

# **BRIDGEND COUNTY BOROUGH COUNCIL**

## **REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE**

**16 JUNE 2016**

### **REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT**

#### **STRATEGIC APPROACHES TO THE SUPPORT OF VULNERABLE CHILDREN**

##### **1. Purpose of Report**

The purpose of this report is to update and inform committee on the support being delivered to improve the educational performance of vulnerable children in Bridgend.

##### **2. Connection to Corporate Improvement Objectives/Other Corporate Priorities**

2.1 This report relates to the Corporate Improvement Plan priorities:-

- Supporting a successful economy
- Helping people to become more self-reliant
- Smarter use of resources

##### **3. Background**

3.1 It is recognised that the gap in performance between vulnerable groups and their more advantaged peers puts them at increased risk of exclusion, poor attendance, behavioural problems as well as social-emotional issues. This can result in these children leaving education without the skills or qualifications needed to become independent adults.

3.2 The Education and Family Support Directorate has been developing more strategic approaches to supporting vulnerable groups of learners. 'Vulnerable Groups' is a wide ranging term that can include pupils who are eligible for free schools meals, Looked after children, on the Child Protection register, identified as a child in need, those for whom English is an additional language, those with additional learning needs, young carers, those excluded from school and young offenders (this list is not exhaustive).

3.3 There have been some significant early benefits to adopting these strategic approaches to help to close the gap in educational performance between some of these vulnerable groups of children and others. This includes helping those entitled to free school meals and looked after children.

3.4 Across Bridgend, there is an improving trend in GCSE performance at grades A\* - G for looked after children and in 2014/15 no looked after children left education at the age of 16 without a qualification.

DESCRIPTION	2012/13	2013/14	2014/15
Looked after children as at 1st April	34	41	23
% A* - C GCSE	41%	49%	42%
% A* - G GCSE	74%	88%	92%
LEFT WITHOUT QUALIFICATIONS	21%	2.40%	0%

Equivalent data for all children (Source: StatsWales):

DESCRIPTION	2012/13	2013/14	2014/15
Whole cohort at PLASC	1797	1680	1617
% achieved 5 passes at A* - C GCSE	72%	80%	84%
% achieved 5 passes at A* - G GCSE	93%	93%	95%
LEFT WITHOUT QUALIFICATIONS	0.45%	0.06%	0.06%

- 3.5 The performance of pupils eligible for free school meals is generally improving in every key stage (with a drop at key stage 4 in 2014 which was followed by strong performance in 2015). This is similar to the national trends in which there are improvements in every key stage.

The performance of pupils eligible for free school meals is lower than their non eligible counterparts in every key stage. This is also the case nationally.

The gap increases at each key stage. This is also the case nationally.

The gap in performance has generally narrowed over time with some fluctuations. Compared to national performance, the gap in Bridgend is lower at every key stage.

### Foundation Phase

FPOI	eFSM	nFSM	Bridgend Gap	National Gap
2012	66.4	86.4	-20	-18.3
2013	69.8	86.6	-16.8	-17.7
2014	74.5	88.3	-13.8	-16.2
2015	78	91.7	-13.7	-14.9

### Key Stage 2

KS2	eFSM	nFSM	Bridgend Gap	National Gap
2012	62.5	85.1	-22.6	-20
2013	67.6	86.9	-19.3	-18.3

2014	73.5	89.1	-15.6	-17.7
2015	76.3	90.9	-14.6	-15.7

### Key Stage 3

KS3	eFSM	nFSM	Bridgend Gap	National Gap
2012	41.8	73	-31.2	-29.6
2013	51.5	78.7	-27.2	-28.5
2014	56.7	85	-28.3	-24.3
2015	68.4	88.2	-19.8	-22.2

### Key Stage 4

KS4	eFSM	nFSM	Bridgend Gap	National Gap
2012	25.4	56.5	-31.1	-33.2
2013	26.4	58.1	-31.7	-32.7
2014	25.1	61.4	-36.3	-33.8
2015	37.1	64	-26.9	-32.5

### How we are maintaining and building on the improvements

- All challenge advisers have a corporate performance management objective 'To ensure all schools in the local authority to which the challenge adviser is attached plan, monitor and evaluate strategically and improve the attainment of e-FSM pupils.'
- All schools are required to publish their plans in relation to how they are using the pupil deprivation grant. Challenge advisers have evaluated the schools use of PDG and reported on it in the spring term note of visit.
- Schools that are particularly successful in improving outcomes for pupils eligible for free school meals are used as good practice examples for other to learn from.
- Resources developed by Bridgend secondary schools in relation to improving the performance of pupils eligible for free school meals have been placed on the CSC web site for all schools to benefit from <http://www.cscjes.org.uk/Knowledge-Bank.aspx> under 'Closing the gap.'
- The Maesteg Cluster is engaged with the South Wales e-FSM Valleys Project and will disseminate the good practice emerging from the project.
- All schools have access to the Sutton Trust Toolkit, which exemplifies effective approaches to improving outcomes for e-FSM pupils.
- The improvements in attendance across the borough are contributing to improvements in the attainment of all pupils but particularly those e-FSM pupils.
- A 'Good to Excellent' strategy to improve teaching and learning started in the spring term. Improving the quality of teaching will improve outcomes for all pupils. Vulnerable pupils are disproportionately affected when the quality of teaching is not good.

### How do we know how well we are doing?

Challenge advisers work with schools at the start of the year to ensure that the targets they set for all pupils are appropriately challenging. For example, if the key stage 4 target for 2015/16 for pupils eligible for free school meals is met 43.05% of pupils will achieve the level 2 threshold indicator which would be a good continuation of the improving

performance to date. In year tracking data for the current Year 11 cohort indicates that schools are on track to meet this target.

The notes of visits from challenge advisers indicate that all schools are making appropriate use of their PDG.

