level at some stage during the transition to adulthood. Early intervention may include a family support meeting to discuss what support/services may be required and a plan made (Education, Health and Care Plan).

Possible indicators:

- Children/young people with emotional/behavioural disorders. Examples: Disruptive/ challenging behaviour difficulties, understanding how behaviour affects others;
- disabled children/young people with limited service provision or an Education, Health and Care Assessment;
- Children/young people beyond parental control or poor and inconsistent relationships;
- Children/young people regularly absent from school, fixed term exclusions;
- Homeless young people and mobile children;
- Children/young people with chronic or terminal illness;
- Children/young people previously on the Child Protection Register or periods in Local Authority (LA) care;
- Children/young people whose parents are thought to have drug/substance dependency;
- Children/young people in households where there are indicators of domestic violence;
- Children/young people in families suffering extreme poverty where their basic needs cannot be met.

If following this intervention:

The child/young person is not appropriately linked to services, and/or are not benefiting from the help provided and concerns persist; a referral for an Education, Health and Care Assessment should be considered and discussed with the family.

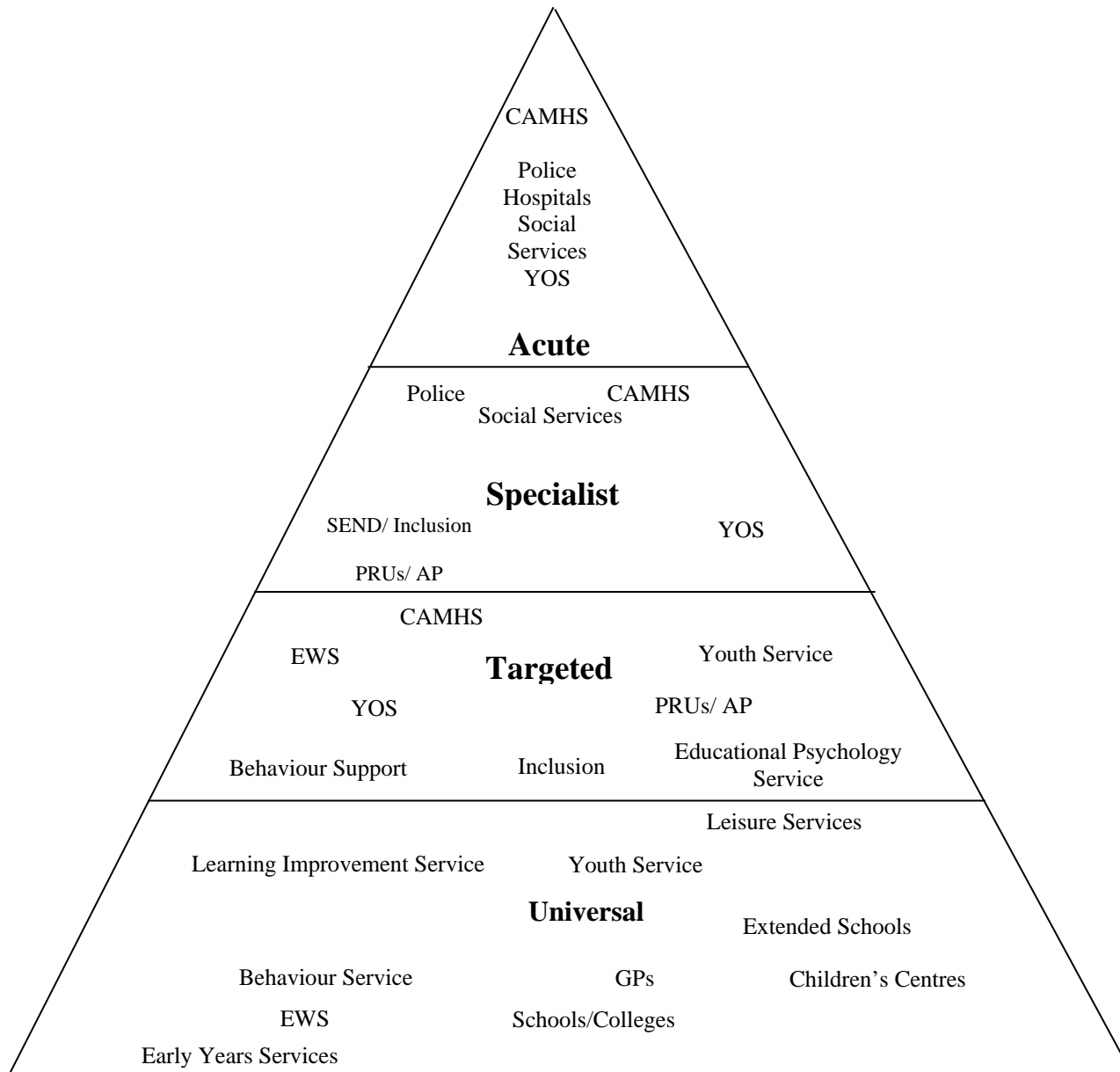
Tier 4: Acute level need

Households where the child/young person is experiencing significant harm or there is a likelihood of significant harm, or an open Education, Health and Care Plan already exists, or the child/ young person is presenting a high degree of risk to others. On average 1-2% of local children and young people will require their needs to be met at this level at some stage during the transition to adulthood.

Possible indicators:

- Children/young people on the Child Protection Register;
- Children/young people in Proceedings in the Family Court and/ or youth justice system;
- Children/young people in families where the care arrangements are seriously at risk of breaking down;
- Children/young people whose behaviour puts them at risk, eg prostitution, self-harming, regularly go missing from home, dangerous risk taking or control issues. Involvement in regular anti-social behaviour;
- Children/young people prosecuted for offences and on Court Orders, eg Anti-Social Behaviour Orders;
- Emergent mental health issues, including conduct disorders;
- Children/young people whose carers cannot provide adequate care due to their own physical, emotional or social needs;
- Where factors including substance dependency, mental health, domestic violence is causing or likely to cause significant harm to a child/young person's health and/or development;
- Where there are signs of neglect, physical or sexual exploitation taking place.

