

Cabinet 15 December 2011

Meeting the Needs of Young People Excluded or at Risk of Exclusion from School - Proposal to close Warwickshire Pupil Referral Unit

Recommendation

That Cabinet authorises the publication of Statutory Notices in support of the proposal to close the Warwickshire Pupil Referral Unit on 31 August 2012.

1.0 Key issues

- 1.1 In July 2011, Cabinet agreed to formal consultation on the proposal to close the Warwickshire Pupil Referral Unit. The issues raised in the consultation are presented and addressed in this report.
- 1.2 Following consultation, the proposal to close the Warwickshire Pupil Referral Unit remains.

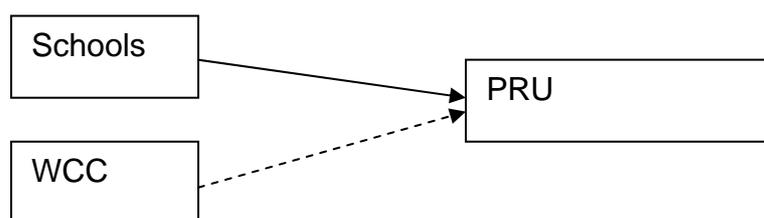
2.0 Background to the proposal

- 2.1 The rationale for proposing the closure of the Pupil Referral Unit (PRU) is:
 - The number of permanent exclusions from Warwickshire schools is significantly greater than in similar local authorities and requires a new approach;
 - The costs of maintaining the PRU are high and do not provide value for money;
 - The education currently at the PRU has been judged to be inadequate.
- 2.2 The incidence of permanent exclusion from Warwickshire schools remains above the national average resulting in poor outcomes for a significant number of Warwickshire young people. Head teachers have repeatedly said that if they were able to access additional resources at an earlier stage then they could take more effective action to ensure that disruptive pupils were given the necessary support and guidance to enable them to continue in their mainstream setting whilst not disrupting the learning of others.
- 2.3 In 2010/11, the costs of maintaining the PRU exceeded £2.8m. It is considered that this resource would provide better value for money if used to fund work in schools preventing permanent exclusion.
- 2.4 When inspected in June 2010, Ofsted concluded that special measures were required because the PRU was failing to give its pupils an adequate standard of education. In almost all respects the PRU was judged to be inadequate

including the quality of teaching and support for individual pupils. Capacity to improve was also judged as inadequate. Following the inspection report, an action plan was devised and significant changes were made to the leadership team, with a new head teacher and a new chair of the Management Committee being appointed. In October 2011, Ofsted judged that satisfactory progress had been made, however 'progress being made by pupils being educated at the pupil referral unit [rather than at college placements] remains inadequate.' This report is attached as **Appendix A**. Further to this, Ofsted identified provision at the PRU as one of two areas of concern in its annual assessment of children's services (November 2011).

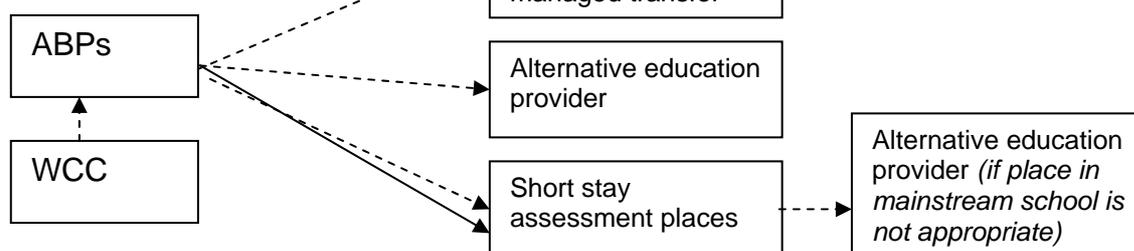
- 2.5 Based on the above three factors, it is considered that the present model for dealing with permanent exclusions is no longer fit for purpose. A new approach is proposed that involves a system wide change to reduce exclusions and improve the value and the quality of provision for those who are excluded.
- 2.6 The main principles of this approach are:
- Devolving funding to schools
 - Schools working collaboratively to:
 - fund early intervention support in order to avoid exclusion
 - implement the managed transfer process
 - purchase packages of education appropriate to the individual child from alternative providers.
- 2.7 From 1 September 2011, the new approach has been piloted across Warwickshire. The Schools Forum agreed to devolve £1.6m to the four Secondary Area Behaviour Partnerships (ABPs) for the academic year 2011/12. Within these Partnerships, secondary school head teachers are working together to share best practice on early intervention, fund early intervention programmes and engage in the managed transfer process. Where a pupil is excluded, the Area Behaviour Partnership purchases packages of support appropriate to the individual child's needs.
- 2.8 In order for the new approach to be adopted as the norm, a permanent shift in the ownership of resources and decision-making needs to take place. From 1 September 2012 it is proposed that funding currently allocated to the PRU (£2.8m from the Dedicated Schools Grant) is ringfenced for the prevention and management of permanent exclusions. Of the £2.8m, the greater part will be devolved to schools via Area Behaviour Partnerships. It is proposed that £0.4m is used to prevent permanent exclusions in the primary phase (ages 4-11) and a smaller allocation will be required to centrally commission short stay assessment places.
- 2.9 The illustration below seeks to show that by devolving funding to schools, the options for preventing exclusion are increased. Where an exclusion does take place ABPs will decide, following assessment of the needs and circumstances of the child, whether to fund full time provision at an alternative provider or whether to reintegrate the child to another school.