### **Practices underpinning the improvements**

- Effective use of data not just for data's sake but seeing pupils behind the data.
- Mentoring based on tracking data. (This refers to identifying pupils who are underachieving and providing a mentor to help them to understand that they are under achieving and what they need to do in order to get back on track. There is a strong research base that indicates that this approach works well).
- Making sure every teacher is aware of e-FSM pupils and including e-FSM progress on departmental meetings. (This essentially increases the focus and attention on e-FSM pupils which in turn impacts on how they respond to the learning situation. In research terms this is known as the Hawthorne Effect).
- Identify departmental strengths and areas for improvement in relation to e-FSM pupils and feedback to staff.
- Awareness of successful teaching and learning approaches with e-FSM pupils, such as approaches that develop oracy skills as well as the understanding of the curriculum. For example paired discussion before whole class question and answer sessions. ( A common trait in e-FSM pupils is poor language skills which is associated with a range of learning barriers including lack of confidence to answer questions in front of the rest of the class. Strategies such as paired discussion of a question before whole class question and answer allows pupils to develop and rehearse language patterns which then give them more confidence to speak in front of a wider audience.)
- Avoidance of the 'poor dab' syndrome – high expectations and challenge for all.
- High expectations of E-FSM pupils. (This is linked to the Hawthorne Effect but also to the need to install high expectations and a 'can do' attitude in e-FSM pupils themselves. Low achievement linked to poor language development in the early stages of education can lead to pupils having low self-esteem in relation to education and low expectations of themselves. It can also lead to low expectations from their teachers. Successful schools challenge these low expectations, set high targets for all pupils and do not use e-FSM percentages as an excuse for poor performance).
- Effective feedback and meta cognition. (Metacognition refers to having an understanding of how you learn and the thinking skills involved in learning. In order to develop pupils as life-long learners we need to develop their understanding of how they learn and the skills needed to learn. The development of learning-to-learn skills benefits all pupils but especially e-FSM pupils).
- E-FSM under achievement is tracked and intervention planned for. (This is the most common approach used by schools. The interventions usually take the form of small group additional literacy or numeracy sessions).
- Significant in all categories of the National System for categorisation. (The national categorisation system drives schools to maintain a high priority on e-FSM pupils).
- Lots of one-to-one, specialist support, targeted interventions.
- The percentage of e-FSM can affect the gap due to the amount of intervention that may be needed. (This refers to the fact that some schools have a larger proportion of the cohort eligible for free school meals and so may need to plan a wider range of interventions than others.)
- Engagement with parents is key but difficult.

- Appropriate curriculum. (Pupils need to see the curriculum as being relevant to them in order to be motivated to work hard).
- E-FSM pupils' attendance is likely to be lower. (Therefore strategies to improve attendance have a disproportionate impact on the attainment of e-FSM pupils).
- E-FSM pupils may not have access to enrichment activities such as music, peripatetic lessons, trips etc. Curriculum choice – variety of courses. (A number of schools use their Pupil Deprivation Grant to provide the type of enrichment activities that would be normally experienced by non e-FSM pupils).
- Engaging parents is key and attendance.
- Providing enrichment is important.

#### **4. Current situation/proposal**

- 4.1 There has been a multi-level strategic approach to supporting and targeting the educational performance of vulnerable groups of children in Bridgend. It is a priority in the Children's Directorate business plan and has been a key project overseen by the Children's Change Programme Board. At a local level a multi-agency group has developed a strategy to improve the attainment of vulnerable groups (**Appendix A and B**). The work of this group has been closely aligned with the recently published 'Raising the ambitions and educational attainment of children who are looked after in Wales'.
- 4.2 The strategy identifies a range of groups of children who are deemed to be vulnerable. It is expected that the interventions and practices that are proven to have the greatest impact and sustainability in raising the attainment of looked after children and those entitled to free school meals will be replicated to benefit other vulnerable groups, particularly as a result of training staff in these strategies.
- 4.3 In developing this work, the Directorate has researched and identified known good practice in driving up attainment and ambition among vulnerable groups of children. For instance, it has established that being in school has a disproportionately positive impact on those identified as being vulnerable, it has recognised the importance of tracking and monitoring individual pupil performance and engaging with parents/carers and the value in appointing designated teachers and governors to champion the cause of identified groups of learners, helping to develop appropriate teaching and learning strategies and/or education provision.
- 4.4 The Vulnerable Groups Strategy highlights the potential for mechanisms to embed these approaches via the action plan. Training provided to school personnel who work with children identified as vulnerable is likely to impact positively on a wider cohort than the specified group as the increased skill-set will be transferable to other situations. For instance, Thrive training, funded from the Pupil Deprivation Grant for Looked After Children (PDG/LAC), is designated to support children's engagement and progress in learning so that they are ready for school, willing to join in, curious and keen to learn meaning that looked after children at risk of exclusion can be maintained in education, and helped to re-engage with learning to achieve their potential. It also helps young people to take responsibility for their behaviour and to increase their attendance and attainment. It is anticipated that this training will assist with provision for other children at risk of exclusion. To date, good progress has been made with Thrive training for a member of staff in each secondary and special school and a member of staff from each primary cluster to

support children's engagement and progress in each cluster of schools and there has been increased interest in extending this training to more schools.

- 4.5 Schools in receipt of PDG/LAC funding are expected to provide impact evaluations of the interventions that have been funded and the information gleaned from this will be audited and shared among providers to maximize learning about helpful strategies. Likewise, pilot clusters of schools have been established to utilise the Achievement for All (AFA) coaching project as a further platform to advance this work further.

### **Exclusions and The Fair Access Strategy**

- 4.6 Following the pattern of a high number of fixed-term and permanent exclusions, a Fair Access Strategy Group was formed and an action plan written for 2015-2016 (Appendix D). The implementation of the Fair Access Strategy Group has ensured that there is a strategic approach to enable all pupils to have a fair access to education. The Headteachers work in partnership with local authority officers to ensure that pupils are supported and educated in the most appropriate educational establishment. This group meets every six weeks at different schools with the focus upon the sharing of best practice.
- 4.7 The first action in the Fair Access Action Plan identifies the need to have robust tracking, in order to analyse the data and provide targeted early prevention and intervention to meet the needs of children and young people. (Appendix C) This is now in place and full reports are produced on a termly basis which is shared with all schools. This has greatly improved the ability for local authority officers to respond to the needs of the individual pupils and schools. Visits to all Secondary Schools have been undertaken during the Spring Term 2016. The purpose of these visits are to discuss the reason for the exclusions; identify patterns and also to glean an understanding of the graduated response, namely the internal alternatives that are in place within each school to avoid an exclusion. Visits will be repeated during the Autumn Term 2016 for all Secondary Schools. Primary School visits will be undertaken initially during the Autumn Term 2016, for those schools with the highest rate of exclusions.
- 4.8 There was one permanent exclusion for Primary Schools between September 2015 and April 2016, compared to two for the whole of the academic year 2014-2015. There were three permanent exclusions for Secondary Schools during 2014-2015 and four permanent exclusions between September 2015 and April 2016. The four permanent exclusions for the current academic year were from two schools and occurred during the Autumn Term 2015. Since these exclusions much work has been done with schools in order to identify a child or young person at risk of permanent exclusion at an earlier stage. There will be occasions whereby the incident could be deemed serious which may warrant a permanent exclusion. There have been no permanent exclusions for LAC since 2012.
- 4.9 The number of fixed-term exclusions for both Primary and Secondary Schools between September 2015 and April 2016 compares favourably to 2014-2015. The prediction is that there will be a reduction in fixed-term exclusions in both Primary and Secondary Schools during 2015-2016 compared to 2014-2015. Discussions have been held with schools regarding the coding of the fixed-term exclusions. The importance of correct coding has been highlighted and the avoidance of using the

“other” code. As a result appropriate interventions can be put in place in order to support children and young people.

