



**ST HELENS**  
BOROUGH COUNCIL

**Town Hall, St. Helens, Merseyside, WA10 1HP**

**Telephone: (Mrs S Frayne)**

# **Agenda**

## **CHILDREN AND YOUNG PEOPLE SERVICES SCRUTINY COMMITTEE**

Date: Monday 20 September 2021      Time: 10.00 am      Venue: Room 10

### **Membership**

**Lab 7 Councillors**      **Barton, A Johnson, T Long (Chair), McDonnell, Osundeko, Preston and Sweeney**

**LD 1 Councillor**      **Sims**

**Con 1 Councillor**      **Mussell**

**Ind 1 Councillor**      **Greaves**

<b>Co-opted (Voting)</b>	<b>Mr D Thorpe</b>	<b>(Church of England)</b>
	<b>Mr C Williams</b>	<b>(Roman Catholic)</b>
	<b>Miss A Kirman</b>	<b>Parent Governor (Primary)</b>
	<b>Mrs. P Lawson</b>	<b>Parent Governor (Secondary)</b>
	<b>Vacancy</b>	<b>Parent Governor (Special School)</b>

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Title

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7. Inclusion in Education

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# Scrutiny Committee

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## Education and Learning updates

Monday 20<sup>th</sup> September 2021



All learners, of all ages have the right to the best quality of education.

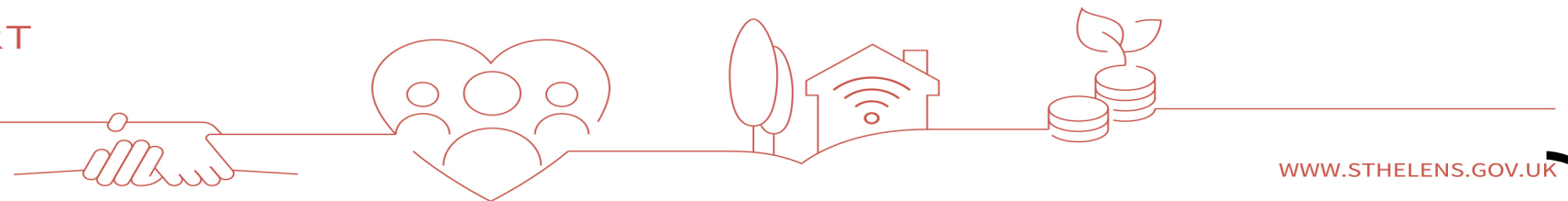


We promote inclusion to reduce inequality. We actively work together to champion the needs of disadvantaged children and challenge every organisation and profession across the borough to do the same.



We focus on the needs of children and young people, rather than the needs of institutions or groups.

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# School opening September 2021

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# Attendance is a priority- on site face to face learning for all

- We want to ensure that all children and students can experience as much normality and stability in their education and care settings as possible.
- Maximising face to face attendance in education settings will counter the detrimental impact of the last 18 months
- Under 18's will no longer be required to isolate if they come into close contact with a positive case. High numbers of absences in the last school year were due to close contact with a confirmed case, but most pupils who isolated did not have Covid
- The risks of severe illness from COVID-19 are extremely low in children and young people.
- Clinically vulnerable children and those children with clinically vulnerable adults in their households will begin to receive vaccinations.

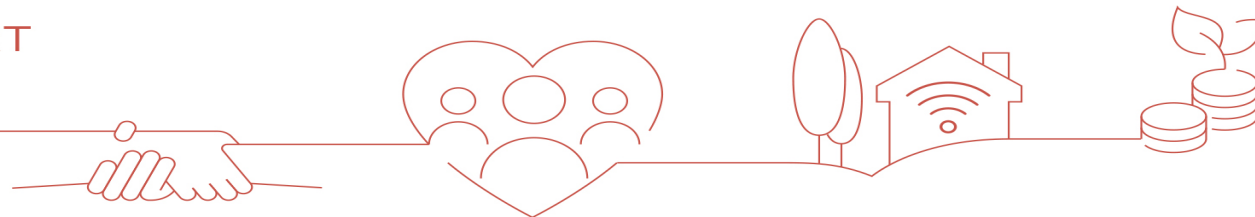
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# Key changes since step 4