Current model



-----> Funding
-----> Exclusion

New approach



- 2.10 Cabinet is asked to also note the changes made in primary phase arrangements following the decision to close the primary element of the PRU in December 2011. The local authority has identified six communities of primary schools with historically high patterns of permanent exclusion. Funding has been devolved to these groups of schools to establish Inclusion Support Groups (primary versions of Learning Support Units). The Early Intervention Service has been commissioned to assist with establishing the Inclusion Support Groups and to work with primary schools where a child is at risk of exclusion. Only one permanent exclusion has occurred in the primary phase since March 2011.

3.0 Consultation process

- 3.1 A public consultation process took place between 12 September and 24 October 2011. The consultation document was distributed to a wide range of stakeholders including parents of pupils at the PRU, PRU staff, schools, elected Members, and other key stakeholders (**see Appendix B**). The consultation was also made available on the Warwickshire website. A public meeting was held on 29 September and further meetings were held with PRU staff and school governors. In addition, focus groups were conducted with young people on the subject of permanent exclusion.
- 3.2 During the consultation period, 34 written responses were received with three further responses arriving shortly after the consultation closed. In addition, there were three formal consultation meetings (with the public, PRU staff and school governors), the notes of which record a number of views. Responses to the consultation were made by:
- Parents of children at the PRU
 - PRU staff
 - Head teachers

- School governors
- Elected Members, MPs, district and borough councillors, town and parish councillors
- Other stakeholders

3.3 Copies of all responses to the consultation and minutes of meetings have been made available to all Elected Members prior to this Cabinet meeting.

3.4 For information, an Equality Impact Assessment on the strategy has also been completed, with a summary provided at **Appendix C**.

4.0 Summary of issues raised through consultation

4.1 Responses to the consultation elicited a range of views. This section summarises those responses and comments on questions and concerns that have been raised.

4.2 Support for proposal

4.2.1 ***The current arrangements are not working.*** Pupils excluded from school are currently being failed by the local authority and new arrangements must be adopted to improve outcomes for this group of young people.

4.2.2 ***The focus on early intervention is welcomed.*** Establishing a system that is equipped for addressing issues of concern sooner rather than later is considered to be better for the pupils and better value for money.

4.2.3 ***It is preferable to keep children in mainstream school if at all possible.*** Inclusion in mainstream school for all pupils is considered highly desirable and positive in the development of young people.

4.3 Concerns

4.3.1 ***The focus should be on improving provision at the PRU rather than making system-wide change.*** The concerns raised by Ofsted do not necessitate a system-wide change. Efforts should be targeted on turning the PRU around or closing the PRU and opening it as an Academy.

Comment

The issues presented at the PRU cannot be considered in isolation from the persistently high permanent exclusion rate. Permanent exclusion is strongly linked with negative outcomes: 'There is a wealth of experience linking exclusion from school with academic underachievement, offending behaviour, limited ambition, homelessness and mental ill health.'¹ Indeed, in 2010 the Children and Young People's Overview and Scrutiny Committee concluded

¹ House of Commons Education Select Committee, Behaviour and Discipline in Schools, para 17.3, 2011.

that 'any permanent exclusion is to be regretted.'² The new approach releases resources to enable schools to invest in prevention and early intervention.

