



DEVON COUNTY COUNCIL

Education, Arts and Libraries Directorate

**EXCELLENCE FOR ALL CHILDREN:
THE DEVELOPMENT OF AN
INCLUSIVE EDUCATION SYSTEM IN DEVON**

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EXCELLENCE FOR ALL CHILDREN: THE DEVELOPMENT OF AN INCLUSIVE EDUCATION SYSTEM IN DEVON

1.0 INTRODUCTION

- 1.1 The purpose of this document is to set out a vision for the development of a more inclusive education system in line with national and Local Authority corporate priorities. These include raising achievement, developing the capacity of schools and early year's settings to meet a more diverse range of needs and ensuring greater social inclusion. Its primary focus is on the development of the most effective possible means of enabling children to access the mainstream curriculum, in schools serving their local communities.
- 1.2 It also recognises the important role of special schools and emphasises the significance of partnerships between schools, with parents/carers and with other agencies. It will be vital to promote and contribute to such partnerships in order to achieve the key aim of developing a continuum of provision to match a continuum of need, such that no child, whatever their circumstances, is disadvantaged within or by the education system.
- 1.3 It is recognised that 'inclusion' can be interpreted in different ways. The term is used with such frequency that it can be seen to have become a cliché and therefore to have lost impact and significance. Instead, a set of defining principles for an inclusive education system is proposed, which, it is hoped, all partners involved in the task of enabling learners and raising achievement will find meaningful. We have consulted widely on these principles and the objectives which follow from them. (See Appendix 3).
- 1.4 An Inclusive Education plan will represent a key element of Devon's Children and Young People's Plan and will replace plans such as the SEN plan and Behaviour Support Plan. It will link directly to the school improvement and social inclusion elements of the Plan, the LEA's Accessibility Strategy, School Organisation Plan and Admissions Arrangements and to the work plans of the Devon Children's Trust.
- 1.5 Elected members, school and centrally retained staff, governors, staff of other agencies, parents/carers and voluntary organisations are all involved in different ways in seeking to improve educational outcomes for children who are vulnerable to failure. We have a shared responsibility for these as for all other children.
- 1.6 This document should be read with particular reference to the Children Act 2004, the Green Paper, *Every Child Matters*, (TSO, 2003) and *Every Child Matters, Change for Children* (2004) and the Education Acts 1996, 2002 and 2005. It relates directly to the Disability Discrimination Act 1995, the Special Educational Needs and Disability Act 2001 and associated Codes of Practice, the Report of the Special Schools Working Group (DfES 2003) and *Removing Barriers to Achievement: The Government's Strategy for SEN* (DfES 2004). (References to specific publications relating to the needs of particular groups of children and young people can be found at Appendix 1.) It should also be seen in the context of our Vision for Learning and the preparation of the Devon Children and Young People's Plan, 2006-2009.

2.0 **INCLUSIVE EDUCATION: DEFINING PRINCIPLES**

2.1 We believe that an inclusive education system is one which:

- 2.1.1 Places children, not institutions, at the centre and focuses on their needs and well-being.
- 2.1.2 Has the highest expectations of all children and their potential to achieve success, whatever their circumstances.
- 2.1.3 Recognises that parents/carers have the right to be fully involved at all times and that they must be engaged as active partners in making decisions about their children's education and well-being.
- 2.1.4 Ensures that the views of children and young people are sought and given due weight according to their age, maturity and capability.
- 2.1.5 Recognises every child's entitlement to gain full access to a broad and balanced curriculum, alongside their peers in a mainstream setting in their local communities wherever possible, enabling full and active participation in the life of the school and the highest possible levels of achievement.
- 2.1.6 Ensures this entitlement by maintaining a flexible, responsive continuum of provision to match a continuum of need. Such a continuum includes appropriately adapted, differentiated and targeted curriculum delivery, reflecting language and cultural diversity as appropriate, and services which can help to enhance the capacity of schools and early years settings to meet a diverse range of needs.
- 2.1.7 Provides opportunities for children attending special schools to learn alongside mainstream peers and vice versa, and interchange of staff between the two sectors.
- 2.1.8 Emphasises that those responsible for meeting children's educational needs - primarily the governors and staff of our schools – must take responsibility for providing high quality education for all children, with the Local Authority¹ and other agencies providing appropriate support.
- 2.1.9 Works in direct partnership with Health, Social Care and the voluntary sector in meeting the needs of children and delivering improved outcomes for them, through services, schools and other settings, jointly planning and implementing strategy in ways which make best use of resources.
- 2.1.10 Relates to all aspects of educational provision, as proposed in the Extended Schools Guidance, and involves youth services, libraries and other sources of support, advice and information.
- 2.1.11 Has the full support of elected Members of the County Council.

¹ To be known from April 2006 as the Children's Services Authority

3.0 THE CONTEXT FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION

3.1 The national context is set by legislation and guidance as set out in 1.6 (above) and Appendix 1. Mainstream schooling is the presumption of the law, reflecting the *entitlement* of children with special educational needs and disabilities to be educated alongside their peers and the duty of schools to make “reasonable adjustments” to facilitate this.

3.2 OFSTED states that: “An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same way. Rather it involves taking account of pupils’ varied life experiences and needs.” (*Evaluating Educational Inclusion. Guidance for Inspectors and School*, OFSTED, 2000).

3.3 OFSTED (2000, above) describes educational inclusion as, “more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school”. Groups of children considered to be most likely to be at risk of failure to achieve in school include:

- children who are in care and ‘Looked-After’ by the Local Authority;
- children from minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- children with special educational needs and disabilities;
- children from families under particular stress including those where there is domestic violence or abuse;
- children who are unwell and have particular medical needs;
- young carers;
- pregnant school girls and teenage mothers;
- children who need support to learn English as an Additional Language (EAL
- children who are at risk of disaffection and exclusion.