- 4.10 The good partnership working between schools and local authority officers has resulted in the avoidance of further permanent exclusions between September 2015 and April 2016. For example, as a result of working creatively with The Bridge Alternative Provision and a Primary School, a transition programme for four pupils who were at risk of permanent exclusion in Year 6 has been agreed. These pupils will transition with support to Secondary School in September 2016.
- 4.11 Teams which comprise of local authority officers from Integrated Working and Family Support; Inclusions Service; YOS; and outside agencies where applicable have been established in order to support one Secondary school and two Primary Schools. The Secondary school is being supported as a result of being placed in Estyn category of Special Measures and the two Primary schools as fixed term exclusions were increasing. The schools involved with these teams have welcomed this support and as a result there has been an avoidance of permanent exclusions and a reduction of fixed-term exclusions in these three schools. There has been a restructure of the behaviour and wellbeing team. This team is now line-managed by the Teacher in Charge at The Bridge Alternative Provision. There is an improved focus of the team, targeting support early and reviewing the interventions on a regular basis and no longer than six weeks.
- 4.12 There have been no permanent exclusions at Heronsbridge; Ysgol Bryn Castell and The Bridge Alternative Provision during 2014-2015 and between September 2014 and April 2015. This is a positive picture as numbers have increased in all three educational establishments and as a result there have been greater challenges. The number of fixed- term exclusions between September 2015 and April 2015 at Ysgol Bryn Castell compare favourably to 2014-2015. The number of fixed- term exclusions at The Bridge Alternative Provision have reduced for this same period of time. The Autistic Spectrum Disorder (ASD) KS3 class has opened at Ysgol Bryn Castell and a KS4 class will be opened during the Autumn Term 2016.

## **5. Effect upon Policy Framework& Procedure Rules**

- 5.1 There is no effect upon the policy framework or procedure rules.

## **6. Equality Impact Assessment**

- 6.1 There are no direct equality impact issues arising from this report.

## **7. Financial Implications**

- 7.1 There are no financial implications arising from this report as the initiatives described throughout this report are met through a combination of Pupil Deprivation Grant for looked after children and existing resources.

## **8. Recommendation**

- 8.1 To ask the Committee to consider and discuss the content of the report and provide any comments.

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### **Background documents**

‘Raising the ambitions and educational attainment of children who are looked after in Wales’ (January 2016)

Report To Corporate Parenting Committee, 7<sup>th</sup> April 2016, ‘Looked After Children Deprivation Grant’

### **Appendices**

**Appendix A:** Vulnerable Groups Strategy (including action plan)

**Appendix B:** VGS – Roles and Responsibilities

**Appendix C:** Exclusions Data

**Appendix D:** Fair Access Action Plan (2015-2016)



## Vulnerable Groups Strategy

This document describes Bridgend County Borough Council's strategy to tackle the potential educational underachievement of children who are vulnerable.

### 1. Overview

This strategy has been structured using an Outcome Based Accountability Framework:

Definition	'Vulnerable Groups' (VG) is a wide ranging term that can include pupils who are eligible for free schools meals (FSM), Looked after children (LAC), on the Child Protection register (CP), identified as a Child in Receipt of Care and Support (CRCS) as well as those for whom English is an additional language (EAL), those with additional learning needs (ALN), young carers, those excluded from school and young offenders (although this list is not exhaustive).
Vision	All children and young people are properly equipped for learning and the world of work; All learners will have high levels of self-esteem and resilience enabling them to access learning and become autonomous learners.
Outcome	To close the gap in performance between vulnerable groups of children and their peers.
Data used to inform the strategy	Vulnerability Assessment Profile (VAP) Academic performance progress data Attendance data Exclusion data Work experience opportunity /take-up data Needs analysis data related specifically to performance of looked after children - from Thrive and Achievement for All
Stakeholders	Education and Family Support, Group Manager School Improvement Headteacher/Deputy Headteachers LAC in Education Coordinator and LACE team Education and Family Support, Group Manager Inclusion Central South Consortium representatives Social Services/Safeguarding Team Governor representative School Nurse Coordinator Integrated Working Team Manager/Hub Manager Youth Engagement and Progression Coordinator Flying Start Manager Inclusion Service Childcare Team Data Team Lead workers Health Service Professionals - school nurse coordinator Parent / Carers Governor representatives Pupils – learner voice Youth Justice and Early Intervention Service

Aims	<ul style="list-style-type: none"> <li>• Develop a consistent approach at all levels to raise aspirations and attainment</li> <li>• Partnership Working to support and train those who work with 'vulnerable groups' to improve outcomes, including parents</li> <li>• Replicate successful interventions for FSM/LAC for other identified vulnerable groups.</li> <li>• Clarify roles and responsibilities for those involved in the lives of vulnerable children, young people and their families.</li> <li>• Enhance communication to provide the best service for each child in the identified groups.</li> </ul>
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## 2. Introduction

The underperformance in educational attainment of identified groups of children deemed to be vulnerable is well reported<sup>i</sup>. Whilst there has been a particular Welsh Government focus on the performance of children who are eligible for free schools meals (FSM) and those who are looked after (LAC), there is also recognition that there are other vulnerable groups of children who under-perform including those who are on the edge of care, on the Child Protection register (CP), and those who are identified as Children in Receipt of Care and Support (CRCS). Furthermore, there is a high correlation between the children identified as being vulnerable and other barriers to learning including having Additional Learning Needs (ALN).

This gap in performance between vulnerable groups and their more advantaged peers puts them at increased risk of exclusion, poor attendance, behavioural problems as well as social-emotional issues. This can result in these children leaving education without the skills or qualifications needed to become independent adults.