Where a pupil is excluded, the PRU is no longer considered an appropriate destination for a pupil to complete their statutory education. The PRU brings together children who have been excluded, regardless of their individual needs and circumstances. The new approach enables schools to choose from a range of options appropriate to the needs of the pupil (eg. a different curriculum offer or specialist provision).

- 4.3.2 ***There is not enough evidence to show that the new approach will work. More time is needed before a final decision is made on the future of the PRU.*** Funding was devolved to the ABPs only in September 2011, making it difficult to conclude whether permanent exclusions will reduce and provision for pupils excluded or at risk of exclusion will improve. Furthermore, the new approach requires collaboration between schools which may be compromised by the Academies agenda.

Comment

Since the new approach was introduced in September 2011, there have been 10 permanent exclusions from secondary schools and Academies (for the period 1 September to 30 November). This compares favourably with permanent exclusions over the same period in 2008 (32 permanent exclusions), 2009 (11 permanent exclusions), and 2010 (28 permanent exclusions). Although the ABPs are developing different approaches, appropriate to their own area, and at different speeds, schools are working together regardless of whether they have Academy status or not. As an example, in the central area (Warwick, Kenilworth, Leamington and Southam), all but one school in the area now has a Learning Support Unit and only one permanent exclusion has occurred.

The experience of placing PRU pupils in further education colleges is also showing encouraging signs of success, with the vast majority of pupils engaging in the wider curriculum offer and progressing towards educational achievement. Local authority officers are confident that by September 2012, all ABPs will have further developed appropriate systems to meet the needs in their area.

The monitoring reports from Ofsted have consistently identified teaching and learning in the PRU as inadequate, despite the efforts of the local authority to improve provision. Should the PRU not close in August 2012, it is anticipated that the local authority would continue to provide inadequate education provision for a vulnerable group of young people. There is also considerable risk that staff will leave throughout the following year, if uncertainty around the future of the PRU is extended.

² Warwickshire Children and Young People's Overview and Scrutiny Committee, *Review of Permanent School Exclusions 2010*, 8 September 2010, p.3.

- 4.3.3 ***If there is not a PRU, what happens when a child is excluded?*** How will the local authority ensure that it meets its statutory duty to provide pupils with full time education following the 6th day of permanent exclusion? Head teachers must continue to be able to exclude to ensure good behaviour in schools, subject to approval by school governors.

Comment

Head teachers still have the right to exclude where appropriate, subject to approval by school governors. However, it is confidently anticipated that the number of permanent exclusions will significantly reduce as a result of devolving funding to ABPs to use for early intervention. When a permanent exclusion does take place, the ABP has three options to consider, depending on the needs and circumstances of the individual pupil. One option is for the pupil to be admitted to another school in the area, with appropriate support. Alternatively, a pupil may access provision from an independent provider, identified from the quality assured list published by the local authority. Under certain circumstances, a pupil may need to access a short stay assessment place, commissioned by the local authority, to allow time to consider more fully the first two options. Provision would be paid for using devolved ABP funding.

- 4.3.4 ***The new approach proposed may have unintended consequences for other pupils.*** Some of the pupils concerned require specialist support and so retain them in mainstream schools could lead to disruption to the learning and progress of other pupils in the class.

Comment

The development of Learning Support Units (LSUs) within secondary schools is a key part of the new approach. LSUs allow schools to make temporary arrangements for pupils who, for whatever reason, cannot participate in classroom settings. This mechanism allows for pupils to remain in the mainstream school environment, whilst developing specialist support within each secondary school. The strategy of establishing LSUs has been supported by the Children and Young People's Overview and Scrutiny Committee.³

In addition to LSUs, schools may use alternative providers to provide a more engaging curriculum offer. For example, a pupil may continue to study English, Maths and Science in mainstream school, but may also access an accredited vocational catering course one day a week. The use of alternative providers to provide a wider curriculum offer is not new (eg. students in Key Stage 4 accessing college courses as part of the ESF opportunities scheme), and can lead to better engagement in school.