- 3.4 We propose to extend the scope of our strategy beyond educational achievement alone to encompass the Outcomes Framework published with *Every Child Matters: Change for Children* (The Five Outcomes):
- being healthy;
 - staying safe;
 - enjoying and achieving;
 - making a positive contribution;
 - achieving economic well-being.
- 3.5 The Audit Commission report, *Special Educational Needs: A Mainstream Issue*, (2002), criticises the use of statutory assessments and statements as a means of funding special educational needs provision in schools, emphasising its often wasteful and reactive nature and recommending a shift to earlier identification of difficulties, earlier intervention and prevention. It is fully recognised, however, that for some children with complex, possibly lifelong needs, the protection of a statement is vital.
- 3.6 The Government's Strategy for SEN, *Removing Barriers to Achievement*, (DfES, 2004), focuses on the development of inclusive education, building on the proposals for reform of children's services in *Every Child Matters*. The Strategy urges LEAs and schools to make education more innovative and responsive to the diverse needs of children, reducing reliance on separate SEN structures and processes and raising the achievement of children considered to have SEN, while ensuring that inclusive practice is embedded in every school and early years setting. It acknowledges the vital importance of developing staff skills and confidence, and of delivering improvements in partnership with other agencies. It emphasises that parents and carers need help to develop confidence that mainstream education can be inclusive and fully meet their children's needs.
- 3.7 A tension is often cited between greater inclusiveness of schools and the need to raise levels of attainment. A DfES research report, *Inclusion and Pupil Achievement* (DfES, 2004), concludes, however, that the current national policy to maintain children with SEN in mainstream schools is not likely to have a significant impact on attainment at national or LEA level, nor that it need have an impact at school level. Its findings suggest that academic attainment is more dependent on factors such as socio-economic status, gender, ethnicity and mother-tongue than on the level of inclusiveness in schools (see 3.3 above).
- 3.8 The thrust of government policy is further reflected by the joint DfES/DoH Guidance, *Together from the Start – Practical Guidance for professionals working with disabled children (birth to third birthday) and their families* (2003). Guidance also exists to support schools' efforts to make National Strategies accessible to learners who may experience difficulties (eg *Including all Children in the Literacy Hour and Daily Mathematics Lesson*, DfES, 2002 and *Leading on Inclusion*, DfES, 2005).
- 3.9 In *A Better Education for Children in Care* (Social Exclusion Unit, 2003), the Government re-affirms its commitment to deliver better educational outcomes for children Looked-After by the local authority.

- 3.10 The focus on curriculum flexibility designed to secure the engagement, motivation and achievement of the greatest possible number of learners from 14 to 19 is also an indication of the shift towards more innovative and, potentially, inclusive educational practice.
- 3.11 The Race Relations Amendment Act 2000 places a duty on Local Authorities and schools to promote race equality. They must assess the impact of policy and practice across all ethnic groups with the aim of making a sustainable impact on the underachievement of black and ethnic minority children (*Aiming High: Supporting Effective Use of the Ethnic Minority Achievement Grant*, DfES, 2004).
- 3.12 The OFSTED report, *Special Educational Needs and Disability; Towards Inclusive Schools* (OFSTED, 2004) examines the impact of the Government's inclusion framework on the capacity of mainstream schools to cater effectively for a greater range of needs. It highlights wide variations in the numbers of children defined as having SEN in different schools and LEAs and points out that such looseness of designation hinders efforts to focus on the action needed to resolve difficulties and improve provision. In schools visited that were most successful in meeting the needs of children with SEN, *systems for assessment and planning were fully integrated with those for other children*, which helped to ensure that planning for children with SEN was done by all staff.

4.0 THE DEVON CONTEXT

- 4.1 Examples of excellent inclusive practice are to be found in many Devon schools and early year's settings. In some cases these are supported by staff of other agencies, or initiatives supported by the Children's Fund. The development of policy and practice guidelines is assisted by, for example, the SENCO forum, which consists of SENCOS, Advisers, Educational Psychologists and officers. Such guidelines are provided for early years settings by early years support services, sometimes jointly funded by the Early Years Development and Childcare Partnership.
- 4.2 Partnership working is developing quickly under the auspices of the Children's Trust, which aims to ensure the achievement and well-being of the most vulnerable children and young people. Devon's Vision for Learning, recognises and promotes the importance of inclusive education, reflecting its significance in the inspection frameworks for schools and Local Authorities.
- 4.3 The Local Authority's statutory assessment functions are exercised much more efficiently than was the case at the time of the last OFSTED inspection of the LEA.
- 4.4 While the rate of permanent exclusions has declined, that of pupils with statements of special educational need in Devon is higher than the national average and is a cause for concern.
- 4.5 Initiatives are being developed to monitor the effectiveness of support in the early years, with a view to both reducing exclusions and finding alternatives to statutory assessment.

4.6 Greater educational and social inclusion is a key strategic priority of the County Council. To that end, since 2003 the Executive has endorsed strategies and implementation plans to develop inclusive education for children with Social, Emotional and Behavioural Difficulties and for those with needs on the Autistic Spectrum. (Details of the strategies are available on the Devon website www.devon.gov.uk/ebsdstrategy.pdf and www.devon.gov.uk/asdstrategy.pdf)

4.7 The Early Years Development and Childcare Partnership supports the Local Authority's drive for early identification and intervention. It also supports an extensive programme of training initiatives for early years settings.

5.0 **PROGRESS TOWARDS THE DEVELOPMENT OF INCLUSIVE EDUCATION IN DEVON**

Recent developments include:

5.1 New strategies for the inclusive education of children with social, emotional and behavioural difficulties and those with needs on the autistic spectrum (see 4.6, above).

5.2 Establishment of the Children's Trust which has brought together staff of all agencies, head teachers, parent/carer representatives and the voluntary sector, working in strategic development groups to develop strategic and practical change on behalf of vulnerable children and their families.

5.3 Development of training, policy and guidelines for schools and parents/carers on dyslexia, including a CD-Rom, and establishment of a help line, staffed by a specialist teacher and an educational psychologist.

5.4 Guidance for schools and other settings on risk assessment, moving and handling of children with physical disabilities, conflict avoidance and physical restraint.

5.5 Development of guidance to schools on the use of 'P-scales' - a set of performance descriptors used for recording the attainment of pupils with special educational needs working towards the first level of the National Curriculum.

5.6 New County Special Education Team (CSET) decision-making arrangements - the 'Inclusive Education Panel', consisting of Officers, including the Principal Educational Psychologist, the SEN Adviser and Head teachers, to consider requests for statutory assessment and decide on provision for children with statements.

5.7 Development of an SEN self-evaluation process in collaboration with schools; a similar process is also being developed for early years settings.

5.8 Implementation of an In-Year Admissions Policy and of a Managed Moves Policy designed to prevent permanent exclusion.

5.9 Monitoring, by the Local Admissions Forum, of the implementation of the Managed Moves Policy and In-Year Admissions Policy, and the contribution of schools to agreements for allocating school places for vulnerable and excluded children.

- 5.9 Work towards the development of new, multi-agency identification, referral and tracking procedures for pupils out of school.
- 5.10 Development of support and advice for early years settings; Nursery Plus Units have been established in several locations across the County, with the aim of helping children to make a successful transition into their local mainstream school at statutory school age.
- 5.11 Collaboration between Devon sensory and physical disability services and the University of Plymouth on the development and provision of postgraduate teacher training courses.