1. This is a joint strategy between Bridgend County Borough Council's Children's Directorate, Social Services and external partners to ensure that through collaborative working the educational ambitions aspirations and outcomes of children who are deemed to be 'vulnerable' are raised to ensure they are properly equipped for further learning and the world of work.
2. The strategy has been informed by consulting with a range of stakeholders as listed in the overview above and by reference to key strategies and policy documents<sup>ii</sup>.
3. Across Bridgend, there is an improving trend in GCSE performance for all children. However, when this data is examined in detail the improvement across the full cohort is not evenly distributed. In line with the performance across Wales, identified groups such as FSM, LAC, CP, CRCS, SEN are not performing as well as their more advantaged peers.
4. Following interventions to improve outcomes for FSM pupils there has been a marked improvement and the gap in performance between FSM/non-FSM is narrowing in each Key Stage, although the gap is still too wide especially at KS4.
5. Lessons learnt from these successful FSM interventions have been studied with a view to replicating for other vulnerable groups. Research indicates that similar strategies will be effective for them.

### **3. Action Plan**

- 3.1 Following some of the successes of interventions related to improving outcomes for children entitled to FSM and Looked After Children, the Local Authority needs to implement similar interventions for other identified groups in the belief that comparable results will be achieved for them.
- 3.2 A consistent approach should be adopted at all levels to raise aspirations and attainment making use of interventions proven to have the greatest impact and sustainability in raising the attainment.
- 3.3 Roles and responsibilities need to be clearly defined for those involved in the lives of vulnerable children, young people and their families. (See Appendix 1)
- 3.4 Continue to improve communication through multi-agency working to provide the best service for each child in the identified groups.
- 3.5 Welsh Government publish national targets to raise performance of FSM pupils and Looked After Children and 'close the gap' in attainment. These are closely monitored by the Local Authority and Central South Consortium and this has assisted in spotlighting the need for improvement. Target setting of other identified vulnerable groups (at local authority) will assist with effective monitoring of the progress of these groups. We are currently undertaking a feasibility exercise to see what data we have and what it is possible to report upon.
- 3.6 There are a number of strategies that are already in place to help to close the gap in attainment. These include:
  - Uses of Pupil Deprivation Grant for FSM determined by schools
  - Regional Plan for uses of Pupil Deprivation Grant for Looked After Children
  - Central South Consortium's Closing the Gap strategy
  - Central South Consortium's Good to Great strategy for those more able pupils.Good practice identified from these strategies can inform practice for other vulnerable groups and will be disseminated by Central South Consortium and via school to school work as part of the self-improving system.
- 3.7 There is a multi-level approach to supporting and targeting the educational performance of FSM and Looked After Children in Bridgend. This is a priority in the Children's Directorate business plan and is a key project overseen by the Children's Change Programme Board. Progress is reported to the Overview and Scrutiny Committee, Cabinet and Performance Management Board (PMB). At a local level a multi-agency group has been established to develop the strategy and action plan to improve the attainment of looked after children and other identified vulnerable groups. This work needs to be extended to incorporate a wider group of vulnerable children.
- 3.8 Access to education training and employment is a key performance indicator for the Youth Justice and Early Intervention Service (YJ&EIS) and is reported to the Strategic Management Board and the Youth Justice Board. There is a measure of the hours offered and attended by children and young people known to the service with the expectation that the hours offered and attended will increase through the intervention of the service. The YJ&EIS has two specialist education workers based

in the Bridgend Locality team. The children at risk of offending and reoffending are often disengaged from education or training provision.

- 3.9 Each school has a designated teacher (DT) and governor with responsibility to monitor and promote the education of looked after children. Ideally these roles will be extended to cover other identified vulnerable groups of children but this may depend on capacity, especially in small schools in areas of high deprivation.
- 3.10 At local authority level there are key performance indicators and targets related to the attainment of FSM and looked after children. These are reported quarterly through CPA.

## **Appendices**

- **Appendix 1: Roles and Responsibilities**

Includes Overview of Family Support Services; Western Bay Youth Justice and Early Intervention Service; Central South Wales Consortium's 'A Strategy for Closing the Gap, 2016-2017'

## Action Plan

Action	Milestone(s)	Responsible Officer *	Timescale
1. Roll out similar interventions related to improving outcomes for children entitled to FSM and Looked After Children to other identified groups.	1.1 Guidance notes for dissemination and agreed communication plan	SR	Sept 2016
	1.2 Knowledge bank of good practice developed for sharing	BJ	1 <sup>st</sup> draft Sept 16
	1.3 Audit of school based activities available to Vulnerable Groups	BJ and schools	March 17
	1.4		
	1.5 Develop tracking to monitor individual pupil attainment/progress (using SIMS)	BJ/DD	Sept 2016
	1.6 Review Service delivery to identify team activities in relation to vulnerable groups and children with SEN across the Inclusion Service	LS/FJ	March 2017
2. Adopt a consistent approach to raise aspirations and attainment making use of interventions proven to have the greatest impact and sustainability in raising the attainment.	2.1 Provision of appropriate training programmes for parents/carers to assist children in their learning and raise aspirations	BJ and DW	March 2017
	2.2 Delivery of training programmes for staff (teaching/non-teaching) with useful strategies to assist VG e.g. Thrive/ELSA/Growth Mindsets/Successful Lives/Mindfulness	LS; KM and Achievement For All	April 2017
	2.3 Refine Training Directory to provide training opportunities for teachers and	MH LS/FJ/VCW	Sept 2016

	learning support staff to enable them to raise aspirations and attainments of vulnerable groups and pupils with SEN		
	2.4 Creation of a menu /database of good practice of strategies compiled and shared with schools so that they may select strategies suited to specific contexts	BJ/Schools	Sept 2017
3. Clarify roles and responsibilities for those involved in the lives of vulnerable children, young people and their families.	2.5 Identify support agencies in place e.g. 'Team around the Cluster'; lead workers/school nurse/FEO/EWO	Education and Family Support Group Managers	Sept 2016
	2.6 Develop a menu of school based activities for Vulnerable Groups	BJ	Sept 2016
	2.7 Continue to develop the Fair Access Strategy. Evaluate and identify alternative provision through provision mapping.	Group Manager Inclusion	Ongoing
	2.8 Update the overview of the roles and responsibilities of services area within the Inclusion Service	MH LS/FJ/VCW	December 2016
4. Continue to improve communication through multi-agency working to provide the best service for each child in the identified groups.	4.1 Learner Voice Activities	Education and Family Support Group Managers	March 2017