³ Warwickshire Children and Young People's Overview and Scrutiny Committee, *Review of Permanent School Exclusions 2010*, 8 September 2010, p.4; & Warwickshire Cabinet, *Warwickshire Pupil Reintegration Unit – Select Committee*, 16 December 2010, p.2.

- 4.3.5 ***The new approach proposed carries financial risks.*** What happens if Area Behaviour Partnerships overspend? Is the devolved funding level guaranteed?

Comment

ABPs would be required to work within the overall budget allocated to them for the prevention and management of exclusions. Secondary school head teachers are used to managing budgets and targeting resources in accordance with need. Early intervention, through LSUs and part time alternative providers, are also proving to be less expensive than providing full time PRU provision. ABP spend will be monitored throughout the year by both the ABP and local authority officers. Any overspend or underspend would be carried forward at the discretion of the local authority. It is worth noting that the PRU had an overspend of £427,133 in 2010-11.

It is proposed that the level of funding for the new approach would be identified from that currently allocated to the PRU under the Dedicated Schools Grant, agreed by the Schools Forum. The level of future funding is dependent on approval from the Schools Forum.

It should be made clear that the proposal is not part of a cost-cutting exercise. The PRU is currently allocated £2.8m of Dedicated Schools Grant and the same sum of money will be allocated to support the new approach.

5. Key risks

- 5.1 The following risks have been identified and are being managed.

- 5.2 ***Area Behaviour Partnerships do not fulfil the expectations placed upon them.*** During the Spring and Summer terms of 2011, considerable consultation took place with secondary head teachers in order to design a new approach to preventing exclusion. Agreements for the devolvement of funding were made and signed off. Secondary head teachers are supportive of the aims of the new approach and are rapidly building capacity, with the devolved resources, in order to meet the expectations set out in the agreement.

- 5.3 ***Funding for the new approach is reduced.*** As stated above, the amount of funding devolved is dependent on approval from the Schools Forum. Warwickshire funding through the Dedicated Schools Grant is currently protected by central government. Furthermore, this element of the Dedicated Schools Grant falls outside the remit of that delegated to schools with Academy status. Members are also to be aware that a national trial is currently underway to devolve funding to schools to prevent exclusions, building on the programmes in Cambridgeshire, Staffordshire and the lessons learned so far in Warwickshire. Therefore, it is not expected that any changes in the review of the funding formula will affect provision for excluded pupils.

- 5.4 ***There is not enough independent full time provision to meet the need.*** The local authority has already hosted two alternative provider briefing

sessions to understand more about alternative providers operating in the area. In total, 45 alternative providers attended the briefings, 17 of which provide full time alternative provision. The local authority will continue to promote this approach and is in the process of establishing quality assured lists of alternative providers.

6.0 Timescales associated with the decision/Next steps

- 6.1 If Cabinet is supportive of the proposal to close the PRU, Statutory Notices will be issued in January. This will allow a further 4 week period for objections to the proposal to be raised. A further report will be submitted to Cabinet in March to seek a final decision on the proposal to close the PRU.
- 6.2 All staff would be at risk of redundancy and the Authority will take the necessary steps to provide support to help these staff to find alternative employment. Should redeployment not be secured, staff would be made redundant with effect from 31 August 2012. On 1 September 38.2 fte of staff were employed in the PRU. However, this number may reduce following the offer of voluntary redundancy. Costs associated with these redundancies will be met from within existing resources, including additional provision allowed from Dedicated Schools Grant as agreed through the Schools Forum.
- 6.3 Proposals for new use or disposal of the premises currently occupied by the Pupil Referral Unit will be made in future reports regarding WCC property.
- 6.4 The local authority will continue to develop its list of quality assured alternative providers and commissioning arrangements for short stay assessment places.

Background Papers (Please list below, with electronic links where applicable)

Children and Young People's Overview and Scrutiny Committee: *Area Behaviour Partnerships* – 14 December 2011

[Ofsted: Annual Assessment of Children's Services – Warwickshire – 11 November 2011](#)

[Ofsted: Section 8 Inspection Report for Warwickshire Pupil Referral Unit – October 2011](#)

[Children and Young People's Overview and Scrutiny Committee: *Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School – Report to Children and Young People's Overview and Scrutiny Committee* – 1 September 2011](#)

[Cabinet: *Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School* – 14 July 2011](#)

[Ofsted: Section 8 Inspection Report for Warwickshire Pupil Referral Unit – May 2011](#)