6.0 **THE DEVELOPMENT OF AN INCLUSIVE EDUCATION SYSTEM: PRIORITY OBJECTIVES**

6.1 **Objectives in the short-term², include:**

- 6.1.1 Ongoing implementation of the SEBD and ASD strategies (above).
- 6.1.2 Continued reduction in the rate of permanent exclusions, in line with local and government targets.
- 6.1.3 Development of joint agency behaviour support initiatives through the Children's Trust, including improved services for Looked-After and adopted children, with an even greater focus on promoting attendance, preventing exclusion and raising Looked-After Children's achievement.
- 6.1.4 Establishment of a Corporate Parenting Forum to develop the work of the County Council in fulfilling its corporate parenting responsibilities for Looked-After Children, in line with DfES/Local Government Information Unit Guidance *If This Were My Child* (2003).
- 6.1.5 Completing a review of the role of special schools and drafting proposals for consultation.
- 6.1.6 Revising criteria for statutory assessment to make these clearer and fairer.
- 6.1.9 Undertaking the first stage of a review of the distribution of resources to support the education of children with special or additional needs, as part of the overall funding formula.
- 6.1.10 Further development of training opportunities to increase the capacity of mainstream schools and early years settings to meet the needs of children who are vulnerable to under achievement or failure.

² By September 2005

Objectives, in the medium term³, include:

- 6.2.1 Further development of joint agency initiatives under the auspices of the Children's Trust, including commitment to new child and adolescent mental health services, joint protocols for assessment and intervention for children with Autistic Spectrum Disorder (ASD) and streamlined assessment processes for all children with complex needs.
- 6.2.2 Raising the attainment of Looked-After Children in line with national targets.
- 6.2.3 Raising awareness of the development of inclusive educational practice as a key school improvement issue and ensuring a focus on this during DCS Advisers' annual review visits.
- 6.2.4 Consultation on a revised system of funding for special and additional needs, designed to promote early intervention and reduce recourse to statutory assessment through effective practice and targeted resources at School Action and School Action Plus (DfES Code of Practice 2001), for implementation in April 2007.
- 6.2.5 Establishment of procedures for monitoring schools' use of delegated resources in relation to the educational achievement of children with special and additional needs (as per *The Management of SEN expenditure*, DfES, 2004).
- 6.2.6 Establishment of the most effective and consistent procedures for reviewing the progress of children with statements, both in the interests of the children concerned and with a view to ceasing statements over time, where appropriate provision can be made without them, with the aim of freeing up resources for reallocation.
- 6.2.7 Further consolidation of the consultation, advice and training role of educational psychologists.
- 6.2.8 Support for schools' efforts to develop networks and services across local learning communities, which provide effective local solutions while also contributing to the Local Authority's objective of providing all children with equitable access to consistently high quality support across the County.
- 6.2.9 Development of the capacity of mainstream schools to meet the needs of pupils with dyslexia and other persistent literacy difficulties, through training and guidance.
- 6.2.10 Establishment of an agreed and more significant role for special schools within a continuum of provision. While taking full account of parents'/carers' preference, in the long-term this is likely to include *full-time* placement only for children with the most complex needs, with 'permeable walls' between special and mainstream schools so that advice and support can easily be provided by staff in both sectors, and opportunities for mainstream education are available for all children whose parents/carers wish it, in line with their entitlement (see 2.1.5 and 3.1 above).

³ By September 2006

6.3 Objectives in the long- term⁴ include:

- 6.3.1 Raised achievement and improved outcomes for children across all Devon schools with particular progress amongst the lowest attaining twenty per cent and those groups of children currently at greatest risk of failure (see 3.3, above).
- 6.3.2 Through the provision of enhanced joint-agency support and achievement of the objectives listed above, to reach agreement with schools to work towards avoidance of permanent exclusions from the primary phase and a significant decrease in secondary phase exclusions, through non-exclusion compacts with individual schools or clusters.
- 6.3.3 To achieve a reduction in the use of statements as a means of providing additional resources to schools, meeting needs more quickly and effectively through a revised funding model, whilst fully acknowledging children's entitlements and the local authority's responsibilities within the current legal framework.
- 6.3.4 Through the Children's Trust, to increase the capacity of special schools to include the majority of children currently placed out-County, by providing therapies, work with parents/carers and other support, reducing to a minimum the placement of children in independent, non-maintained schools in and outside Devon.

⁴ By September 2008 and beyond

REFERENCES

- A Better Education for Children in Care (Social Exclusion Unit, 2003)
- Aiming High: Supporting Effective Use of the Ethnic Minority Achievement Grant (DfES, 2004)
- Children Act, 2004
- Code of Practice for Special Educational Needs (DfES, 2001)
- Disability Discrimination Act, 1995 and Code of Practice for Schools (TSO, 2002)
- Education Acts, 1996, 2002 and 2005
- Every Child Matters (TSO, 2003)
- Every Child Matters, The Next Steps (DfES 2004)
- Every Child Matters, Change for Children, *and* Change for Children in Schools (DfES, 2004)
- Evaluating Educational Inclusion, Guidance for Inspectors and Schools, (OfSTED, 2000)
- If This Were My Child, (DfES/Local Government Information Unit, 2003)
- Including all Children in the Literacy Hour and Daily Mathematics Lesson, DfES, 2002
- Inclusion and Pupil Achievement (DfES 2004)
- Leading on Inclusion (DfES, 2005)
- Race Relations Amendment Act, 2000
- Removing Barriers to Achievement, The Government's Strategy for SEN, (DfES, 2004)
- Report of the Special Schools Working Group, (DfES, 2003)
- Special Educational Needs: A Mainstream Issue, (Audit Commission, 2002)
- Special Educational Needs and Disability Act 2001, and associated Codes of Practice
- Special Educational Needs and Disability: Towards Inclusive Schools (OFSTED, 2004)
- The Management of SEN Expenditure, DfES, 2004
- Together from the Start – practical guidance for professionals working with disabled children (birth to third birthday) and their families, (DfES/DoH, 2003).

GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CSET	County Special Education Team
DCS	Devon Curriculum Services
DfES	Department for Education and Skills
DoH	Department of Health
EAL	English as an Additional Language
OFSTED	Office for Standards in Education
SEN	Special Educational Needs
SEBD	Social, Emotional and Behavioural Difficulties
SENCO	Special Educational Needs Co-ordinator



DEVON'S INCLUSIVE EDUCATION SYSTEM

ACTION PLAN 2005 – 2008

This detailed programme of action is the implementation plan for our strategy, "*Excellence for All Children: The Development of an Inclusive Education System in Devon*", which was finalised, following consultation and amendment, in March 2005 and endorsed by the Executive Committee of the County Council. The Action Plan too has been endorsed by Members. The contribution of the delivery of the objectives in the Action Plan to achievement of the Five Outcomes of *Every Child Matters* is implicit throughout.