The Intervention Pyramid and supporting services and teams



Appendix 11: Analysis of High Needs Funded Commissioned Pupil placements – referring schools

South Ipswich Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fix Excl	Perm Ex	EOTAS	PRU	SPECIAL
The Oaks Community Primary School	253	South Ipswich	Suffolk New High	375.0	0.0	0.0	9	1			
The Willows Primary School	260	South Ipswich	Stoke High	186.0	0.0	0.0	8				
Gusford Community Primary School	262	South Ipswich	Suffolk New High	537.0	0.0	0.0	1.0				
Halifax Primary School	263	South Ipswich	Stoke High	397.0	0.0	0.0	2.0				
Hillside Community Primary School	267	South Ipswich	Stoke High	402.0	0.0	0.0	31.0				
Ranelagh Primary School	275	South Ipswich	Suffolk New High	185.0	0.0	0.0	2.0				
Sprites Primary School	295	South Ipswich	Suffolk New High	383.0	0.0	0.0	1.0				
Suffolk New Academy	365	South Ipswich	Suffolk New	0.0	403.0	262.0	18.0				
Stoke High School	371	South Ipswich	Stoke High	0.0	392.0	336.0	20.0				
Total Pupil Number				3858	2465	795	92	1	6	19	48
Percentages							2.38%	####	0.16%	###	1.24%
East Ipswich Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Broke Hall Community Primary School	249	East Ipswich	Copleston	610	0.0	0.0	2				
Britannia Primary School and Nursery	250	East Ipswich	Copleston	616	0.0	0.0					
Cliff Lane Primary School	256	East Ipswich	Ipswich Academy	410	0.0	0.0					
Clifford Road Primary School	258	East Ipswich	Copleston	399	0.0	0.0					
Morland Primary School	269	East Ipswich	Ipswich Academy	329	0.0	0.0					
Murrayfield Community Primary School	270	East Ipswich	Ipswich Academy	342	0.0	0.0	3				
Ravenswood Primary School	273	East Ipswich	Ipswich Academy	372	0.0	0.0					
Pipers Vale Community Primary School	274	East Ipswich	Ipswich Academy	346	0.0	0.0	6	1			
Rose Hill Primary School	279	East Ipswich	Copleston	303	0.0	0.0	1				
Copleston High School	366	East Ipswich	Copleston	000	882.0	590.0	16	1			
Ipswich Academy	368	East Ipswich	Ipswich Academy	000	428.0	309.0	1	1			
Total Pupil Number				5936	3727	1310	29	3	10	27	51

							0.49%	####	0.17%	###	0.86%	
Percentages												
North Ipswich Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Rushmere Hall Primary School	281	North Ipswich	Northgate	507.0	0.0	0.0	1					
St Helen's Primary School	283	North Ipswich	Northgate	403.0	0.0	0.0						
St John's CEVAP School	284	North Ipswich	Northgate	210.0	0.0	0.0						
St Margaret's CEVAP School, Ipswich	285	North Ipswich	Northgate	238.0	0.0	0.0						
St Mark's Catholic Primary School	287	North Ipswich	St Albans	211.0	0.0	0.0						
St Matthew's CEVAP School	288	North Ipswich	Northgate	379.0	0.0	0.0						
St Mary's Catholic Primary School, Ipswich	289	North Ipswich	St Albans	213.0	0.0	0.0						
St Pancras Catholic Primary School	291	North Ipswich	St Albans	213.0	0.0	0.0	12					
Sidegate Primary School	292	North Ipswich	Northgate	634.0	0.0	0.0	7					
Northgate High School	370	North Ipswich	Northgate	0.0	694.0	445.0	39					
St Alban's Catholic High School	372	North Ipswich	St Albans	0.0	481.0	324.0	10					
Total Pupil Number				4952.0	3008.0	#####	769.0	69.0	0.0	5	15	42
Percentages												
							1.39%	####	0.10%	###	0.85%	
West Ipswich Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Bramford CEVCP School	206	West Ipswich	Claydon High	196	0	0						
Claydon Primary School	219	West Ipswich	Claydon High	363	0	0	1					
Henley Primary School	242	West Ipswich	Claydon High	102	0	0						
Castle Hill Infant School	251	West Ipswich	Ormiston Endeavour	233	0	0						
Castle Hill Junior School	252	West Ipswich	Ormiston Endeavour	270	0	0	27	1				
Dale Hall Community Primary School	259	West Ipswich	Ormiston Endeavour	412	0	0						
Handford Hall Primary School	264	West Ipswich	Westbourne	295	0	0	2					
Springfield Infant and Nursery School	293	West Ipswich	Westbourne	258	0	0	2					
Springfield Junior School	294	West Ipswich	Westbourne	339	0	0						
Whitehouse Community Infant School	300	West Ipswich	Westbourne	420	0	0						
Whitton Community Primary School	303	West Ipswich	Ormiston Endeavour	277	0	0	2					
Somersham Primary School	324	West Ipswich	Claydon High	87	0	0						
Sproughton CEVCP School	325	West Ipswich	Claydon High	95	0	0						

Witnesham Primary School	339	West Ipswich	Claydon High	100	0	0						
Claydon High School	356	West Ipswich	Claydon High	0	415	255	11	1				
Ormiston Endeavour Academy	373	West Ipswich	Ormiston Endeavour	0	245	219	27					
Westbourne Sports College	375	West Ipswich	Westbourne	0	570	413						
Total Pupil Number				5564.0	3447.0	#####	887.0	72.0	2.0	13	28	58
Percentages								1.29%	####	0.23%	###	1.04%
Felixstowe Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Causton Junior School	228	Felixstowe	Felixstowe	227.0	0.0	0.0						
Colneis Junior School	229	Felixstowe	Felixstowe	317.0	0.0	0.0	5.0					
Fairfield Infant School	230	Felixstowe	Felixstowe	269.0	0.0	0.0						
Grange Community Primary School	231	Felixstowe	Felixstowe	206.0	0.0	0.0						
Kingsfleet Primary School	232	Felixstowe	Felixstowe	196.0	0.0	0.0						
Langer Primary School	233	Felixstowe	Felixstowe	153.0	0.0	0.0						
Maidstone Infant School	234	Felixstowe	Felixstowe	145.0	0.0	0.0						
Trimley St Martin Primary School	332	Felixstowe	Felixstowe	172.0	0.0	0.0						
Trimley St Mary Primary School	333	Felixstowe	Felixstowe	353.0	0.0	0.0						
Felixstowe Academy	350	Felixstowe	Felixstowe	0.0	657.0	562.0		1				
Total Pupil Number				3257.0	2038.0	657.0	562.0	5.0	1.0	1	10	34
Percentages								0.15%	####	0.03%	###	1.04%
Woodbridge/Kesgrave Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Bawdsey CEVCP School	202	Wood/Kes	Farlingaye	75.0	0.0	0.0						
Eye CEVCP School	225	Wood/Kes	Farlingaye	141.0	0.0	0.0						
Grundisburgh Primary School	237	Wood/Kes	Farlingaye	168.0	0.0	0.0						
Hollesley Primary School	246	Wood/Kes	Farlingaye	91.0	0.0	0.0						
Cedarwood Community Primary School	307	Wood/Kes	Kesgrave	448.0	0.0	0.0	4.0					
Heath Primary School	309	Wood/Kes	Kesgrave	487.0	0.0	0.0						