[Children and Young People's Overview and Scrutiny Committee: *PRU – Interim Report* – 6 April 2011](#)

[Cabinet: *Strategic Plan and Business Case to meet the needs of excluded pupils or those at high risk of exclusion including primary schools* – 17 February 2011](#)

[Ofsted: Section 8 Inspection Report for Warwickshire Pupil Referral Unit – January 2011](#)

[Cabinet: Warwickshire Pupil Reintegration Unit – Select Committee – 16 December 2010](#)

[Children and Young People’s Overview and Scrutiny Committee: Review of Permanent School Exclusions 2010 – 8 September 2010](#)

[Ofsted: School Inspection Report for Warwickshire Pupil Referral Unit – June 2010](#)

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6 October 2011

Mrs Margaret Ryan
Warwickshire Pupil Re-Integration Unit
Pound Lane Centre
Pound Lane
Leamington Spa
CV7 8LA

Dear Mrs Ryan

Special measures: monitoring inspection of Warwickshire Pupil Re-Integration Unit

Following my visit to your school on 4 October 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in June 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Management Committee and the Director of Children's Services for Warwickshire.

Yours sincerely

Janet Thompson
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2010

In order to ensure that personal, social and academic outcomes for all pupils are at least satisfactory, the unit should work in partnership with the local authority to make the following improvements.

- As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.
- Improve the quality of teaching and learning by:
 - increasing teachers' confidence and competence to teach whole classes effectively
 - ensuring that lessons give pupils the opportunity to work in groups as well as independently
 - using assessment data to plan lessons at an appropriately challenging level for each learner
 - ensuring that the activities are enjoyable and engaging
 - extending the availability and maximising the use of information and communication technology.
- Improve the curriculum at Key Stages 1, 2 and 3 so that it effectively prepares pupils academically, personally and socially for a return to mainstream school.
- Ensure that single-roll pupils receive their statutory entitlement to full-time education.
- Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness.

Special measures: monitoring of Warwickshire Pupil Re-Integration Unit

Report from the third monitoring inspection on 4 October 2011

Evidence

Her Majesty's Inspector observed the school's work, scrutinised documents and met with the interim headteacher, staff with a range of responsibilities, a representative from the local authority, the Chair of the Management Committee and spoke to many pupils during the inspection.

Context

There is currently consultation about full closure of the pupil referral unit. Following the last visit, the redundancies as a result of the restructuring have been implemented. There are now the equivalent of 17.9 full-time teaching staff, a full-time interim headteacher and the equivalent of 14 full-time learning support assistants. One of the assistant headteachers has taken over the role of inclusion and special educational needs coordinator. The majority of pupils being taught at the pupil referral unit are now based at the Pound Lane site, although the two primary pupils and recently excluded pupils are being educated at the Keresley site. The pupil referral unit has successfully commissioned places for 48 pupils at local colleges and these places are being monitored closely by the senior leadership team and a member of the local authority.

Pupils' achievement and the extent to which they enjoy their learning

The progress made by primary pupils continued to improve last term and many of those leaving Year 6 had gained levels in English, mathematics and science appropriate for their age. Last term, additional support and intervention also helped to improve the progress being made by pupils in Year 11. As a result, more gained qualifications than had been anticipated earlier in the year. Although progress made by pupils in other year groups was better last term than previously, it remains inadequate. The pupils at colleges are positive about what they have learnt so far this term. Those who spoke to the inspector were very positive about the progress they have made already in the three weeks since the start of the term.

Although there has been some improvement, the progress being made by pupils being educated at the pupil referral unit remains inadequate. In some lessons pupils make adequate progress, but there are still too many lessons where progress is inadequate. This is directly linked to the quality of teaching. Low expectations of pupils' abilities and a lack of careful planning to meet individual needs hampers the progress pupils are able to make, and this contributes to poor behaviour. Where teachers plan a range of learning activities based on a reasonable assessment of

individual pupils' needs, work is more motivating and helps pupils to make better progress.