	4.2 Roll out Person Centred Planning approach to illicit the views of multiagency professionals, child and parent	LS/FJ/VCW	July 2017
5. Set targets for identified vulnerable groups	5.1 Access to SIMS - Investigate access to SIMS data for coordinators to measure progress	BJ/DD	March 2016
	5.2 Undertake a feasibility exercise to see what data we have and what it is possible to report upon.	DD	July 2016
	5.3 Liaise with schools to set targets set for identified vulnerable groups	Group Manager(s) School Improvement / BJ / schools	Baseline by Sept 2016
	5.4 Set targets for LAC children through the Thrive programme and on-line assessment in conjunction with schools	LS/BJ/Designated teachers	July 2017
	5.5 Explore the use of IEPs and their effectiveness in target setting for SEN	LS/FJ/VCW	July 2017
6. Disseminate good practice identified from proven strategies to inform practice for other vulnerable groups	6.1 Facilitate sharing good practice between schools via workshops/meetings for Designated Teachers/ Governors	BJ/Schools	March 2017
7. Report on progress of a wider group of vulnerable children to the Overview and Scrutiny Committee, Cabinet and	7.1 Reports shared.	Virtual Headteacher/ SR	March 2017

Performance Management Board (PMB).			
8. Ensure access to education training and employment for children and young people known to the YJ&EIS with the expectation that the hours offered and attended will increase through the intervention of the service.	8.1 Specialist education workers based in the Bridgend Locality team YJ&EIS continue to provide access to education provision for children at risk of offending and reoffending to ensure that they do not become disengaged from education or training provision.	DM/AT	March 2016
9. Recommend that a designated teacher (DT) and governor with responsibility to monitor and promote the education of looked after children be extended to cover other identified vulnerable groups of children.	9.1 Recommend that Governing Bodies appoint Governor Champion for VG – Already a Governor for LAC	SR	July 2016
10. Continue to report on key performance indicators and targets related to the attainment of identified vulnerable groups	10.1 Performance of FSM and looked after children reported through CPA.	SR/PW	March 2016
	10.2 YJB Indicators (Access to a minimum of 25 hours provision for school age children and a minimum of 16 hours for post school age pupils)	CD/DM	March 2016

\* See **Glossary of Initials in Action Plan (page 13-14)**

### 3. Related documents/resources

- <http://gov.wales/docs/dcells/publications/160127-lac-strategy-en.pdf>
- Easy read: <http://gov.wales/docs/dcells/publications/151218-easy-read-lac-strategy-en.pdf>
- ACTION PLAN <http://gov.wales/docs/dcells/publications/160127-lac-action-plan-en.pdf>



**Roles and responsibilities:**

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# 1. Family Support Services Available to Safeguarding Teams

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## **Connecting Families**

### *Rapid Response Service*

For cases where there is no current support service in place. The Social Worker is to have assessed the crisis situation, by way of visit to family. Rapid response referral completed. The support to be offered to the family, within 24 hrs of the referral being received.

Social Worker to complete **Request for Help Form** for ongoing support to then be offered.

### *Edge of Care Service*

11-16 year olds who are at risk of entering care system due to some of the following issues:

- ◆ Parental MH/SM/DA
- ◆ Poor school attendance/attainment
- ◆ High levels of Police Call Outs
- ◆ Housing Issues
- ◆ ASB issues

12 week Intensive Service to address crisis points. Progress is then monitored for a 9 month period with option for Follow up support should additional problems arise.

### *Rehabilitation Home Support*

For LAC cases where intervention is required to either support care plan for child to return home or to develop alternative care plan following intensive intervention.

12 week intensive service with progress monitored for 9 month period with option for follow up support should additional problems arise.

### *Family Support*

General family support service around parenting, home conditions, budgeting etc.

### *Parenting Groups*

Parenting groups will be offered on a rolling basis. Team Managers will be informed when groups are running and how to refer.

These include:

**NVR** – Parenting programme for children who are displaying challenging and aggressive behaviours.

**Incredible Years** – Parenting programme for younger children exploring attachment, routines, boundaries and play

**Grobrain** – Early years programme for parents with babies looking at secure attachment, interactions and play

**Connecting Dads** – a programme for fathers looking at their role as a Dad and the importance of this.

**Chill Out Group** – Group for teenagers looking at anxiety and stress management and strategies to deal with this.

**Stop it Now Wales – Parents Protect course** - Group for any parent to raise awareness to the risk of sexual exploitation and abuse.

## Young People Services

### *Lead Workers*

Attached to schools and in place to reduce the risk of YP becoming NEET. Support offered to ensure educational needs are met. Will address work around issues leading to risk of becoming NEET e.g. substance misuse, ASB, offending, aggression

### *Health and Wellbeing Group*

Offering support in community for YP's at risk of sexual exploitation, requiring sexual health advice, substance misuse support, general advice and support for YP's.

### *Project Workers*

16+ services for YP's who are NEET or at risk of becoming NEET and looking at developing self-esteem, confidence for education, training and / or employment opportunities

### *Play Therapy*

*Counselling service for children aged 3-10 years*

### *Community Counselling*

Youth counselling service for 11-25 year olds.

## Western Bay Integrated Family Support Service (IFSS)

### Aims of Service

The aim of the Western Bay IFSS is to keep families affected by parental substance misuse together by empowering them to take positive steps to change and improve their lives whilst addressing any safeguarding concerns.

Using evidence based interventions we aim to bridge the gap between children and adult services across Local Government, non-statutory sectors and health partners.

### Referral Criteria

- There is a parental drug and/or alcohol problem in the family
- Families (with children at home) are in a crisis and there is a risk of the children being placed on the Child Protection Register.
- Where there is a reunification plan that IFST may contribute to
- Expectant parent(s) where there is identified substance misuse

And

- The family agree to a referral being made
- Social worker will continue to have case responsibility during IFSS intervention

### Accessing Our Service

- Contact us via email or by telephone to arrange a Consultation.

☎ 01656 815410 or ✉ [IFSSWesternBay@bridgend.gov.uk](mailto:IFSSWesternBay@bridgend.gov.uk)

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## 2. Western Bay Youth Justice and Early Intervention Service

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Referral criteria – at risk of ASB/Offending behaviour

**Youth Offending Services/Teams (YOS/Ts)** are statutory multi-agency partnerships who have a legal duty to co-operate in order to secure youth justice services appropriate to their area funded from a variety of sources including UK Government, Welsh Government and the statutory partners. (i.e. the Local Authority, Police, the National Probation Service and Health).