The numbering relates to the sections on short, medium and long term objectives in Section 6 of Excellence for All Children,

Key to initials

MA	Marion Argent	Team Manager (SEN and Inclusion)
CA	Chris Aston	Group Manager (SEN)
JB	John Barnard	Principal Finance Officer (Education)
JBI	Jon Bell	Extended Schools Officer
DB	Deborah Booth	Group Manager (Inclusion)
BBS	Bea Blair-Smith	Principal Educational Psychologist
KC	Karen Chester	Senior Education Officer (SEN and Inclusion)
SC	Sue Clarke	School Improvement: Innovation
PC	Pat Clewer	Head of Partnerships
GC	Graham Cockill	Key Stage 3 Strategy Manager
TD	Trevor Day	Lifelong Learning Development Partnership Officer
JE	Jenny Evans	Principal Pre-School Advisory Teacher
RF	Roger Fetherston	Head of Devon Curriculum Services
JH	Juliet Hammacott	Acting Principal Education Welfare Officer
DH	Dillon Hughes	Principal Youth Officer
VJ	Victoria Jones	SEN Adviser
EL	Ernie Lloyd	Assistant Education Officer (Exclusions and Alternative Provision)
DK	David Kitchingham	Transport Officer
DM	Deborah Magill	Deputy Director and Head of Learning & School Improvement
KP	Kim Piper	Looked After Children Co-ordinator (Education)
AP	Anne Porter	Senior Monitoring Officer
DP	Debbie Pritchard	Group Manager (Extended Learning)
CR	Claire Rockliffe	Assistant Education Officer (Early Years)
LS	Lyndsey Stone	Consultant, Children's Services
HT	H Thompson	Primary National Strategy Manager
JT	Judy Topley	Advisory Teacher, Inclusion
CW	Chris Wardle	Senior Educational Psychologist (Behaviour Strategy Co-ordinator)
AW	Anne Whiteley	Director, Children's Services
AWs	Alan Williams	Senior Educational Psychologist (ASD)
JW	Julia Wilkinson	Post 16 Strategy Officer

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
Short-term, 6.1.1 – 6.1.9 6.1.1 [a] Full implementation of strategy to provide inclusive education for children with SEBD	See below.	Demonstrable improvement in services to children, families and schools etc and in schools' capacity to meet the needs of children with SEBD.	CA	LS DB CW EL DH	Spring 2004
(i) Appoint specialist EP as County Behaviour Co-ordinator to support implementation of strategy and development of effective practice.	Internal recruitment.	Increased capacity to implement strategy. Improved partnership with schools and other services.		BBS	January 2005
(ii) Develop extended schools as hub for provision of services and support for Learning Communities.	Appoint Extended Schools Co-ordinators to learning communities. Produce video to market role and opportunities. Develop Co-ordinators' role to maximise inter-agency collaboration.	Co-ordinators appointed and assisting development of Change for Children agenda, helping development of schools as hubs for provision of services, involving other services as appropriate.	DP JBI SC	PC DB	April 2005
(iii) Provide enhanced specialist advice and support to pre-school settings where a child presents evidence of significant and persistent attachment or other behavioural difficulties.	Monitor need via Area SENCOs and Pre-School Advisory Team. Plan co-ordinated approaches with EPS and, where appropriate, Joint Agency Teams. Co-ordinate with Sure Start and Children's Centres.	Reduction in reported difficulties at transition to school. Reduced demand for statutory assessment for children in KS1.	JT BBS CR JE	CA	Ongoing Ongoing

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
(iv) Develop joint-agency assessment and intervention protocols under auspices of Children's Trust.	<p>Develop integrated approaches for identification, assessment and intervention with children and families where children show severe and persistent SEBD.</p> <p>Form sub-group of Children's Trust Children with Special Needs Development Group to design protocol.</p> <p>Consult with all major stakeholders.</p> <p>Amend protocol as appropriate.</p> <p>Present to Children's Trust Executive for sign-off.</p>	<p>Enhanced joint-agency working using agreed procedures.</p> <p>Earlier intervention in place so fewer children 'slip through the net'.</p> <p>Protocol for integrated approaches agreed and implemented.</p>	BBS	CA PC DB KC	<p>December 2004</p> <p>July 2005</p>
(v) Establish two additional nurture groups, in south and North Devon.	<p>Identify appropriate schools via deprivation indicators and discussion with head teachers.</p> <p>Recruit staff for Inverteign Primary School.</p> <p>Provide training and advice to school.</p>	<p>Children with attachment difficulties impacting on ability to access Foundation Stage curriculum on entry to school provided with specialist support.</p> <p>Raised achievement in KS1-2; fewer exclusions.</p>	CA	BBS CW	September 2004
(vi) Establish at least ten Primary Resource Bases (PRBs).	<p>Schools identified in areas of most significant need.</p> <p>Form development group of Headteachers and officers.</p>	<p>Areas of need identified and shared across the County.</p> <p>Partnership between Heads and officers.</p>	CA	LS CW	April 2004

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>Headteachers liaise within Local Learning Community</p> <p>Recruit Advisory Teachers to provide outreach from Bases.</p> <p>Behaviour Co-ordinator to provide County-wide focus, liaison with existing Behaviour Support staff within EPS and Heads, and CPD.</p> <p>Develop clear processes for schools to access support from PRBs and for evaluation of outcomes.</p>	<p>Local Heads develop understanding of Advisory Teachers' role and shared responsibility for provision.</p> <p>Schools' capacity to meet needs of children with behavioural difficulties significantly enhanced.</p> <p>Significantly improved services to schools.</p> <p>Role of PRBs and evaluation process clear. Significant reduction in primary phase exclusions.</p>	<p>CW</p> <p>BBS</p> <p>CW</p>	<p>BBS CA LS</p> <p>CW</p>	<p>January 2005/ January 2006</p> <p>January 2005</p> <p>June 2005</p>
(vii) Implement KS2 behaviour strategy within the Primary National Strategy.	<p>Form strategy group involving DCS and EPS.</p> <p>Plan and implement strategy.</p> <p>Further develop training programme for school staff.</p> <p>EPS produce guidelines for schools and disseminate.</p>	<p>Improved level of skills and confidence in schools.</p> <p>Fewer fixed-term and permanent exclusions at KS2.</p> <p>Guidelines available.</p>	BBS	CW	January 2005
(viii) Improve system for identifying and meeting the needs of children likely to have behaviour and attendance difficulties after KS2-3 transfer, via County-wide Model for information sharing and support.	<p>EWS, EPS, behaviour and attendance consultant, and relevant agency partners plan improved approaches to preparation and support for transition via Children's Trust.</p> <p>Data collection/analysis to highlight underachieving minority ethnic groups.</p>	<p>Support networks established, e.g. mentoring for pupils.</p> <p>County-wide information sharing and approach to transition in place.</p> <p>Improved attendance, behaviour and achievement at KS3.</p>	<p>DB BBS</p> <p>DB</p>	<p>CW JH</p>	September 2005