Other relevant pupil outcomes

Behaviour and attendance have improved significantly for the cohort who are attending college courses. This was exemplified by the mature way in which pupils were able to talk to the inspector about their experiences. The opportunities provided by the colleges are helping to improve pupils' economic well-being and the links to their futures and the world of work are made clear. Pupils relish being treated in a more mature way and the vast majority rise to the high expectations of their behaviour. There is a very small group who have not managed to sustain reasonable behaviour at college and who were excluded on the Friday before this inspection. The behaviour of those being educated at the pupil referral unit site remains mixed. There are still too many occasions when fixed-term exclusions are used, although the number of pupils repeatedly involved is reducing. There is a lack of consistency in the ways staff manage behaviour and no consistent strategy to encourage more use of praise and rewards. Pupils usually behave well in the lessons where work is varied and motivating. In these lessons, staff frequently give ongoing low level praise both for the work undertaken and the effort being made and this helps to motivate pupils. As a result, they are more engaged and strive to improve their work. The behaviour of those pupils who were re-integrated into mainstream schools last term and a few working towards re-integration this term has also improved considerably, and this contributes to the success they are experiencing so far this term in their new placements.

Attendance has improved considerably for many pupils but there are still too many who do not attend frequently enough. During the inspection attendance was high for those on college courses but was low for those attending the pupil referral unit base.

Progress since the last monitoring inspection on the areas for improvement.

- As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions – satisfactory.

The effectiveness of provision

After a great amount of support and coaching from personnel at the local authority as well as from within the unit, teaching is improving very slowly. However, the improvements are not consistent and there remain pockets of teaching that are deeply inadequate. In these cases, lessons are poorly planned so that the work does not build upon prior learning or take into account the specific needs of the pupils.

For example, teachers using complex text copied from text books when there is clear assessment information available to show that pupils have low reading levels, and a pupil with significant visual impairment being asked to read from the whiteboard or not given large-font resources. At times, teachers and support staff give little time for pupils to think or work without being prompted. Where teaching is better, planning is secure and teachers check the pupils' understanding so that they can make adjustments to ensure pupils can make as much progress as possible.

There have been good improvements made to the curriculum on offer. All but two pupils have been accessing full-time provision and for these two it is a very short term arrangement. The unit is now in the position of arranging alternative full-time provision for those pupils excluded from college. At the time of this inspection this had not been fully resolved. The college packages are flexible for differing levels of attainment and seek to ensure those capable of higher level qualifications are on courses that provide enough challenge. Pupils showing specific interests can access suitable courses, while at the same time there is a clear focus on improving literacy and numeracy skills at a level appropriate to their previous learning. The primary curriculum for two pupils awaiting placements continues to match the expectations of mainstream schools so that pupils are well prepared for re-integration. For secondary age pupils, the balance of curriculum areas is carefully planned to ensure life skills and active opportunities are regularly available, as well as opportunities for developing more academic skills. Some of these opportunities are not implemented as well as they are planned.

There has been positive progress in ensuring statutory assessment processes are being suitably followed so that information is being collated and shared more effectively. However, even though more is known about pupils' individual needs, these are not being met consistently in lessons.

Progress since the last monitoring inspection on the areas for improvement.

- Improve the quality of teaching and learning – satisfactory.
- Improve the curriculum at Key Stages 1, 2 and 3 so that it effectively prepares pupils academically, personally and socially for a return to mainstream school – good.
- Ensure that single-roll pupils receive their statutory entitlement to full-time education – satisfactory.

The effectiveness of leadership and management

By working with a range of partners, including local schools, colleges and other organisations, for example the Positive about Young People team, there has been a suitable focus on securing appropriate placements for the majority of pupils. The success of these placements, for so many pupils so far, is a credit to this work. The

model of one member of the senior staff being accountable for the attendance, progress and behaviour of the group of pupils at each college is a good model and one which is suitable for pupils across all aspects of the provision. These clear lines of accountability also support the management committee in their monitoring role. Recognising the impact of a reduced staff team and the current consultation about the possible future of the unit, the senior team have established and planned suitable arrangements for all pupils on roll. With support from the local authority leaders have secured a considerable amount of training and support for staff, although not all staff have taken advantage of these opportunities.

The introduction of joint planning meetings is another good example of high levels of input to help improve pupils' learning. However, staff skills are variable and without a clear steer from leaders staff struggle to move away from discussing what to do rather than what pupils need to learn next. The agenda of evaluating prior learning, planning the next steps of learning for individuals and then planning the lesson and staff roles to address these is only beginning to emerge. The messages promoting a consistent approach to helping pupils to behave in a way that helps them focus on their learning and become more responsible for their own actions are less clear than many others. Although poorer behaviour is often closely linked to the quality of teaching, there are too few possible rewards and motivators consistently available for pupils. The management committee is providing suitable challenge for leaders at the unit and has a particular focus on ensuring exclusions follow due process and are reducing.