The service performance is measured by key performance indicators:

- Reducing first time entrants into the criminal justice system – prevention and early intervention with those identified as at risk of ASB/Offending.
- Reducing reoffending – working together to help the young avoid further offending behaviour through a balance of confronting behaviour and supporting the young person to move on.
- Reducing the use of custody by offering alternatives to the court.

- Access to services – Accommodation; substance misuse; mental health and education training and employment.

In order to meet these indicators it is important to identify and divert children and young people away from the system in the first place and make every effort to achieve positive change once a child has entered the system. Accessing and sustaining education and training provision is a key component to a child or young person moving away from offending behaviour.

**Accessing support from Western Bay Youth Justice and Early Intervention Service:**

Referrers can access prevention/early intervention services delivered by the multi – agency team by contacting Daniel Morgan [Daniel.morgan@bridgend.gov.uk](mailto:Daniel.morgan@bridgend.gov.uk) or Angharad Thomas [Angharad.thomas@bridgend.gov.uk](mailto:Angharad.thomas@bridgend.gov.uk)

Or by filling in the **referral form** accessed by ringing 01656 5815655.

Every child or young person is assessed and based on identified needs can access services that include:

- Parenting support,
- Restorative Approaches in the community and in schools,
- Skills development programs to assist them back into school/make them employment ready,
- tutoring,
- Family mediation,
- Family Group Conferencing,
- Specific programs of delivery based on behaviours displayed eg knife crime, emotional wellbeing, sexual health, Rapid English, constructive activities and more

Bespoke targeted programs of support are based on assessment of risk, safety and wellbeing and are delivered jointly with referrers or by the service taking case responsibility.

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## 3. Central South Consortium’s Strategy for Closing the Gap, 2016-2017

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‘A Strategy for Closing the Gap, 2016-2017’ accessed via [http://www.cscjes.org.uk/getattachment/Knowledge-Bank/Closing-the-Gap/Strategy-2016-final-\(1\).pdf.aspx](http://www.cscjes.org.uk/getattachment/Knowledge-Bank/Closing-the-Gap/Strategy-2016-final-(1).pdf.aspx);

## Glossary of Initials in Action Plan

<b>Action</b>	<b>Initials</b>	<b>Name</b>	<b>Title</b>
1.1	SR	Sue Roberts	Education and Family Support, Group Manager, School Improvement
1.2	BJ	Bev Jones	LAC Education Officer
1.3 / 1.4	BJ and schools	Bev Jones	LAC Education Officer
1.5	BJ/DD	Bev Jones Dawn Davies	LAC Education Officer Principal Officer, Knowledge Management and Learners
1.6	LS/FJ	Lorraine Silver Fran Jones	ALN Casework Manager Team Manager, ALN
2.1	BJ and DW	Bev Jones	LAC Education Officer
2.2	LS, KM and Achievement for All	Lorraine Silver Kathryn Morgan	ALN Casework Manager Senior Educational Psychologist
2.3	MH/LS/FJ/VCW	Michelle Hatcher  Lorraine Silver Fran Jones Victoria Cox-Wall	Education and Family Support, Group Manager Inclusion ALN Casework Manager Team Manager, ALN Teacher in Charge, The Bridge
2.4	BJ/Schools	Bev Jones	LAC Education Officer
3.1	Education and Family Support Group Managers		
3.2	BJ	Bev Jones	LAC Education Officer
3.3	Group Manager Inclusion	Michelle Hatcher	Education and Family Support, Group Manager Inclusion
3.4	MH/LS/FJ/VCW	Michelle Hatcher  Lorraine Silver Fran Jones Victoria Cox-Wall	Education and Family Support, Group Manager Inclusion ALN Casework Manager Team Manager, ALN Teacher in Charge, The Bridge
4.1	Education and Family Support Group Managers		
4.2	LS/FJ/VCW	Lorraine Silver Fran Jones Victoria Cox-Wall	ALN Casework Manager Team Manager, ALN Teacher in Charge, The Bridge
5.1	BJ/DD	Bev Jones Dawn Davies	LAC Education Officer Principal Officer, Knowledge Management and Learners
5.2	DD	Dawn Davies	Principal Officer, Knowledge Management and Learners
5.3	Group Managers(s) School Improvement /BJ/Schools	Bev Jones	LAC Education Officer
5.4	LS/BJ/Designated teachers	Lorraine Silver Bev Jones	ALN Casework Manager LAC Education Officer

5.5	LS/FJ/VCW	Lorraine Silver Fran Jones Victoria Cox-Wall	ALN Casework Manager Team Manager, ALN Teacher in Charge, The Bridge
6.1	BJ/Schools	Bev Jones	LAC Education Officer
7.1	Virtual Headteacher / SR	To be appointed/ Sue Roberts	Education and Family Support, Group Manager, School Improvement
8.1	DM/AT	Daniel Morgan Amie Taylor	Locality Manager Behaviour Support / Access to Learning Assistant
9.1	SR	Sue Roberts	Education and Family Support, Group Manager, School Improvement
10.1	SR/PW	Sue Roberts  Paul Wolstenholme	Education and Family Support, Group Manager, School Improvement Education and Family Support, Group Manager, School Improvement
10.2	CD/DM	Caroline Dyer  Daniel Morgan	Service Manager, Western Bay Youth Offending Service Locality Manager

**EXCLUSIONS DATA****PERMANENT EXCLUSIONS**

<b><u>Primary</u></b>		
<b><u>Period</u></b>	<b><u>Number</u></b>	<b><u>Reason</u></b>
2011-2012	3	1 x Assault/Violence 2 x Assault of a pupil
2012-2013	0	
2013-2014	1	1 x Physical Assault
2014-2015	2	2X Physical Assault
(September 2015- April 2016)	1	1x Physical assault against an adult

<b><u>Secondary</u></b>		
<b><u>Period</u></b>	<b><u>Number</u></b>	<b><u>Reason</u></b>
2011-2012	3	3 x Defiance of rules/discipline
2012-2013	13	4 x Defiance of rules/discipline 2 x Possession/use of a weapon 2 x Assault/Violence (pupil) 2 x Substance Misuse 1 x Sexual Harassment 1 x Damage to Property
2013-2014	10	2 x Defiance of Rules/Discipline 2 x Assault/Violence Pupil 1 x Assault/Violence Staff 1 x Physical Assault 1 x Threatening Behaviour 2 x Substance Misuse 1 x Sexual Harassment
2014-2015	3	1X Physical assault of a Pupil 1 x Drug and alcohol related 1 X Other
(September 2015- April 2016)	4	1 X Persistent disruptive behaviour 1 X Physical assault against an adult 1 X Verbal abuse/threatening behaviour against an adult 1 X Verbal abuse/threatening behaviour against a pupil