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
(ix) Embed and co-ordinate work of KS3 Behaviour and Attendance consultants within SEBD strategy.	Joint strategy meetings held to ensure co-ordinated approach.	<p>Secondary school staff more confident and highly skilled in management of challenging behaviour and the prevention of unauthorised absence.</p> <p>Fewer exclusions and improved attendance.</p>	GC BBS DB	CW EL JH	Ongoing
(x) Establish further 'Chances' style, off-site KS3-4 provision.	<p>Arrange for interested Heads to visit Chances Newton Abbot.</p> <p>Discuss appropriateness of model to local circumstances with local head teachers.</p> <p>Agree detailed, costed action plan.</p> <p>Consult on feasibility of jointly-provided support with Children's Trust stakeholders.</p> <p>Implement plan.</p>	<p>Heads have knowledge of pros and cons of model.</p> <p>Plan agreed taking account of local needs and circumstances.</p> <p>Input of other agencies maximised.</p> <p>Significant reduction in fixed and permanent exclusions. Improved achievement for KS 3 – 4 children with SEBD.</p> <p>Reinvestment of funds released by decreased need for complementary education.</p>	CW CA DH	DB EL CW	January 2005 September 2005

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
(xi) Enhance SEBD special school provision	<p>Develop proposals for coherent County-wide model of outreach from all SEBD schools, within context of special school review, and consult with stakeholders including mainstream Heads.</p> <p>Reduce residential provision by 50% at Ratcliffe School over three years and replace with extended day provision.</p> <p>Plan to resume KS4 provision at Barley Lane School.</p>	<p>Model consulted on, agreed and implemented.</p> <p>Head teachers etc report increased staff confidence and skill in identifying and meeting children's needs.</p> <p>Greater flexibility in provision. Improved opportunities for supported reintegration to mainstream, dual placements etc.</p> <p>Children assessed as unlikely to manage full-time mainstream placement in KS 4 maintained at Barley Lane using the school as a base, coupled with e.g. College and/or work experience placement.</p>	CA	BBS CW LS AP	<p>March 2005 September 2005</p> <p>Ongoing to 2006</p> <p>September 2006</p>
(xii) Enhance training and teacher coaching input to all schools via EPS.	<p>Specialist coaching team delivering teacher coaching to improve schools' capacity to promote positive learning behaviour.</p> <p>EPS provides range of training opportunities which can be tailored to individual school needs.</p>	Improved confidence and skills in schools accessing coaching and training.	BBS	CW	Ongoing
(xiii) Establish enhanced joint-agency planning and intervention where Looked-After Children are at risk of exclusion.	Undertake detailed planning with Social Care colleagues in Children's Services Division.	Quantifiable reduction in fixed-term and permanent exclusion of LAC.	DB PC	EL BBS	Ongoing

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>Publish the joint-agency protocol on roles and responsibilities in preventing exclusions and working with permanently excluded LAC pupils.</p> <p>Train and raise awareness of school and centrally retained staff in procedures to be followed.</p> <p>Undertake training for care managers and carers on preventive activities.</p> <p>Disseminate good practice between schools.</p> <p>Establish an early warning system for Locality and Practice Managers.</p> <p>Ensure that all notified LAC have a Personal Education Plan and that carers contribute to the process.</p>	<p>Improved awareness of preventive activities and available support.</p> <p>Clarity of roles and responsibilities.</p> <p>Improved awareness and understanding of the legal position regarding exclusion of LAC.</p> <p>Pupils remain in school with access to a variety of additional support.</p> <p>Improved communication which can enable rapid response by social care colleagues.</p> <p>Clarity of responsibility and coherent, planned action for each young person.</p>	<p>DB PC</p> <p>DB EL</p> <p>DB KP</p>	<p>EL</p> <p>BBS</p> <p>BBS EL</p>	<p>Ongoing</p> <p>Ongoing</p>
(xiv) Provide flexible placements at KS4 within context of 14-19 strategy.	Increased flexibility programmes supported across the FE Colleges.	Increasing numbers of KS4 participating in vocational qualifications. Improved progression and participation from 16.	JW/ TD		Ongoing

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>Programme of alternative provision developed for South Devon schools (with Torbay).</p> <p>Small clusters of secondary schools working together to provide an alternative curriculum at KS4.</p>	<p>Prospectus of area provision for schools to buy into, including:</p> <p>(i) work placements; (ii) vocational training; (iii) life skills.</p>	<p>JW/ TD</p> <p>TD/ JW</p>	<p>EL</p>	<p>2005/2006</p> <p>2005/2006 2006/2007</p>
(xvi) Improve planning and support for residential SEBD placements in Devon.	<p>Undertake detailed planning via Children's Trust to improve procedures for assessing and meeting needs of most vulnerable and troubled children.</p> <p>Provide therapeutic interventions on-site where children's history or current behaviour indicates experience of abuse and/or trauma.</p> <p>Develop Section 31 Health Act budget arrangements where appropriate.</p>	<p>Quantifiable reduction in permanent exclusions from residential placements in Devon.</p> <p>As above. Sample of views of children and staff provides evidence that input is useful and appropriate.</p> <p>Quantifiable reduction in out-County placements.</p>	<p>CA PC BBS</p> <p>CA PC</p> <p>CA PC</p>	<p>CW BBS</p> <p>BBS</p>	<p>December 2004</p> <p>April 2005</p> <p>April 2006</p>
6.1.1 [b] Full implementation of strategy to provide inclusive education for children with needs on the autistic spectrum					
(i) Establish Communication and Interaction Resource Bases [CAIRBs] in mainstream primary schools and ensure consistency of practice with existing 'cluster' providers.	Establish CAIRBs at three primary schools.	Enhanced on-site and strategic outreach to other schools	CA	BBS AWs AP	September 2005

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
(ii) Undertake county-wide staff training programme.	Training offered to all schools via EPS training directory and CIDs team. Specialist SSAs (see (vi) below) and CAIRB staff receive enhanced training.	Improved skills and confidence of staff enhancing capacity to include children with ASD. Improved outcomes and fewer exclusions of children with ASD.	BBS	AWs	September 2003/Ongoing
(iii) Develop parent/carer support, County-wide.	Identify parent/carer groups; organise and deliver support.	Parents/carers report feeling supported and better able to meet children's needs.	BBS	AWs	September 2004/July 2005
(iv) Pilot intensive home-based early intervention project (PACTS).	Implement and evaluate pilot in Exeter with children with severe autism.	Parents/carers report improved children's behaviours.	BBS	AWs	September 2003/Ongoing
(v) Establish joint-agency, multi-disciplinary identification, assessment and intervention protocols.	Draft protocols via Children's Trust Development Group. Consult with all stakeholders.	Protocols agreed, in place and in use. Greater clarity for parents/carers and improved outcomes for children.	CA	AWs	July 2005 Ongoing
(vi) Appoint specialist support assistants to provide support to children with ASD, with statements, in mainstream schools.	Appoint four SSAs via Standards Fund.	SSAs appointed and input evaluated as positive by schools.	BBS	AWs	January 2005
(vii) Enhance provision for children with ASD attending special schools.	Undertake review of provision for children in special schools. Report and draft proposals for action as appropriate, in the context of review of special schools.	Improved provision and achievement. Parents/carers report higher levels of satisfaction.	CA	AP BBS AWs	May/October 2005