Progress since the last monitoring inspection on the areas for improvement.

- Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness area for improvement – satisfactory.

External support

The local authority has continued to provide positive support for the pupil referral unit. This includes training and coaching for staff to help increase pupil engagement and progress. There has been considerable success identifying suitable alternative provision which is also supported by the local authority and now support is focusing upon helping to ensure placements are successful. Links with the local authority for progressing statutory assessment have improved. Finding other placements for pupils with statements of special educational needs has been a little slow at times, particularly where pupils have been excluded from independent special schools. The majority of primary pupils were placed by the end of last term, although two remain at the pupil referral unit. There is some confusion about the re-integration arrangements for one of these pupils which needs to be addressed as soon as possible. Currently, the pupil has good full-time attendance at the unit and a full-

time placement in mainstream is required. The local authority is proposing to close all primary provision at the pupil referral unit by the end of October 2011.

D R A F T

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Appendix B

Consultation with stakeholders

The consultation document on the proposal to close the Warwickshire Pupil Referral Unit was distributed, either by email or hard copy, to the stakeholders in the table below.

In addition the consultation document was made available on the Warwickshire website, and three formal consultation meetings (with PRU staff, school governors and a public meeting) were held.

Children and young people were also asked for their views on permanent exclusion.

Stakeholders
PRU - Parents of children on the roll of the PRU, PRU Staff, PRU Management Committee (250)
All Warwickshire Schools (247)
WCC Elected Members (62)
WCC Area Committees (5)
Leaders of the Borough and District Councils (5)
Town and parish councils (230)
Members of Parliament (6)
Libraries (39)
Neighbouring local authorities (9)
Diocesan Bodies (2)
Teaching and non-teaching unions, associations and committees (14)
Capital and School Organisation Board
Admissions Forum
Chief Executives of the Borough and District Councils (5)
Planning officers of the Borough and District Councils (5)
WCC CYPF Directorate Leadership Team
WCC Education Planning Officers
WCC Area Offices (5)
WCC Customer Relations Manager

Equality Impact Assessment: Summary

Strategy being assessed: Project to reduce permanent exclusions and remodel provision for excluded pupils

EqlA Review team: Ross Caws, Janet Neale, Shearon Williams

What are the aims and objectives of Strategy?

The strategic aims of this new approach are:

- To meet the learning needs of pupils at risk of exclusion or who have been excluded by introducing new approaches;
- To improve the quality of education for young people excluded from school;
- To reduce the number of permanent exclusions

The new approach is to devolve funding to four area partnerships of schools and academies, in order to

- fund early intervention support in order to avoid exclusion (eg. learning support units)
- implement the managed transfer process
- purchase packages of education appropriate to the individual child from alternative providers.

With particular regard to the proposed closure of the PRU, the new approach places an emphasis on a personalised approach – providing extra resources to support to the child in school and enabling the purchase of provision appropriate to their individual needs where a pupil is excluded. The current approach to place all excluded pupils in a central unit is no longer considered an appropriate destination.

What are the expected outcomes?

The main outcomes of the project are:

- To improve the quality of education for young people excluded from school;
- To reduce the number of permanent exclusions

However, it is expected that the benefits will go much wider, with particular regard to fulfilling individual academic achievement, reducing offending behaviour and accessing the appropriate support for mental ill health.

Which of the groups with protected characteristics is this intended to benefit?

The new approach should benefit any child excluded or at risk of exclusion from school. The new approach will particularly benefit:

- White British males in year groups 9-11(aged 13-16); and
- Children and young people who display poor behaviour due to special educational needs that have not been identified.

What type and range of evidence or information have you used to help you make a judgement about the strategy?

- Profile of pupils on roll of Warwickshire Pupil Referral Unit
- Warwickshire permanent exclusions data
- England permanent exclusions data

Have you consulted on the strategy and if so with whom?