- Schools, colleges and out-of-school settings no longer expected to keep pupils in **bubbles** or **reduce mixing in groups**.
- Face coverings are no longer recommended in education and childcare settings but **Are recommended on dedicated school or college transport** in line with government expectation to wear face coverings in crowded areas when prevalence is high.
- **Singing, wind and brass instrument playing** can be undertaken.
- Education and childcare settings are not asked to undertake routine **contact tracing** for children and young people. Contact tracing will be limited to **close contacts** identified by NHS Test and Trace. Settings may be contacted in exceptional cases to help identify close contacts
- **From 16 August**, fully vaccinated adults and under 18s identified as close contacts are not required to self-isolate unless they are symptomatic.
- Close contacts will instead be advised to take a **PCR** test. If positive, NHS Test and Trace will inform the individual of next steps

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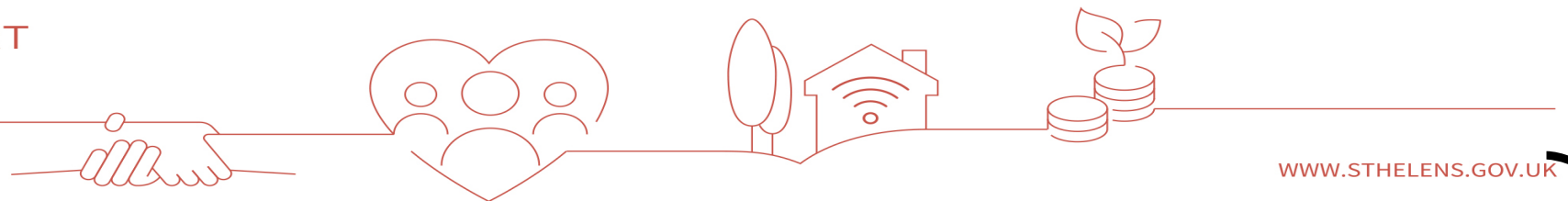
# Testing and vaccinations

- Testing- Two on-site tests at the start of the Autumn term, then a transition to twice-weekly home testing. Schools offered support through council testing team. Incentive to test scheme introduced. Reviewed at end of month
- DFE to release further details about the vaccination plans for 12–15-year-olds.

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# General measures remain in place

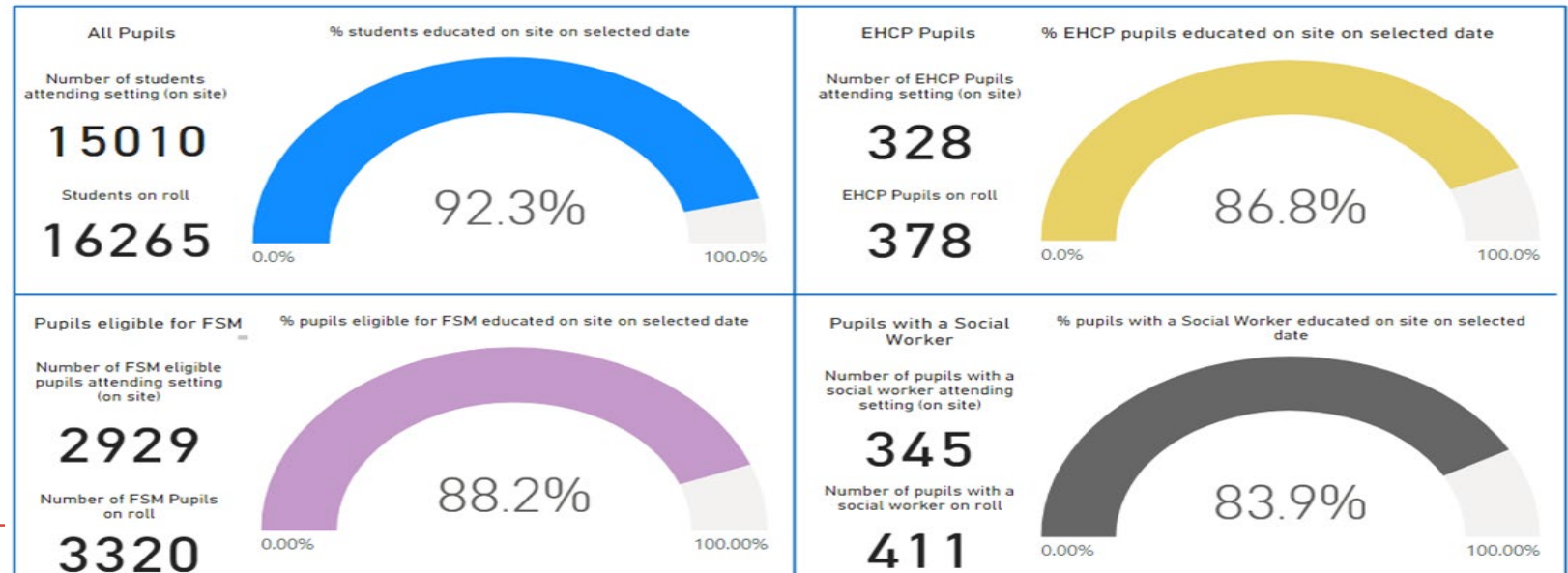
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# Attendance