Bealings School	310	Wood/Kes	Kesgrave	99.0	0.0	0.0						
Birchwood Primary School	311	Wood/Kes	Kesgrave	209.0	0.0	0.0						
Beacon Hill Primary School	312	Wood/Kes	Kesgrave	101.0	0.0	0.0						
Gorseland Primary School	313	Wood/Kes	Kesgrave	470.0	0.0	0.0						
Melton Primary School	314	Wood/Kes	Farlingaye	133.0	0.0	0.0	1.0					
Nacton CEVCP School	316	Wood/Kes	Kesgrave	96.0	0.0	0.0						
Orford CEVAP School	317	Wood/Kes	Farlingaye	62.0	0.0	0.0						
Otley Primary School	318	Wood/Kes	Farlingaye	58.0	0.0	0.0						
Rendlesham Community Primary School	320	Wood/Kes	Farlingaye	206.0	0.0	0.0						
Waldringfield Primary School	337	Wood/Kes	Kesgrave	87.0	0.0	0.0	2.0					
Sandlings Primary School	341	Wood/Kes	Farlingaye	133.0	0.0	0.0	1.0					
Woodbridge Primary School	342	Wood/Kes	Farlingaye	207.0	0.0	0.0						
Kyson Primary School	343	Wood/Kes	Farlingaye	386.0	0.0	0.0						
St Mary's CEVAP School, Woodbridge	344	Wood/Kes	Farlingaye	211.0	0.0	0.0	1.0					
Kesgrave High School	376	Wood/Kes	Kesgrave	0.0	818.0	560.0	5.0					
Farlingaye High School	378	Wood/Kes	Farlingaye	0.0	866.0	579.0	18.0	2				
				6691.0	3868.0	#####	1139.0	32.0	2.0	5	13	22
Total Pupil Number												
Percentages							0.48%	####	0.07%	###	0.33%	
South Suffolk Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Bentley CEVCP School	203	South Suffolk	East Bergholt	37.0	0.0	0.0	1.0					
Bildeston Primary School	205	South Suffolk	Hadleigh	99.0	0.0	0.0						
Brooklands Primary School	208	South Suffolk	East Bergholt	207.0	0.0	0.0						
Capel St Mary CEVCP School	216	South Suffolk	East Bergholt	240.0	0.0	0.0						
Chelmondiston CEVCP School	217	South Suffolk	Holbrook	112.0	0.0	0.0						
Copdock Primary School	220	South Suffolk	East Bergholt	74.0	0.0	0.0						
East Bergholt CEVCP School	223	South Suffolk	East Bergholt	170.0	0.0	0.0	1.0					
Elmsett CEVCP School	224	South Suffolk	Hadleigh	87.0	0.0	0.0						
Beaumont Community Primary School	238	South Suffolk	Hadleigh	117.0	0.0	0.0						
Hadleigh Community Primary School	239	South Suffolk	Hadleigh	517.0	0.0	0.0						
St Mary's CEVAP School, Hadleigh	240	South Suffolk	Hadleigh	170.0	0.0	0.0	2.0					
Hintlesham and Chattisham CEVCP School	243	South Suffolk	Hadleigh	88.0	0.0	0.0						
Holbrook Primary School	245	South Suffolk	Holbrook	158.0	0.0	0.0						

Kersey CEVCP School	308	South Suffolk	Hadleigh	77.0	0.0	0.0					
Shotley Community Primary School	322	South Suffolk	Holbrook	132.0	0.0	0.0					
Stratford St Mary Primary School	327	South Suffolk	East Bergholt	68.0	0.0	0.0					
Stutton CEVCP School	328	South Suffolk	Holbrook	46.0	0.0	0.0	2.0				
Tattingstone CEVCP School	331	South Suffolk	Holbrook	74.0	0.0	0.0					
Whatfield CEVCP School	338	South Suffolk	Hadleigh	39.0	0.0	0.0					
East Bergholt High School	357	South Suffolk	East Bergholt	0.0	538.0	368.0	8.0				
Hadleigh High School	361	South Suffolk	Hadleigh	0.0	463.0	311.0	9.0				
Holbrook High School	362	South Suffolk	Holbrook	0.0	259.0	192.0					
			4643.0	2512.0	#####	871.0	23.0	0.0	5	11	41
Total Pupil Number											
Percentages							0.50%	####	0.11%	###	0.88%
Bury St Edmunds Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Barrow CEVCP School	407	Bury St Edmunds		145.0	0.0	0.0					
Guildhall Feoffment Community Primary School	415	Bury St Edmunds		275.0	0.0	0.0	1.0				
Hardwick Primary School	416	Bury St Edmunds		220.0	0.0	0.0					
Howard Community Primary School	417	Bury St Edmunds		169.0	0.0	0.0					
Sebert Wood Community Primary School	418	Bury St Edmunds		298.0	0.0	0.0					
St Edmund's Catholic Primary School, Bury St Edmunds	420	Bury St Edmunds		303.0	0.0	0.0					
St Edmundsbury CEVAP School	421	Bury St Edmunds		197.0	0.0	0.0	2.0				
Sextons Manor Community Primary School	422	Bury St Edmunds		137.0	0.0	0.0					
Tollgate Primary School	423	Bury St Edmunds		213.0	0.0	0.0					
Westgate Community Primary School	424	Bury St Edmunds		258.0	0.0	0.0					
Abbots Green Community Primary School	425	Bury St Edmunds		251.0	0.0	0.0					
Great Whelnetham CEVCP School	446	Bury St Edmunds		103.0	0.0	0.0	1.0				
Ickworth Park Primary School	461	Bury St Edmunds		179.0	0.0	0.0					
All Saints CEVAP School, Newmarket	481	Bury St Edmunds		183.0	0.0	0.0					
Risby CEVCP School	495	Bury St Edmunds		146.0	0.0	0.0	2.0				
Beyton Middle School	525	Bury St Edmunds		63.8	120.0	0.0	5.0				
Horringer Court Middle School	527	Bury St Edmunds		144.0	164.0	0.0	5.0				
Howard Middle School	528	Bury St Edmunds		139.0	144.0	0.0					
St James CEVA Middle School	529	Bury St Edmunds		242.0	229.0	0.0	1.0				