A public consultation has taken place (12 September – 24 October 2011). Specific stakeholders directly sent the consultation document included:

- PRU - Parents of children on the roll of the PRU, PRU Staff, PRU Management Committee (250)
- All Warwickshire Schools (247)
- WCC Elected Members (62)
- Town and parish councils (230)

In addition the consultation document was made available on the Warwickshire website, and three formal consultation meetings (with PRU staff, school governors and a public meeting) were held.

Which of the groups with protected characteristics have you consulted with?

- Young people excluded or at risk of exclusion
- Parents of children on the roll of the PRU
- Staff working with pupils excluded or at risk of exclusion

Please identify all groups that are affected, outlining how they are affected.

<p>RACE <i>We know the following about the pupils of the PRU as of 20/01/11.</i></p> <ul style="list-style-type: none"> • 116 White British, 3 White and Black Caribbean, 1 White Irish, 1 White and Black African, 1 Indian, 1 Traveller of Irish Heritage, 2 Any other mixed background, 1 Any other ethnic group. • 125 English as first language, 1 English as an additional language <p><i>Warwickshire permanent exclusions data 2009/10</i></p> <ul style="list-style-type: none"> • Number and percentage of school population by ethnicity: 70 (0.11%) - White, 10 (0.25%) - Mixed, Below 5 - Asian, 0 (0.00%) - Black, 0 (0.00%) - Chinese, 0 (0.00%) Any other ethnic group. <p><i>England permanent exclusions data 2009/10</i></p> <ul style="list-style-type: none"> • Number and percentage of school population by ethnicity: 4,320 (0.08%) - White, 390 (0.15%) - Mixed, 240 (0.04%) - Asian, 600 (0.19%) - Black, Below 5 - Chinese, 60 (0.06%) Any other ethnic group.
<p>GENDER <i>We know the following about the pupils of the PRU as of 20/01/11.</i></p> <ul style="list-style-type: none"> • 97 Male, 29 Female. <p><i>Warwickshire permanent exclusions data 2009/10</i></p> <ul style="list-style-type: none"> • 60 (80%) Male, 15 (20%) Female <p><i>Warwickshire permanent exclusions data 2010/11</i></p> <ul style="list-style-type: none"> • 69 (78%) Male, 19 (22%) Female
<p>DISABILITY <i>We know the following about the pupils of the PRU as of 20/01/11.</i></p> <ul style="list-style-type: none"> • 14 with statemented special educational need. <p><i>Warwickshire permanent exclusions data 2010/11</i></p> <ul style="list-style-type: none"> • 9 permanent exclusions of children with a statement of special educational need
<p>AGE</p>

We know the following about the pupils of the PRU as of 20/01/11
48 Year 11, 35 Year 10, 21 Year 9, 9 Year 8, 2 Year 7, 11 Primary age children.

Warwickshire permanent exclusions data 2010/11
17 Year 11, 27 Year 10, 18 Year 9, 8 Year 8, 5 Year 7, 12 Primary age children

PREGNANCY MATERNITY - No data available

GENDER REASSIGNMENT - No data available

SEXUAL ORIENTATION - No data available

MARRIAGE/CIVIL PARTNERSHIP - N/a

RELIGION/BELIEF - No data available

From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination? If there is an adverse impact, can this be justified?

- White British males in Key Stage 4 are the most likely group to be excluded from school.
- Rates of exclusion of children of mixed ethnicity should be monitored as the percentage of school population is high, although the numbers are low.
- Adverse impact cannot be justified. New approach promotes inclusion across all groups, targeting secondary age pupils in particular. Personalised support part of the wider strategic approach.

What actions are going to be taken to reduce or eliminate negative or adverse impact?

- Monitoring of permanent exclusions by gender, ethnicity, age and SEN
- ABP termly progress reports to explicitly reference preventative work with pupils by gender, ethnicity, age and SEN
- Devolving resources to work with pupils to prevent exclusion (eg. Learning Support Units, part time alternative provision)
- Devolving resources to purchase individual packages of support to following exclusion (full time provision)
- Contracts with alternative providers to include equal opportunities statement/policy
- Pupils to be supported within school/academy behaviour and equal opportunity policies.

An Equality Impact Assessment/ Analysis on this policy was undertaken 10 November 2011 and will be reviewed on 10 November 2014.

The full document is available with the responses to the PRU consultation from rosscaws@warwickshire.gov.uk .