- Ensuring attendance is as high as possible remains a key focus for the local authority- School attendance is mandatory. Support from EWS through late gates, register audits, home visits. EHE parents forum established over the summer offering support and advice, NIROFTE tracker updated and individual bespoke support in place through re-integration packages
- Barriers to attendance remain beyond what we might see in a normal year – including continuing anxiety about Covid-19, exacerbated mental health issues amongst pupils, and pupils who remain abroad. Support through vulnerable children workstream on mental health packages, PATHS project
- The Educational Settings form will remain in place for schools to report attendance data on.

School COVID monitoring dashboard (Excluding Carmel & St Helens College) 13/09/2021



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# Thresholds for additional action

Indications that transmission occurring in the setting:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

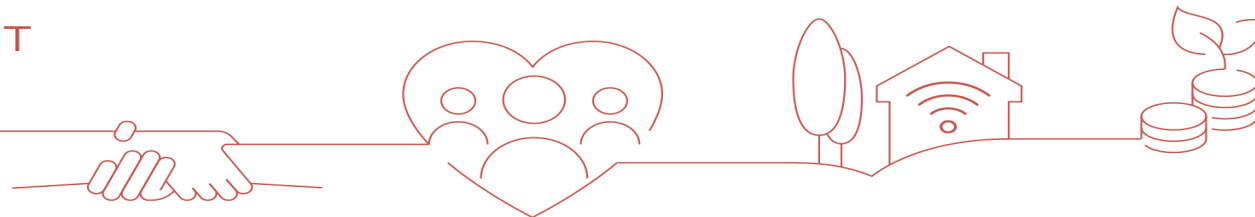
For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

## Additional measures

- Review and reinforce the testing, hygiene and ventilation measures they already have in place
- whether any activities could take place outdoors, including exercise, assemblies, or classes
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort
- one-off enhanced cleaning focussing on touch points and any shared equipment
- Consideration of engagement in school trips
- Use of masks in communal areas
- Bubbles

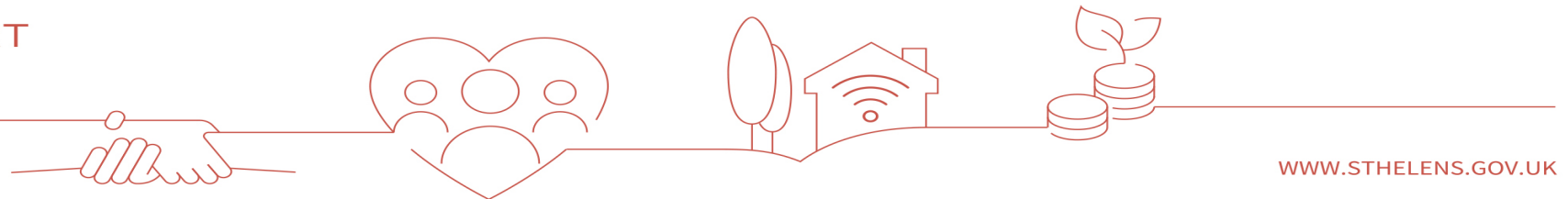
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# Continued support for schools