St Louis Catholic Middle School	530	Bury St Edmunds		192.0	240.0	0.0					
Westley Middle School	531	Bury St Edmunds		238.0	234.0	0.0	6.0				
Hardwick Middle School	532	Bury St Edmunds		200.0	195.0	0.0	5.0				
County Upper School	551	Bury St Edmunds		0.0	226.0	524.0	1.0				
King Edward VI CEVC Upper School	552	Bury St Edmunds		0.0	336.0	697.0					
St Benedict's Catholic School	553	Bury St Edmunds		0.0	208.0	300.0	26.0	1			
Total Pupil Number			7913	4295.8	#####	1521.0	55.0	1.0	6	6	61
Percentages							0.70%	####	0.14%	###	0.77%
Framlingham/Leiston Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Aldeburgh Primary School	001	Framlingham/Leiston	Leiston	101.0	0.0	0.0					
Benhall St Mary's C of E VCP School	011	Framlingham/Leiston	Leiston	82.0	0.0	0.0					
Charsfield CEVCP School	020	Framlingham/Leiston	Thomas Mills	38.0	0.0	0.0					
Coldfair Green CP School	023	Framlingham/Leiston	Leiston	131.0	0.0	0.0					
Dennington CEVCP School	026	Framlingham/Leiston	Thomas Mills	44.0	0.0	0.0					
Easton Community Primary School	030	Framlingham/Leiston	Thomas Mills	73.0	0.0	0.0					
Sir Robert Hitcham's CEVAP School, Framlingham	035	Framlingham/Leiston	Thomas Mills	319.0	0.0	0.0					
Kelsale CEVCP School	050	Framlingham/Leiston	Leiston	128.0	0.0	0.0					
Leiston Primary School	057	Framlingham/Leiston	Leiston	264.0	0.0	0.0					
Middleton Community Primary School	082	Framlingham/Leiston	Leiston	57.0	0.0	0.0					
Peasenhall Primary School	088	Framlingham/Leiston	Leiston	23.0	0.0	0.0					
Saxmundham Primary School	096	Framlingham/Leiston	Leiston	264.0	0.0	0.0	1.0				
Snape Community Primary School	097	Framlingham/Leiston	Leiston	25.0	0.0	0.0					
Wickham Market Community Primary School	111	Framlingham/Leiston	Thomas Mills	153.0	0.0	0.0					
Yoxford Primary School	119	Framlingham/Leiston	Leiston	45.0	0.0	0.0					
Thomas Mills High School	165	Framlingham/Leiston	Thomas Mills	0.0	478.0	343.0	1.0				
Total Pupil Number			2568	1747.0	478.0	343.0	2.0	0.0	4	6	44
Percentages							0.08%	####	0.16%	###	1.71%
Waveney/Blyth Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL

Barnby & North Cover Community Primary	005	Waveney/Blyth	Sir John Leman	58.0	0.0	0.0	5.0				
The Albert Pye Community Primary School	006	Waveney/Blyth	Sir John Leman	344.0	0.0	0.0	1.0				
Ravensmere Infant School	007	Waveney/Blyth	Sir John Leman	60.0	0.0	0.0					
Crowfoot Community Primary School	008	Waveney/Blyth	Sir John Leman	284.0	0.0	0.0	16.0				
St Benet's Catholic Primary School	009	Waveney/Blyth	Sir John Leman	99.0	0.0	0.0	1.0				
Bramfield C of E VCP School	013	Waveney/Blyth	Bungay	95.0	0.0	0.0					
Brampton C of E VCP School	014	Waveney/Blyth	Sir John Leman	74.0	0.0	0.0	7.0				
Bungay Primary School	015	Waveney/Blyth	Bungay	221.0	0.0	0.0	4.0				
Edgar Sewter Community Primary School	041	Waveney/Blyth	Bungay	233.0	0.0	0.0					
Holton St Peter Community Primary School	044	Waveney/Blyth	Bungay	87.0	0.0	0.0					
St Edmund's Primary School, Hoxne	045	Waveney/Blyth	Bungay	57.0	0.0	0.0					
Ilketshall St Lawrence School	048	Waveney/Blyth	Bungay	101.0	0.0	0.0					
Reydon Primary School	092	Waveney/Blyth	Sir John Leman	183.0	0.0	0.0					
Ringsfield CEVCP School	093	Waveney/Blyth	Sir John Leman	64.0	0.0	0.0					
Southwold Primary School	099	Waveney/Blyth	Sir John Leman	65.0	0.0	0.0					
Wenhaston Primary School	109	Waveney/Blyth	Bungay	73.0	0.0	0.0					
Worlingham CEVCP School	113	Waveney/Blyth	Sir John Leman	279.0	0.0	0.0	1.0				
Sir John Leman High School	155	Waveney/Blyth	Sir John Leman	0.0	560.0	508.0	2.0	3			
Bungay High School	156	Waveney/Blyth	Bungay	0.0	604.0	469.0	5.0				
Total Pupil Number			4518	2377.0	#####	977.0	42.0	3.0	8	9	52
Percentages							0.93%	####	0.18%	###	1.15%
Lowestoft South Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Carlton Colville Primary School	019	Lowestoft South	Pakefield	408.0	0.0	0.0					
Kessingland CEVCP School	052	Lowestoft South	Pakefield	248.0	0.0	0.0					
Dell Primary School	059	Lowestoft South	East Point	380.0	0.0	0.0					
Elm Tree Community Primary School	060	Lowestoft South	East Point	320.0	0.0	0.0	7.0	2			
Fen Park Community Primary School	061	Lowestoft South	East Point	275.0	0.0	0.0	1.0				
Meadow Community Primary School	063	Lowestoft South	East Point	258.0	0.0	0.0					
Pakefield Primary School	067	Lowestoft South	Pakefield	418.0	0.0	0.0					
St Mary's RC Primary School, Lowestoft	072	Lowestoft South	East Point	211.0	0.0	0.0					