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
<p>6.1.2 Ensure a continued reduction in the rate of permanent exclusions in line with local and government targets</p>	<p>Establish joint-agency protocols on prevention of exclusion of looked-after children and implement. [as per 6.1.1 xv above]</p> <p>Analyse fixed-term and permanent exclusions data. Identify schools which may require additional, targeted support from KS 2 or KS 3 National Strategies, Consultants, EPS, Complementary Education etc.</p> <p>Review the 'Managed Moves Policy' and ensure that the policy and guidance are appropriate for all school phases.</p> <p>Develop partnerships with and between clusters of schools.</p>	<p>Reduced permanent and fixed period exclusions. School staff more confident in addressing pupil needs. Identification of new strategies to support pupils.</p> <p>Increased strategies in schools to support pupils at risk, e.g. further development of collaborative work across Learning Communities; new curriculum opportunities at KS4.</p> <p>Policy and practice fully effective. Clarity of guidance for all schools; increase consistency of implementation. Reduced number of unsuccessful moves. Improved confidence in monitoring process.</p> <p>Improved outcomes for children at risk of exclusion.</p>	<p>DB</p> <p>DB EL</p> <p>DM DB CA</p> <p>DB EL</p> <p>DB</p>	<p>EL KP PC</p> <p>EL BBS CW</p> <p>JW DK</p>	<p>Ongoing</p> <p>June 2005</p>
<p>6.1.3 Develop joint-agency behaviour support initiatives through the Children's Trust.</p>	<p>Establish CAMHS input to SEBD special schools.</p>	<p>Therapeutic intervention for most troubled children and support for staff. Staff employ knowledge and skills gained during out-reach and in-reach with the mainstream sector. Reduction in permanent exclusions from special and mainstream schools.</p>	<p>CA</p>	<p>PC BBS</p>	<p>January 2005/ Ongoing</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	Appoint specialist EP for adoption support.	Availability of psychological advice to the County Adoption Panel; improvement to schools' knowledge of key issues concerning the needs of adopted children and their families; enhanced psychological support to adopted children, their families and social workers; improved educational opportunities and achievement for adopted children.	BBS	PC	September 2005
6.1.4 Promote attendance of Looked-After Children (LAC). Raise achievement of LAC in line with national targets.	<p>Improve liaison between Education, Social Care colleagues and schools. Staff development work with EWS.</p> <p>Improve data collection and transfer of information to receiving schools.</p> <p>Increase targeted work in schools where LAC have attendance difficulties.</p> <p>Develop strategy and implementation plan to raise LAC achievement; including a focus on admissions, attendance and exclusions, with due regard to Statutory Guidance (DfES, 2005).</p>	<p>Improved partnership. Increased accuracy of data collection enables clearer focus on individual children at risk.</p> <p>Quantifiable improvement in attendance.</p> <p>More efficient use of care plans.</p> <p>Greater accuracy of data to enable more sophisticated targeting of support.</p> <p>Clarification of roles between patch and specialist EWOs.</p> <p>LAC achievement and attendance significantly improved in line with Public Service Agreement. Target.</p>	<p>DB</p> <p>DB</p> <p>DB</p> <p>AW DB</p>	<p>KP JH BBS RF</p> <p>JH KP</p> <p>KP</p>	<p>April 2005</p> <p>March 2005</p> <p>September 2005</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>Improve procedures for tracking LAC achievement.</p> <p>Revise training plan for schools, carers and Social Care colleagues in line with the strategy.</p> <p>Publish revised Personal Education Plan (PEP) proformas and guidance, 0-19 years. Work with Independent Review Unit (IRU) to establish a system to monitor the numbers and quality of PEPs at review meetings.</p> <p>Consult with stakeholders.</p> <p>Implement the strategy.</p>	<p>Procedures enable schools to set appropriate targets, review progress and raise achievement.</p> <p>New training implemented and evaluated.</p> <p>IRU evidence that PEPs are being completed at the appropriate time and that quality of work is at least satisfactory.</p>	<p>DB</p> <p>AW DB</p>	<p>KP</p> <p>KP BBS</p> <p>KP</p>	<p>September 2005</p> <p>September/ December 2005</p>
<p>6.1.5 Establish a Corporate Parenting Forum</p>	<p>Proactively promote the role of Corporate Parent.</p> <p>Agree terms of reference.</p> <p>Establish management information.</p> <p>Explore full range of corporate opportunities which can be used to impart information on opportunities and outcomes for LAC.</p> <p>Develop opportunities for Members to find out more about the lives of LAC in their locality.</p>	<p>Raised awareness of LAC issues for elected Members and staff.</p> <p>Education, employment and training prioritised for LAC.</p> <p>Joint Education and Social Care targets established.</p> <p>Celebration and reward for Looked-After Children's achievement.</p> <p>Communication, advocacy and participation developed.</p>	<p>AW DB</p>	<p>KP</p>	<p>June 2005</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
6.1.6 Complete a review of the future role of special schools and draft proposals for consultation.	Establish review group of Headteachers, officers and SEN adviser.	Developed partnership between special schools and Children's Services Authority.	CA LS	AP VJ	June 2004
	Draft proposals. Undertake consultation with all stakeholders.	Raised awareness of changing role of special schools.			Autumn 2005
	Produce amended proposals and plan implementation.	Mainstream schools enabled to develop their planning for most effective interface with special schools and vice versa.	CA	AP	January 2006
6.1.7 Review criteria for statutory assessment.	Form working group of officers, Headteacher, SENCOs and SEN adviser.		KC	AP	October 2004
	Draft proposals for initial consultation with Senior Education Officer (SEN and Inclusion) and for discussion with SEN and additional needs funding group (see below).	Working group produces draft proposals.			January 2005
	Produce revised proposals and consult with schools. Implement new criteria.	Transparent, equitable criteria in use and understood by schools and parents/carers.	KC	AP	June 2005 September 2005
6.1.8 Undertake the first stage of a review of the distribution of resources to support the education of children with special or additional needs. (See also 6.2.3. below).	Form SEN and Additional Needs funding group consisting of officers, including Principal Finance Manager, EAL, Headteachers, SEN Adviser.	Group formed and key issues identified.	CA AP LS	JB VJ KC	December 2004/July 2005