- Head teacher briefing sessions-monthly
- Education Recovery Group: 6 workstreams adjusted in keeping with new guidance
- School effectiveness support: Band B schools, PALS, school reviews, achievement and improvement board meetings
- <sup>10</sup>• Access to OFSTED training
- Re-imagining education 2030 strategy
- Bespoke post COVID training for leaders

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*Ensuring children have a positive start in life*

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# Reimagining Education

Being Brave and  
Valuing our Educators



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# Alternative Provision Service

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## Alternative Provision Service – what do we do?

- Statutory duty to educate children who have been permanently excluded
- Educate children full or part time to reduce the risk of fixed term and permanent exclusion from schools
- Educate children moving in to St Helens when mainstream school is not considered to be appropriate
- Promote a positive teaching and learning environment and strong relationships between pupils, staff, parents, schools and partner agencies to support disengaged and vulnerable children to access education successfully
- Most pupils remain dual registered with their mainstream school

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# Alternative Provision Service - Context

- 4 teaching bases (Primary, KS3, KS4 and a medical PRU) and 4 quality assured private providers.
- Educates the most challenging and complex pupils in St Helens with Social, Emotional and Mental Health difficulties - capacity of 200 across 8 sites in total.
- Around 60% of pupils are eligible for Free School Meals and around 8% of pupils are Looked After by St Helens or other Local Authorities. A high proportion of pupils are vulnerable and are supported by a variety of outside agencies.
- A large proportion of pupils entering the service were Persistent Absentees in their previous schools, with attendance below 90%.
- Prior attainment is significantly below national expectations.

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# Alternative Provision Service – the bases

- **PACE (KS1 and 2)** – up to 25 pupils, national curriculum, SEMH support, nurture principles, mixture of full and part time reintegrating, some perm ex, some dual registered, some undergoing SEND assessment. Nurture Base.
- **KS3** – up to 25 pupils, national curriculum, SEMH support, mixture of full and part time reintegrating, some perm ex, some dual registered, some undergoing SEND assessment.
- **KS4** – up to 40 pupils, GCSE's, SEMH support, life skills, full time with enrichment programme or part time with a vocational offer from Alternative Education, most dual registered with mainstream
- **Medical/tuition** – up to 35 pupils, GCSE's, SEMH support, life skills, KS4 full time GCSE study, KS3 reintegration to mainstream, most dual registered with mainstream
- **Alternative Education** – up to 150 places with 4 private Alternative Providers (Aspire, ETS, MPH, ATM), quality assured provision, Family and Education Liaison support, vocational learning experiences, linked accreditation, functional skills, social and personal development opportunities and work placements. Majority dual registered with mainstream, some part time in mainstream.

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# Alternative Provision Service Curriculum

- A safe, calm, learning environment helps students to achieve their potential.
- Broad, varied curriculum with opportunities to gain accreditation and take part in social, cultural, sporting and musical activities to motivate, provide new experiences and develop self esteem.
- Additional support to develop basic literacy and numeracy skills and address gaps in learning to remove barriers to pupil progress.
- Pupils study the national curriculum towards GCSE's in the teaching bases, with additional personal, social and health education opportunities and a focus on addressing gaps in learning
- Alternative Education Providers offer a wide range of vocational learning experiences, linked accreditation, functional skills, social and personal development opportunities and work placements
- Students access an enhanced programme of PSHE tackling sensitive and relevant issues. This supports the social and emotional development of students and helps to modify their underlying behaviours.