Whitton Green Community Primary School	073	Lowestoft South	Pakefield	175.0	0.0	0.0					
Grove Primary School	077	Lowestoft South	East Point	278.0	0.0	0.0	2.0	1			
Pakefield High School	157	Lowestoft South	Pakefield	0.0	542.0	287.0	27.0	1			
East Point Academy	170	Lowestoft South	East Point	0.0	415.0	346.0		2			
									11	26	94
Total Pupil Number			4561	2971.0	957.0	633.0	37.0	6.0			
Percentages							0.81%	####	0.24%	###	2.06%
Lowestoft North Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Blundeston C of E VCP School	012	Lowestoft North	Benjamin Britten	188.0	0.0	0.0					
Corton CEVCP School	022	Lowestoft North	Benjamin Britten	104.0	0.0	0.0					
Guntton Community Primary School	062	Lowestoft North	Denes	300.0	0.0	0.0	1.0				
Northfield St Nicholas Primary School	064	Lowestoft North	Denes	384.0	0.0	0.0	8.0				
Poplars Community Primary School	065	Lowestoft North	Denes	478.0	0.0	0.0	7.0	1			
Roman Hill Primary School	068	Lowestoft North	Denes	442.0	0.0	0.0	4.0				
St Margaret's Community Primary School, Lowestoft	070	Lowestoft North	Denes	297.0	0.0	0.0	6.0				
Woods Loke Community Primary School	074	Lowestoft North	Denes	446.0	0.0	0.0	6.0				
Oulton Broad Primary School	075	Lowestoft North	Benjamin Britten	274.0	0.0	0.0	2.0				
Somerleyton Primary School	098	Lowestoft North	Benjamin Britten	44.0	0.0	0.0	1.0				
The Denes High School	169	Lowestoft North	Denes	0.0	567.0	405.0	57.0	1			
Benjamin Britten High School	171	Lowestoft North	Benjamin Britten	0.0	552.0	407.0	19.0				
Total Pupil Number			4888	2957.0	#####	812.0	111.0	2.0	15	19	58
Percentages							2.27%	####	0.31%	###	1.19%
High Suffolk Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Bedfield C of E VCP School	010	High Suffolk	Debenham	46.0	0.0	0.0					
St Edmund's Catholic Primary School, Bungay	016	High Suffolk	Hartismere	103.0	0.0	0.0					
St Botolph's CEVCP School	017	High Suffolk	Hartismere	188.0	0.0	0.0					
Sir Robert Hitcham's CEVAP School, Debenham	025	High Suffolk	Debenham	206.0	0.0	0.0	8.0				
Earl Soham Community Primary School	029	High Suffolk	Debenham	76.0	0.0	0.0					

St Peter and St Paul CEVAP School	031	High Suffolk	Hartismere	171.0	0.0	0.0	2.0					
Fressingfield CEVCP School	036	High Suffolk	Stradbroke	113.0	0.0	0.0						
Gislingham CEVCP School	038	High Suffolk	Hartismere	99.0	0.0	0.0						
Helmingham Community Primary School	042	High Suffolk	Debenham	65.0	0.0	0.0						
All Saints CEVAP School, Laxfield	056	High Suffolk	Stradbroke	76.0	0.0	0.0						
Mellis CEVCP School	080	High Suffolk	Hartismere	162.0	0.0	0.0						
Mendham Primary School	081	High Suffolk	Stradbroke	31.0	0.0	0.0	4.0	1				
Occold Primary School	084	High Suffolk	Hartismere	76.0	0.0	0.0						
Palgrave CEVCP School	086	High Suffolk	Hartismere	57.0	0.0	0.0						
Stoke Ash Community Primary School	100	High Suffolk	Hartismere	20.0	0.0	0.0						
Stonham Aspal CEVAP School	101	High Suffolk	Debenham	176.0	0.0	0.0						
Stradbroke CEVCP School	102	High Suffolk	Stradbroke	88.0	0.0	0.0						
Thorndon CEVCP School	106	High Suffolk	Hartismere	55.0	0.0	0.0						
Wetheringsett CEVCP School	110	High Suffolk	Debenham	73.0	0.0	0.0						
Wilby CEVCP School	112	High Suffolk	Stradbroke	77.0	0.0	0.0						
Worlingworth CEVCP School	114	High Suffolk	Stradbroke	32.0	0.0	0.0						
Worham Primary School	115	High Suffolk	Hartismere	80.0	0.0	0.0						
Debenham High School	159	High Suffolk	Debenham	0.0	386.0	259.0						
Hartismere High School	166	High Suffolk	Hartismere	0.0	445.0	284.0	16.0	3				
Stradbroke High	175	High Suffolk	Stradbroke	0.0	167.0	133.0	2.0	1				
				3744.0	2070.0	998.0	676.0	32.0	5.0	5	3	5
Total Pupil Number												
Percentages							0.85%	####	0.13%	###	0.13%	
Thurston Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Badwell Ash CEVAP School	403	Thurston		30.2	0.0	0.0						
Bardwell CEVCP School	404	Thurston		59.0	0.0	0.0						
Barnham CEVCP School	405	Thurston		135.8	0.0	0.0						
Barningham CEVCP School	406	Thurston		89.9	0.0	0.0						
Cockfield CEVCP School	430	Thurston		65.8	0.0	0.0						
Great Barton CEVCP School	441	Thurston		186.6	0.0	0.0						
Honington CEVCP School	457	Thurston		174.6	0.0	0.0						
Hopton CEVCP School	458	Thurston		82.0	0.0	0.0						
Ixworth CEVCP School	464	Thurston		191.3	0.0	0.0						