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>Devise framework for interviews with agreed sample of head teachers. Undertake interviews.</p> <p>Distribute questionnaire to all schools.</p> <p>Gather information on funding approaches in use in other Local Authorities and model in Devon context.</p> <p>Report on progress to Schools Funding Issues Group [SFIG].</p>	<p>Framework devised and Headteachers interviewed; data gathered on their experiences and views of current and possible future funding models.</p> <p>Data gathered on models in use in other Local Authorities and modelled.</p> <p>SFIG informed of progress and in agreement with planned next steps.</p>	<p>AP</p> <p>CA</p>	<p>AP LS</p>	<p>September 2005</p>
<p>6.1.9 Further develop training opportunities to increase the capacity of mainstream schools and pre-school settings to meet the needs of children who are vulnerable to under-achievement or failure.</p>	<p>Continued provision of training opportunities by all central support services.</p> <p>Seek opportunities via SW Regional Partnership. Link to workforce remodelling agenda.</p> <p>Provide training for staff working with asylum seekers' children who have experienced trauma or loss.</p>	<p>Increased confidence, knowledge and skills of school and setting staff.</p>	<p>RF CA DB</p>	<p>VJ Service Mgrs</p>	<p>Ongoing</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
<p>Medium term objectives 6.2.1 – 6.2.9</p> <p>6.2.1 Further development of joint agency initiatives under the auspices of the Children’s Trust, including commitment to new child and adolescent mental health services, joint protocols for assessment and intervention for children with autistic spectrum disorder (ADS) and streamlined assessment processes for all children with complex needs.</p>	<p>See Sections 6.1.1 (a) 6.1.1 (b)</p>				
<p>6.2.2 Raise awareness of inclusive educational practice as a key school improvement issue and a focus on it during DCS annual review visits.</p>	<p>Agree joint strategy with DCS.</p>	<p>Strategy in place – schools provided with optimum level of support and challenge required to develop capacity to provide inclusive education, as per DfES Guidance, 2005.</p>	<p>DM RF</p>	<p>CA DB LS GC HT BBS</p>	<p>March 2005/ Ongoing</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
<p>6.2.3 Consult on a revised system of funding for special and additional needs, designed to promote early intervention and reduce recourse to statutory assessment through effective practice and targeted resources at School Action and School Action Plus, for implementation April 2007.</p>	<p>Review current SEN/AEN funding arrangements as per 6.1.8 (above).</p> <p>Using data from above, prepare consultation paper, including proposals for revised arrangements, following discussion with SFIG.</p> <p>Undertake consultation with schools and other stakeholders.</p> <p>Revise proposals as appropriate.</p>	<p>LEA has feedback from schools on where current system effective and where amendment required.</p> <p>Schools and LEA colleagues work together to develop proposals. School reps able to contribute other school colleagues' views.</p> <p>Schools involved in initial stages of developing revised system for funding arrangements and know the purpose.</p> <p>Consultation paper completed. Proposals to include information about impact of different funding models.</p> <p>Raised awareness and understanding; Heads and other stakeholders have opportunity to contribute to decision-making.</p> <p>Revised funding arrangements in place.</p>	<p>AP CA LS</p>	<p>KC VJ JB</p>	<p>Ongoing</p> <p>September 2005</p> <p>Completed by March 2006</p> <p>April 2007</p>
<p>6.2.4 Establish procedures for monitoring schools' use of delegated funding, as per DfES requirements on LEAs.</p>	<p>Gather information from schools re current practice. Consider in the light of current school self evaluation process.</p> <p>Gather information from other similar LEAs where such monitoring is established.</p>	<p>Range of current practice identified. Most effective practice clarified to support establishment of coherent County-wide monitoring system.</p>	<p>AP CA</p>	<p>VJ BBS</p>	<p>March 2005/ September 2006</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>SEN and Additional Needs funding review group to form sub-group to prepare draft model(s) for consultation with Heads and SENCOs.</p> <p>Organise trial in agreed sample of schools.</p> <p>Develop quality assurance mechanisms for Annual Reviews.</p>	<p>Draft model(s) available and consultation planned.</p> <p>Trial undertaken, data analysed.</p> <p>Schools have clear understanding of expectations with regard to recording progress.</p>			
			AP	VJ BBS	January 2006
			KC	AP MA CA	June 2005
6.2.5 Establish effective and consistent procedures for reviewing the progress of children with statements.	<p>Collect representative sample of anonymised reviews and set up Quality Assurance (QA) monitoring process whereby LA and school colleagues assess paperwork against set of QA measures.</p> <p>Produce summary report of findings with recommendations and send to all schools. Specific issues to be picked up by EPs with schools.</p>	<p>Schools receive general report with feedback on good and less effective practice throughout the County annually.</p> <p>Heads and/or SENCOs take part in QA activity and are involved in development of most effective practice at County and school level.</p> <p>Consistent procedures for reviewing progress of children with statements become embedded in County practice.</p>	AP KC	MA	February 2006
				BBS	March 2006
6.2.6 Further consolidate the consultation, advice and training role of Educational Psychologists.	<p>Ensure focus on consultation in CPD for EPs.</p> <p>Develop training modules for schools, etc., supported by EP follow-up.</p> <p>Provide training as per EPS training directory.</p>	<p>Schools and settings supported to develop skills and confidence in meeting more diverse and challenging needs.</p>	BBS		Ongoing