**Note: Exclusions from Special Schools and PRU are not included in this PI data.**

## FIXED TERM EXCLUSIONS – PRIMARY SCHOOLS

<u>Period</u>	<u>No. of Fixed Term Exclusions</u>	<u>No. of pupils involved</u>	<u>No. of school days lost</u>
2011-12	53	31	197
2012-13	56	34	140
2013-14	47	32	145
2014-15	107	46	283.5
September 2015- April 2016	74	32	183.5

<b>Reasons for Fixed Term Exclusions</b>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>Sept 2015- April 2016</u>
Assault/Violence (Pupil)	13	13	12	14	12
Assault/Violence (Staff)	18	14	23	4	19
Threatening/Dangerous Behaviour	1	3	1	17	5
Verbal Abuse	8	4	3	0	0
Bullying	0	1	0	0	0
Disruptive Behaviour	3	5	3	3	35
Defiance of Rules/Discipline	7	13	5	0	0
Racial Harassment	0	0	0	17	0
Sexual Harassment	0	1	0	10	0
Substance Misuse	0	0	0	13	0
Damage to Property	1	1	0	8	3
Theft	0	0	0	16	0
Other	2	1	0	5	0
<b>TOTAL</b>	<b>53</b>	<b>56</b>	<b>47</b>	<b>107</b>	<b>74</b>

### **Notes:**

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.



## FIXED TERM EXCLUSIONS – SECONDARY SCHOOLS

<u>Period</u>	<u>No. of Fixed Term Exclusions</u>	<u>No. of pupils involved</u>	<u>No. of school days lost</u>
2011-12	565	344	1445
2012-13	488	285	1078.5
2013-14	305	193	616
2014-15	428	236	1214.5
September 2015- April 2016.	358	202	788

<b>Reasons for Fixed Term Exclusions</b>	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>	<b><u>2013-14</u></b>	<b><u>2014-15</u></b>	<b><u>Sept 2015- April 2016</u></b>
Assault/Violence (Pupil)	99	74	58	76	48
Assault/Violence (Staff)	16	14	10	2	11
Threatening/Dangerous Behaviour	34	15	14	80	137
Possession/Use of a Weapon	5	8	2	0	0
Verbal Abuse	110	107	81	0	0
Bullying	7	3	0	0	2
Disruptive Behaviour	59	73	36	35	69
Defiance of Rules/Discipline	148	131	44	0	0
Racial Harassment / Abuse	7	8	7	7	3
Sexual Harassment / Misconduct	5	4	4	2	3
Substance Misuse/Drug and Alcohol Related	19	25	18	23	14
Damage to Property	19	8	5	0	9
Theft	19	8	7	1	4
Other	18	10	19	202	58
<b>TOTAL</b>	<b>565</b>	<b>488</b>	<b>305</b>	<b>428</b>	<b>358</b>

### **Notes:**

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.

**EDU/010B** - The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools (compulsory school age pupils only)

## PERMANENT EXCLUSIONS - SPECIAL SCHOOLS

Period	School.	Number of permanent exclusions
<b>2014/2015</b>	<ul style="list-style-type: none"><li>• Heronsbridge</li><li>• Ysgol Bryn Castell</li><li>• The Bridge Alternative Provision</li></ul>	0 0 0
<b>Sept 2015 – April 2016</b>	<ul style="list-style-type: none"><li>• Heronsbridge</li><li>• Ysgol Bryn Castell</li><li>• The Bridge Alternative Provision</li></ul>	0 0 0

## FIXED- TERM EXCLUSIONS - SPECIAL SCHOOLS

### Heronsbridge Special School.

Period	Number of fixed-term exclusions
<b>2014/2015</b>	0
<b>Sept 2015 – April 2016</b>	0

### Ysgol Bryn Castell

Period	Number of fixed-term exclusions
<b>2014/2015</b>	72
<b>Sept 2015 – Apr 2016</b>	72

### The Bridge Alternative Provision

Period	Number of fixed-term exclusions
<b>2014/2015</b>	94
<b>Sept 2015 –</b>	27

**FIXED -TERM EXCLUSIONS- LAC**

	<b><u>2014/2015</u></b>		<b><u>September 2015 – April 2016</u></b>	
<b>School Type</b>	<b><i><u>Number of LAC FTEs</u></i></b>	<b><i><u>% of Overall FTE Number</u></i></b>	<b><i><u>Number of LAC FTEs</u></i></b>	<b><i><u>% of Overall FTE Number</u></i></b>
<b>Primary</b>	1	0.9%	8	10.3%
<b>Secondary</b>	69	16.1%	23	6.4%
<b>Special- YBC</b>	15	20.8%	22	30.6%
<b>The Bridge</b>	37	39.4%	3	11.1%
<b>All Schools</b>	<b>122</b>	<b>17.4%</b>	<b>56</b>	<b>11.6%</b>

**NOTE:-** There have been no permanent exclusions for LAC since 2012.

**FIXED-TERM EXCLUSIONS E-FSM**

	<b><u>2014/2015</u></b>		<b><u>September 2015 – April 2016</u></b>	
<b>School Type</b>	<b><i><u>Number of FSM FTEs</u></i></b>	<b><i><u>% of Overall FTE Number</u></i></b>	<b><i><u>Number of FSM FTEs</u></i></b>	<b><i><u>% of Overall FTE Number</u></i></b>
<b>Primary</b>	83	77.6%	31	39.8%
<b>Secondary</b>	168	39.3%	134	37.1%
<b>Special-YBC</b>	30	41.7%	38	52.8%
<b>The Bridge</b>	44	46.8%	20	74.1%
<b>All Schools</b>	<b>325</b>	<b>46.4%</b>	<b>223</b>	<b>41.4%</b>