Norton CEVCP School	488	Thurston		163.4	0.0	0.0					
Rougham CEVCP School	496	Thurston		183.2	0.0	0.0	1.0				
Stanton Community Primary School	499	Thurston		170.3	0.0	0.0					
Thurston CEVCP School	514	Thurston		192.5	0.0	0.0					
Walsham-le-Willows CEVCP School	517	Thurston		119.7	0.0	0.0					
Ixworth Middle School	540	Thurston		47.1	88.3	0.0					
Blackbourne CEVC Middle School	547	Thurston		33.8	60.8	0.0	2.0				
Thurston Community College	560	Thurston		0.0	686.0	704.0	48.0				
Total Pupil Number			3464.3	1925.2	835.2	704.0	51.0	0.0	3	4	39
Percentages							1.47%	####	0.09%	###	1.13%
Forest Heath Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL
Forest Academy	411	Forest Heath		307.0	0.0	0.0					
The Glade Community Primary School	413	Forest Heath		214.0	0.0	0.0	3.0				
Elveden CEVAP School	437	Forest Heath		86.0	0.0	0.0					
Lakenheath Community Primary School	466	Forest Heath		277.0	0.0	0.0					
All Saints CEVCP School, Lawshall	468	Forest Heath		109.0	0.0	0.0					
St Mary's CEVAP School, Mildenhall	472	Forest Heath		421.0	0.0	0.0					
Beck Row Primary School	473	Forest Heath		209.0	0.0	0.0	2.0				
Great Heath Primary School	474	Forest Heath		293.0	0.0	0.0					
West Row Community Primary School	476	Forest Heath		171.0	0.0	0.0					
Moulton CEVCP School	478	Forest Heath		193.0	0.0	0.0					
Exning Primary School	482	Forest Heath		180.0	0.0	0.0					
Houldsworth Valley Primary School	483	Forest Heath		200.0	0.0	0.0	1.0				
Laureate Community Primary School and Nursery	484	Forest Heath		224.0	0.0	0.0					
Paddocks Primary School	486	Forest Heath		199.0	0.0	0.0	2.0				
St Louis Roman Catholic Primary School	487	Forest Heath		294.0	0.0	0.0					
St Christopher's CEVCP School	515	Forest Heath		279.0	0.0	0.0	5.0				
Newmarket College	557	Forest Heath		0.0	359.0	252.0	58.0	2			
Mildenhall College of Technology	561	Forest Heath		0.0	536.0	427.0	10.0	2			
Total Pupil Number			5230.0	3656.0	895.0	679.0	81.0	4.0	6	10	63

Percentages							1.55%	####	0.11%	###	1.20%	
Haverhill Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Clare Community Primary School	429	Haverhill		158.0	0.0	0.0						
Coupals Community Primary School	447	Haverhill		238.0	0.0	0.0						
Burton End Community Primary School	450	Haverhill		399.0	0.0	0.0	4.0					
New Cangle Community Primary School	451	Haverhill		256.0	0.0	0.0	1.0					
Clements Community Primary School	452	Haverhill		236.0	0.0	0.0	1.0					
Westfield Community Primary School	453	Haverhill		309.0	0.0	0.0						
Place Farm Primary Academy	454	Haverhill		412.0	0.0	0.0						
St Felix Roman Catholic Primary School	455	Haverhill		285.0	0.0	0.0						
Hundon Community Primary School	460	Haverhill		83.0	0.0	0.0						
Kedington Primary School	465	Haverhill		210.0	0.0	0.0						
Thurlow CEVCP School	513	Haverhill		97.0	0.0	0.0						
Wickhambrook Community Primary School	521	Haverhill		139.0	0.0	0.0	3.0	1				
Samuel Ward Academy	554	Haverhill		0.0	614.0	382.0	4.0					
Castle Manor Academy	556	Haverhill		0.0	362.0	278.0	10.0	1				
Total Pupil Number				4458.0	2822.0	976.0	660.0	23.0	2.0	7	8	44
Percentages												
Stowmarket Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Bacton Community Primary School	402	Stowmarket		137.8	0.0	0.0	2.0					
Combs Ford Primary School	431	Stowmarket		322.3	0.0	0.0						
Creting St Mary CEVAP School	432	Stowmarket		67.0	0.0	0.0						
Elmswell Community Primary School	436	Stowmarket		261.9	0.0	0.0						
Great Finborough CEVCP School	444	Stowmarket		122.0	0.0	0.0						
Crawfords CEVCP School	449	Stowmarket		57.0	0.0	0.0	1.0					
Mendlesham Community Primary School	471	Stowmarket		78.2	0.0	0.0						
Bosmere Community Primary School	480	Stowmarket		255.8	0.0	0.0	4.0					
Old Newton CEVCP School	489	Stowmarket		54.3	0.0	0.0						

Rattlesden CEVCP School	492	Stowmarket		109.9	0.0	0.0						
Ringshall School	494	Stowmarket		95.6	0.0	0.0						
Chilton Community Primary School	502	Stowmarket		159.9	0.0	0.0						
Abbots Hall Community Primary School	503	Stowmarket		274.8	0.0	0.0						
Wood Ley Community Primary School	504	Stowmarket		241.4	0.0	0.0	4.0	1				
Cedars Park Primary School	505	Stowmarket		376.7	0.0	0.0						
The Freeman Community Primary School	506	Stowmarket		146.6	0.0	0.0						
Woolpit Community Primary School	522	Stowmarket		158.2	0.0	0.0						
Combs Middle School	534	Stowmarket		157.5	192.3	0.0	3.0					
Needham Market Middle School	542	Stowmarket		126.0	117.3	0.0	1.0					
Stowmarket Middle School	546	Stowmarket		203.9	240.4	0.0	5.0					
Bacton Community Middle School	550	Stowmarket		160.3	192.2	0.0	3.0					
Stowmarket High School	558	Stowmarket		0.0	179.0	444.0	33.0	2				
Stowupland High School	562	Stowmarket		0.0	177.0	380.0	12.0					
				5489.05	3567	1098	824	68	3	10	7	64
Total Pupil Number												
Percentages							1.24%	####	0.18%	###	1.17%	
Sudbury Cluster		Cluster	Pyramid	Primary	KS3	KS4	Fixed Excl	Perm Excl	EOTAS	PRU	SPECIAL	
Acton CEVCP School	400	Sudbury		156.0	0.0	0.0						
Boxford CEVCP School	409	Sudbury		243.0	0.0	0.0						
Bures CEVCP School	412	Sudbury		199.0	0.0	0.0						
Cavendish CEVCP School	426	Sudbury		87.0	0.0	0.0						
Glemsford Community Primary School	440	Sudbury		137.0	0.0	0.0	3.0					
Wells Hall Community Primary School	442	Sudbury		494.0	0.0	0.0	6.0					
Pot Kiln Primary School	443	Sudbury		240.0	0.0	0.0	4.0	1				
Great Waldingfield CEVCP School	445	Sudbury		127.0	0.0	0.0						
Hartest CEVCP School	448	Sudbury		96.0	0.0	0.0	1.0					
Lavenham Community Primary School	467	Sudbury		104.0	0.0	0.0						
Long Melford CEVCP School	469	Sudbury		220.0	0.0	0.0						
Monks Eleigh CEVCP School	477	Sudbury		33.0	0.0	0.0						
Nayland Primary School	479	Sudbury		206.0	0.0	0.0						