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
6.2.7 Support schools' efforts to develop networks and services across local learning communities.	<p>Link to objective re extended schools.</p> <p>Attach a LA link officer to each LLC.</p>	Improved communication and awareness.	DM		Ongoing
6.2.8 Develop schools' capacity to meet the needs of children with dyslexia and other persistent literacy difficulties.	<p>Produce CD-Rom, 'Dyslexia-friendly schools' and publicise via website.</p> <p>Produce written guidelines for schools.</p> <p>Provide 'Dyslexia helpline'</p> <p>Co-ordinate work of Primary National Strategy manager, literacy advisers, EPs and SEN adviser via Wave 3 strategy group.</p> <p>Achieve British Dyslexia Association LEA Quality Mark.</p>	<p>All schools have access to current advice on best practice in teaching children with dyslexia.</p> <p>Schools supported by a guidance framework which clarifies definitions of dyslexia, relative roles and responsibilities of schools and CSA and answers frequently asked questions.</p> <p>Advice readily available to schools, parent/carers and others.</p> <p>Support and advice available to schools that sets teaching and learning and support for children with dyslexia in context of PNS and access to National Curriculum.</p> <p>Quality Mark achieved, reflecting good practice.</p>	<p>VJ BBS</p> <p>CA</p> <p>BBS</p> <p>RF HT CA</p> <p>VJ</p>	<p>VJ BBS</p> <p>AP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>June 2006</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
<p>6.2.9 Establish an agreed and more significant role for special schools within a continuum of provision, with ‘permeable walls’ between the special and mainstream sectors. (See 6.1.6, above).</p>	<p>See 6.1.6 above.</p>	<p>Special and mainstream school staff learn from each others’ practice; wider range of needs met within a continuum of provision.</p> <p>Opportunities for learning across sectors, including via dual registration of children provides improved opportunities and raised achievement.</p> <p>Possible stigma of special school placement declines.</p> <p>Role of special schools in Devon in line with that set out in <i>Removing Barriers to Achievement</i> (DfES, 2004).</p>	<p>CA</p>	<p>LS AP VJ</p>	<p>March 2006</p>
<p>6.2.10 Undertake a review of provision for children with severe language difficulties.</p>	<p>Establish review group including Health colleagues and other stakeholders. Review current provision and outcomes for children.</p> <p>Draft proposals for consultation with all stakeholders and implement following amendment.</p>	<p>Best practice identified; and options explored.</p> <p>Improved provision and outcomes.</p>	<p>CA</p>	<p>AP BBS</p>	<p>October 2005/ April 2006</p>
<p>6.2.11 Undertake a review of Early Years services and restructure services as necessary.</p>	<p>Review via stakeholder day, consultation and discussion with stakeholders and work of review group, including DfES Adviser.</p> <p>Appoint Head of Early Learning to co-ordinate services.</p>	<p>Coherent, high quality service to pre-school settings, leading to improved outcomes.</p>	<p>DM DM</p>	<p>DP CA CR RF</p>	<p>April/December 2005 October 2005</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
<p>Long-term objectives 6.3.1 – 6.3.6</p> <p>6.3.1 Raise the educational achievement of the lowest attaining twenty per cent of children including those groups currently at greatest risk of failure.</p>	<p>Develop improved systems for collection and analysis of fine-grained data on individual children’s attainment.</p> <p>Advisers, Educational Psychologists, etc provide training and advice in use of P-levels and in target setting and formative assessment generally.</p> <p>Identify and focus support on schools with significantly above average numbers of children in lowest attaining twenty per cent.</p> <p>Provide support to increase schools’ capacity to raise such children’s achievement through:</p> <ul style="list-style-type: none"> • EP and Adviser advice and training. • Support and challenge by Advisers through Annual Review Visit process, etc. • Support to self-evaluation process. • Support for the development of networks of schools, in Learning Communities, to share and improve expertise in data gathering, target setting, etc. 	<p>Improved data systems enable more effective targeting of resources, individual and group target-setting and review.</p> <p>Further development of school staff’s capacity to map provision to need; improved assessment and target-setting facilitates optimum teaching and outcomes for children.</p> <p>Capacity of workforce to raise achievement is maximised.</p> <p>Schools operate as a resource for one another.</p>	<p>DM</p> <p>CA RF</p> <p>RF</p> <p>RF CA</p>	<p>CA AP RF</p> <p>BBS VJ</p> <p>BBS VJ AP</p>	<p>2006</p> <p>2005 onwards</p> <p>2007</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	<p>Implementation of strategies to raise achievement of Looked-After Children, Children with English as an Additional Language, Gypsy Travellers and other minority ethnic groups.</p> <p>Develop alternative models of curriculum content and delivery in KS3 and 4.</p> <p>Exploit opportunities to develop curriculum flexibility for young people aged 14-19.</p> <p>Provide opportunities in special and mainstream settings for special school staff to use expertise to raise achievement, according to models agreed (as per 6.1.6 and 6.2.9, above).</p>	<p>Significantly and quantifiably improved outcomes for children.</p> <p>Curriculum content and delivery engages, motivates and provides best possible learning opportunities for children and young people with diverse needs.</p> <p>As above.</p> <p>As above.</p>	<p>RF DB AW</p> <p>RF</p> <p>RF TD JW</p> <p>CA</p>	<p>DM</p> <p>GC</p> <p>DM</p> <p>AP VJ</p>	<p>January 2006 onwards</p> <p>Ongoing</p> <p>June 2005 onwards</p>
<p>6.3.2 Through the provision of enhanced joint-agency support and achievement of the short and medium term objectives [above] to reach agreement with schools to work towards avoidance of permanent exclusions from the primary phase and a significant reduction in those from secondary phase.</p>	<p>Local Authority (Children's Services) staff, in collaboration with Primary Care Trusts, etc, work to ensure children in need and at risk of harm are provided with appropriate, timely support, in mainstream and special settings.</p> <p>LA and Health staff to support school improvement model outlined throughout this Action Plan so as to increase capacity of school staff to meet diverse needs.</p>	<p>Children's well-being is ensured, enabling them to learn and achieve in school.</p> <p>As above.</p>	<p>AW CA DB</p> <p>CW</p>	<p>BBS CW</p>	<p>2005 onwards</p> <p>Ongoing</p>

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
	Children's Centres and Extended Schools provide a locus for support to assist schools and early years settings in maintaining high quality behaviour management approaches.	As above.	DM		Ongoing
	Primary Resource Base staff, EPS behaviour support staff and staff of other agencies, including Health and the voluntary sector, work in close collaboration.	As above.	CA AW		
	LA staff assist development of collaborative networks of support across the secondary sector, developing improved provision to prevent exclusion as per SEBD strategy (6.1.1, above).	As above.	CW	EL	
	Plan, consult on and establish new day KS3/4 SEBD provision in Barnstaple.	Provision established - outreach to North Devon secondary schools, and placements for children with most complex SEBD.	CA SD AW		October 2005/ End 2008
	LPSA2 Performance Indicators on secondary attendance and fixed period exclusions in place – activities above aim to ensure targets met.	LPSA2 targets met.	DB	JH EL	April 2005/ 2008

Objective	Activity	Anticipated impact or outcomes	Lead Officer	Others	Start date/end date
<p>6.3.3 To achieve a reduction in the use of statements as a means providing additional resources to schools, meeting needs more effectively through a revised funding model while acknowledging children's entitlements and the LEA's legal responsibilities.</p>	<p>Develop, consult on and implement revised funding system as per 6.1.8 and 6.2.3 (above) and improved monitoring and review arrangements as per 6.2.4 and 6.2.5.</p>	<p>Funding to support curriculum access and achievement of children with the most complex needs is targeted appropriately.</p> <p>Funding system is flexible, responsive to need, transparent and fair, and helps raise achievement.</p> <p>Children's entitlement to inclusive education is ensured.</p>	<p>CA JB</p>	<p>AP KC</p>	<p>2007 onwards</p>
<p>6.3.4 To increase the capacity of special schools, to include the majority of children currently placed out-County.</p>	<p>Revised funding model to be implemented to ensure best of use of all resources for special and additional needs.</p> <p>Via Children's Trust ensure that implementation of children's services strategy supports special school effectiveness. Ensure that input of Health and Social Care enables schools to meet the most complex needs.</p>	<p>Out-County placements reduced to minimum. Savings reinvested in improving provision and outcomes.</p> <p>Children educated closer to their families and communities.</p> <p>Improved outcomes in social inclusion and educational achievement.</p>	<p>CA</p>	<p>AW PC</p>	<p>2007 onwards</p>