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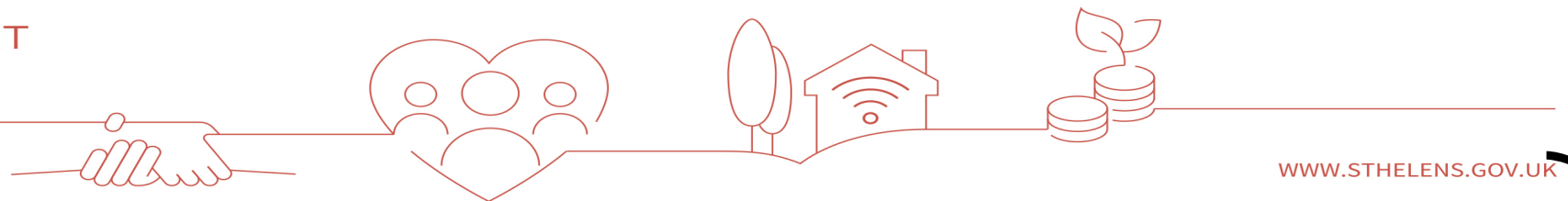
## Pathways in

- Permanent exclusion
- Primary mainstream school referral via PACE panel – supported by BIT professionals
- Secondary mainstream school referral via Alternative Provision Panel – multiagency panel with representatives from SEND, EWS, Early Help, Admissions, Safeguarding Manager and the Teachers in Charge of each area of the service

## Pathways out

- Reintegration to mainstream
- Managed Transfer to a new mainstream
- Assessment for an EHCP/review of existing EHCP and move to Special school
- Post 16 education

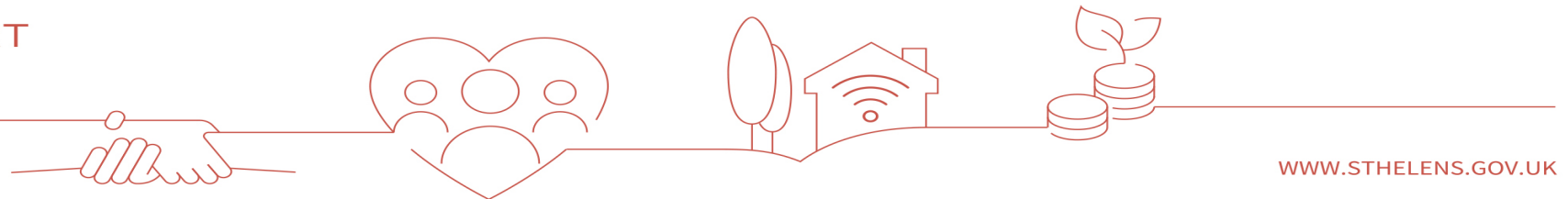
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# Alternative Provision Service – working well

- Despite facing barriers to their learning, most pupils make expected or better progress from their starting points
- Pastoral support is excellent and teaching environments are caring and nurturing to promote engagement
- All students have access to a flexible and broad curriculum offer to support next steps in education
- The most able pupils achieve high grades in GCSE courses before moving on to sixth-form college to complete A-level courses
- Leaders conduct effective monitoring so the quality of education is good across each of the bases
- Most pupils have good attitudes to learning and conduct themselves well around each of the centres
- Multiagency working relationships are strong and mutually supportive, as are home/school relationships
- More students are working part time with their mainstream schools and reintegration is a priority where appropriate

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# Alternative Provision Service – challenges and the future

- Accommodation under review to support the changing needs of the service
- Increasing challenge and support to mainstream schools to use a graduated response to manage pupils in school, reducing numbers full-time in Alternative Provision
- Reducing barriers to attendance and tackling persistent absenteeism is a priority
- PACE, KS3 and Tuition bases developing reintegration and outreach support to schools to promote return to mainstream within shorter timescales
- Promotion and improvement of reading is a focus across the service to improve access to next steps
- Emotion Coaching to be embedded, further developing working relationships and supporting well-being of children and staff
- Quality Assurance and Commissioning of Alternative Education providers is under review

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