Stoke-by-Nayland CEVCP School	501	Sudbury		92.0	0.0	0.0						
St Gregory CEVCP School	507	Sudbury		251.0	0.0	0.0	1.0					
St Joseph's Roman Catholic Primary School	509	Sudbury		148.0	0.0	0.0						
Tudor CEVCP School	511	Sudbury		250.0	0.0	0.0	1.0					
Woodhall Community Primary School	512	Sudbury		333.0	0.0	0.0	1.0	1				
Thomas Gainsborough School	555	Sudbury		0.0	635.0	491.0	2.0	1				
Orminston Sudbury Academy	559	Sudbury		0.0	329.0	304.0	1.0					
Total Pupil Number				5175	3416.0	964.0	795.0	20.0	3.0	5	20	53
Percentages								0.39%	####	0.10%	###	1.02%
Medical by Cluster by % of pupils												
West Ipswich												
North Ipswich												
South Ipswich												
High Suffolk												
Framlingham/Leiston												
East Ipswich												
Wood/Kesgrave												
Stowmarket												
South Suffolk												
Sudbury												
Haverhill												
Lowestoft South												
Felixstowe												
Bury St Edmunds												

Thurston		0.03%											
Waveney		0.02%											
Forest Heath		0.00%											
Lowestoft North		0.00%											
PRU by Cluster by % of pupils													
Lowestoft South		0.57%											
West Ipswich		0.50%											
East Ipswich		0.45%											
South Ipswich		0.49%											
Lowestoft North		0.39%											
Sudbury		0.39%											
Felixstowe		0.31%											
North Ipswich		0.30%											
South Suffolk		0.24%											
Framlingham/Leiston		0.23%											
Waveney		0.20%											
Forest Heath		0.19%											
Wood/Kesgrave		0.19%											
Haverhill		0.18%											
Stowmarket		0.13%											
Thurston		0.12%											
High Suffolk		0.08%											
Bury St Edmunds		0.08%											

Special by Cluster by % of pupils													
Lowestoft South			2.06%										
Framlingham/Leiston			1.71%										
South Ipswich			1.24%										
Forest Heath			1.20%										
Lowestoft North			1.19%										
Stowmarket			1.17%										
Waveney			1.15%										
Thurston			1.13%										
Felixstowe			1.04%										
West Ipswich			1.04%										
Sudbury			1.02%										
Haverhill			0.99%										
South Suffolk			0.88%										
East Ipswich			0.86%										
North Ipswich			0.85%										
Bury St Edmunds			0.77%										
Wood/Kesgrave			0.33%										
High Suffolk			0.13%										
EOTAS by Cluster by % of pupils													
Lowestoft North			0.31%										
Lowestoft South			0.24%										
West Ipswich			0.23%										
Framlingham/Leiston			0.16%										
Stowmarket			0.18%										
Waveney			0.18%										
East Ipswich			0.17%										
South Ipswich			0.16%										
Haverhill			0.16%										

Bury St Edmunds		0.14%									
High Suffolk		0.13%									
Forest Heath		0.11%									
South Suffolk		0.11%									
North Ipswich		0.10%									
Sudbury		0.10%									
Thurston		0.09%									
Wood/Kesgrave		0.07%									
Felixstowe		0.03%									
Total Summary by % of pupils											
		EOTAS	PRU	SPECIAL	MEDICAL	FIXED EXCL	PERM EXCL				
Lowestoft North		0.31%	0.39%	1.19%	0.00%	2.27%	0.04%				
Lowestoft South		0.24%	0.57%	2.06%	0.04%	0.81%	0.13%				
West Ipswich		0.23%	0.50%	1.04%	0.14%	1.29%	0.04%				
Framlingham/Leiston		0.16%	0.23%	1.71%	0.08%	0.08%	0.00%				
Stowmarket		0.18%	0.13%	1.17%	0.07%	1.24%	0.05%				
Waveney		0.18%	0.20%	1.15%	0.02%	0.93%	0.07%				
East Ipswich		0.17%	0.45%	0.86%	0.08%	0.49%	0.05%				
South Ipswich		0.16%	0.49%	1.24%	0.10%	2.38%	0.03%				
Haverhill		0.16%	0.18%	0.99%	0.04%	0.52%	0.04%				
Bury St Edmunds		0.14%	0.08%	0.77%	0.03%	0.70%	0.01%				
High Suffolk		0.13%	0.08%	0.13%	0.08%	0.85%	0.13%				
Forest Heath		0.11%	0.19%	1.20%	0.00%	1.55%	0.08%				
South Suffolk		0.11%	0.24%	0.88%	0.06%	0.50%	0.00%				
North Ipswich		0.10%	0.30%	0.85%	0.12%	1.39%	0.00%				
Sudbury		0.10%	0.39%	1.02%	0.06%	0.39%	0.06%				
Thurston		0.09%	0.12%	1.13%	0.03%	1.47%	0.00%				
Wood/Kesgrave		0.07%	0.19%	0.33%	0.07%	0.48%	0.03%				
Felixstowe		0.03%	0.31%	1.04%	0.03%	0.15%	0.03%				