**FAIR ACCESS ACTION PLAN (2015-2016).**

<b>Action</b>	<b>Lead</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Expected Outcome</b>
<p>1. Robust tracking and analysis of exclusions</p> <ul style="list-style-type: none"> <li>• Comparison of fixed-term exclusions- Sims and Central Pupil Database with exclusions reported through paper system to Learner Support.</li> <li>• Guidance. New; detailed guidance regarding how to capture all necessary information.</li> <li>• Eradicate duplication of activity for schools and the Local Authority.</li> <li>• Discontinue paper reporting system.</li> <li>• Clarify relevant and associated Attendance code recording.</li> <li>• Liaising with schools regarding 081/2012 guidance.</li> <li>• Exclusions report specification for the Central Pupil Data</li> </ul>	<p>Robin Davies (Group Manager)</p> <p>Dawn Davies (Principal Officer Knowledge Management and Learner Support)</p> <p>Melanie Treharne (School Support Officer)</p> <p>Michelle Hatcher (Group Manager Inclusion)</p>	<p>April 2015 ongoing</p>	<p>Regular meetings between key stakeholders.</p> <p>Regular monitoring of exclusion data.</p>	<p>Reduction in number of fixed-term and permanent exclusions.</p> <p>Targeted early intervention and prevention to meet the needs of the Children and Young people at an early stage.</p>

Base				
<p>2. To establish a Fair Access Strategic Group which will address the following:</p> <ul style="list-style-type: none"> <li>• Fixed term and permanent exclusions</li> <li>• Fair access protocol</li> <li>• Managed moves</li> <li>• Behaviour and attendance strategies and policies within Primary and Secondary schools.</li> </ul>	Michelle Hatcher (Group Manager Inclusion)	April 2015- March 2016	<p>Members of the group</p> <ul style="list-style-type: none"> <li>• Secondary Headteachers or Deputy Headteachers</li> <li>• Primary Headteacher representation</li> <li>• YBC and PRU representation</li> <li>• EWS</li> <li>• Integrated Working team</li> <li>• YOS</li> <li>• Learner support</li> </ul> <p>Six weekly meetings.</p>	Partnership working to reduce the number of fixed-term and permanent exclusions and provide early intervention and prevention.
<p>3. The Bridge Alternative Provision Restructure. The behaviour and wellbeing teams to come under The Bridge Alternative Provision.</p>	Michelle Hatcher (Group Manager Inclusion)	December 2015	<p>Fortnightly meetings between Group Manager Inclusion and the Teacher in Charge- The Bridge Alternative Provision.</p> <p>Meetings with Chair Management Committee and the Challenge Adviser.</p>	New structure in place. Positive Pathways which includes the behaviour and wellbeing teams functioning as a revolving door. Early Intervention and Prevention and reintegrating children and young people into mainstream.
<p>4. Analysis of exclusions at Ysgol Bryn Castell and The Bridge Alternative Provision.</p>	Michelle Hatcher (Group Manager)		Regular monitoring.	Reduction in fixed-term and permanent

Identify strategies.	Inclusion)  Lorraine Silver (Complex Cases and Lead Educational Psychologist)  Caroline Dyer (Western Bay Regional Manager YOS)			exclusions.  Children and Young people in appropriate educational placements and following appropriate pathways
5. To implement ASD Proposals and provide ASD Provision Locally. To continue to implement the Pre-Pad Pathway	Michelle Hatcher (Group Manager Inclusion)  Lorraine Silver (Complex Cases Manager and Lead Educational Psychologist)	September 2015	Fortnightly meetings between Group Manager Inclusion.  and Complex Cases Manager and Lead Educational Psychologist.	Children's needs are identified at an early stage and are in appropriate placements to avoid vulnerable groups receiving a fixed-term or permanent exclusion.
6. Robust process of TAF in place. Fixed Term Exclusions to prompt a JAFF referral.	Mark Lewis (Group Manager Integrated Working and Family Support)  Early Intervention Locality Managers.	September 2015.	Regular meeting between Group Manager Integrated Working and Family Support and the Early Intervention Locality Managers.	Early Intervention and prevention of fixed-term and permanent exclusions. Issues are highlighted and the engagement of appropriate services is implemented at an early stage.
7. To conduct annual PRIP (Planning; Reviewing in	Michelle Hatcher (Group	March 2016.	Individual meetings with all Primary and Secondary schools.	Appropriate targeted support in

Partnership) meeting with Primary and Secondary Schools. Analysis of behaviour and wellbeing team activity.	<p>Manager Inclusion)</p> <p>Lorraine Silver (Lead Educational Psychologist)</p> <p>Fran Jones (Team Manager ALN)</p>			place for vulnerable groups leading to a reduction of fixed-term and permanent exclusions and timely; targeted support implemented.
8. To further strengthen Links with Youth Offending Service	<p>Caroline Dyer (Western Bay Regional Manager YOS)</p> <p>Daniel Morgan (Locality Manager Bridgend YOS)</p> <p>Michelle Hatcher (Group Manager Inclusion)</p>	July 2016	Attendance at Fair Access Strategic Group and the Resettlement and Reintegration panel.	<p>Early Intervention and prevention of fixed-term and permanent exclusions.</p> <p>Children and Young people in appropriate educational placements and following appropriate pathways.</p>
9. Implementation of the Youth Engagement Progression Framework.	<p>Mark Lewis (Group Manager Integrated Working and Family Support)</p> <p>Owen Shepherd (Engagement Progression Co-ordinator)</p>	September 2015	Regular meetings and monitoring of the process.	VAP identifying young people at risk of exclusion. Lead worker in place to support and identify additional support required.
10. Attendance at South Wales Behaviour Forum for Managers.	Michelle Hatcher (Group Manager Inclusion)	Termly meetings	Feedback to Fair Access Strategy Group.	<p>Sharing of good practice and networks across South Wales.</p> <p>Reduction in</p>

				number of fixed-term and permanent exclusions.
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<sup>i</sup> Wales Audit Office, 2012; Raising the ambitions and educational attainment of children who are looked after in Wales' (January 2016)

<sup>ii</sup> Welsh Government Strategy: Raising The Ambitions And Educational Attainment Of Children Who Are looked after in Wales (Jan 2016)  
Wellbeing of Future Generations (Wales) Act, 2015  
Welsh Government's 'Qualified for Life' strategy  
End Child Poverty Network's, 'Tackling Child Poverty in Wales: A Good Practice Guide for Schools' (Children in Wales/Welsh Government)  
Research conducted by the Sutton Trust / Education Endowment Foundation  
Research conducted by Central South Consortium regarding what is being done in Wales to reduce the impact of poverty on pupils' achievement. Wales Centre for Equity in Education  
Pencoed Comprehensive School 'Closing the Gap' Case study