Appendix 12: Summary of alternative provision and mainstream pupil placement by cluster:

South Ipswich Cluster		
EOTAS	6	0.16%
PRU	19	0.49%
Special	48	1.24%
Medical	4	0.10%
Mainstream	3858	

East Ipswich Cluster		
EOTAS	10	0.17%
PRU	27	0.45%
Special	51	0.86%
Medical	5	0.08%
Mainstream	5936	

North Ipswich Cluster		
EOTAS	5	0.10%
PRU	15	0.30%
Special	42	0.85%
Medical	6	0.12%
Mainstream	4952.0	

West Ipswich Cluster		
EOTAS	13	0.23%
PRU	28	0.50%
Special	58	1.04%
Medical	8	0.14%
Mainstream	5564.0	

Felixstowe Cluster		
EOTAS	1	0.03%
PRU	10	0.31%
Special	34	1.04%
Medical	1	0.03%
Mainstream	3257.0	

Woodbridge/ Kesgrave Cluster		
EOTAS	5	0.07%
PRU	13	0.19%
Special	22	0.33%
Medical	5	0.07%
Mainstream	6691.0	

South Suffolk Cluster		
EOTAS	5	0.11%
PRU	11	0.24%
Special	41	0.88%
Medical	3	0.06%
Mainstream	4643.0	

Bury St Edmunds Cluster		
EOTAS	6	0.14%
PRU	6	0.08%
Special	61	0.77%
Medical	2	0.03%
Mainstream	7913	

Framlingham/ Leiston Cluster		
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EOTAS	4	0.16%
PRU	6	0.23%
Special	44	1.71%
Medical	2	0.08%
Mainstream	2568	

Waveney/ Blyth Cluster		
EOTAS	8	0.18%
PRU	9	0.20%
Special	52	1.15%
Medical	1	0.02%
Mainstream	4518	

Lowestoft South Cluster		
EOTAS	11	0.24%
PRU	26	0.57%
Special	94	2.06%
Medical	2	0.04%
Mainstream	4561	

Lowestoft North Cluster		
EOTAS	15	0.31%
PRU	19	0.39%
Special	58	1.19%
Medical	0	0.00%
Mainstream	4888	

High Suffolk Cluster		
EOTAS	5	0.13%

PRU	3	0.08%
Special	5	0.13%
Medical	3	0.08%
Mainstream	3744.0	

Thurston Cluster		
EOTAS	3	0.09%
PRU	4	0.12%
Special	39	1.13%
Medical	1	0.03%
Mainstream	3464.3	

Forest Heath Cluster		
EOTAS	6	0.11%
PRU	10	0.19%
Special	63	1.20%
Medical	0	0.00%
Mainstream	5230.0	

Haverhill Cluster		
EOTAS	7	0.16%
PRU	8	0.18%
Special	44	0.99%
Medical	2	0.04%
Mainstream	4458.0	

Stowmarket Cluster		
EOTAS	10	0.18%
PRU	7	0.13%

Special	64	1.17%
Medical	4	0.07%
Mainstream	5489.05	

Sudbury Cluster		
EOTAS	5	0.10%
PRU	20	0.39%
Special	53	1.02%
Medical	3	0.06%
Mainstream	5175	

Appendix 13: Special Educational Needs Area Budget allocation 2014/15

Special Educational Needs Area			
2014-15 Budget			
FY Budget	Funding		
Cost Centre	DSG	Base	Grand Total
CC750 - Pupil Services SEN	828,798.00	41,395.00	870,193.00
CC751 - Pupil Services Social Inclusion			

	820,223.00	7,273.00	827,496.00
CC752 - SEN Additional Provision	346,080.00	-	346,080.00
CC753 - Inclusive Services Management Team	67,860.00	481,603.00	549,463.00
CC754 - SEN Recoupment	(57,540.00)		(57,540.00)
CC755 - Psychologists		1,381,792.00	1,381,792.00
CC756 - Vulnerable Children		23,510.00	23,510.00
CC759 - Out County Education Placements	8,208,658.00	-	8,208,658.00
CC760 - Special Equipment SEN	150,000.00		150,000.00
CC761 - CYP Sensory Service Improvement	737,814.00	469,807.00	1,207,621.00
CC762 - County Inclusive Resource	990,890.00	-	990,890.00
CC763 - EOTAS - Transport	650,000.00	-	650,000.00
CC764 - Hospital Tuition - Out County	-	-	-
CC766 - Behaviour Support Strategy	745,149.00	-	745,149.00
CC768 - Not School Net	206,280.00	1,781.00	208,061.00
CC770 - Specialist LSA Scheme	200,000.00	-	200,000.00
CC772 - PRU - EOTAS Support	53,060.00	-	53,060.00
CC773 - Fixed Penalty Notices		-	-
CC774 - Attendance Officer - Academies		12,290.00	12,290.00
CC775 - EOTAS - Salaries	82,798.00	35,545.00	118,343.00
CC776 - EOTAS - Contracts	321,618.00	169,500.00	491,118.00
CC777 - EOTAS - Income		-	

	(550,000.00)		(550,000.00)
CC778 - EOTAS - Resources	113,050.00	31,950.00	145,000.00
CC779 - EOTAS Medical	-	-	-
CC780 - Mainstream School - Top Ups	1,809,061.00		1,809,061.00
CC781 - Special School - Top Ups	5,079,364.00		5,079,364.00
CC782 - PRU - Top Ups	6,170,553.00		6,170,553.00
CC783 - Academy & Free School - Top Ups	2,850,503.00	-	2,850,503.00
CC784 - SEN Reform Developments		887,780.00	887,780.00
CC790 - FE Provsion - Top Ups	1,800,000.00		1,800,000.00
CK766 - Contingency SEN	283,167.00	100,088.00	383,255.00
GK003 - Special Schools I.S.B.	6,180,000.00		6,180,000.00
GK005 - PRU ISB	3,240,000.00		3,240,000.00
GK008 - Specialist units I.S.B.	1,986,833.00		1,986,833.00
Grand Total	43,314,219.00	3,644,314.00	46,958,533.00