

AGENDA SUPPLEMENT (1)

Meeting: Schools Forum
Place: Council Chamber - Council Offices, Bradley Road, Trowbridge,
BA14 0RD
Date: Thursday 1 March 2012
Time: 1.30 pm

The Agenda for the above meeting was published on Friday 24 February 2012 and indicated that the report detailed below would be to follow. This is now available and is attached to this Agenda Supplement.

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16. **SEN Support Services** (Pages 1 - 12)

DATE OF PUBLICATION: 29 February 2012

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Wiltshire Council

Schools Forum

1 March 2012

SEN Support Services – Feedback from Consultation

Purpose of Report

1. To update Schools Forum on the results of the consultation on the activity analysis for SEN Support Services and to recommend a way forward.

Background

2. The review, and a potential for reconfiguration of SEN support services, was initially agreed as one of the recommendations of the SEN Review which concluded in 2010. In April 2011 an increased level of delegation of SEN funding was introduced, in September 2011 changes to the structure of our Resource Bases (previously known as Specialist Learning Centres) and some redesignation of special schools in Wiltshire have been implemented. The review of support services should therefore be considered as a natural, next stage of the wider SEN review in Wiltshire.
3. As part of this review a paper was taken to Schools Forum in October 2011 which started to consider how SEN Support Services should be delivered across Wiltshire in the future. Support Service activities were analysed under the following headings:
 - **Statutory activity** – activities carried out on behalf of the LA directly linked to the relevant legislation or regulations
 - **Critical school or pupil activity** - activities linked to schools or pupils which if not undertaken are likely to significantly impact on statutory work and therefore increase risk of legal challenge and more expensive statutory activities
 - **Essential capacity building activity** – activities linked to preventative work focused on building capacity within schools and settings. This also includes crucial work around strategic training and support for the network of school staff working in SEN
 - **Trading activity** – this is a mixture of examples of existing and potential trading activity.
4. An analysis of activity for each support service is attached (Appendix 1).
5. In particular Schools Forum's view was sought on the level of service that should be provided across all schools and the level of service that might be considered more discretionary and therefore could potentially be traded with schools. Associated with this Schools Forum started to consider which, if any, service budgets should be delegated to schools in the future. The aim of the review is to achieve and agree a service model that will ensure:
 - Equity of provision across all educational settings
 - Consistency of approach in order to reduce the potential for a 'post code lottery' for the most vulnerable learners with complex needs
 - Good quality information for parents and young people about the availability of services (reference local offer, Green Paper Support and aspiration)
6. It was agreed at the Schools Forum meeting in October that schools should be consulted via WASSH and PHF (through cluster meetings) and a questionnaire

asking schools to consider the implications of further delegation of funding for services was circulated. The deadline for responses from schools and clusters was February 10th 2012.

Main Considerations

7. SEN support services are funded from a number of funding sources including the Local Authority (LA) budget, Dedicated Schools Grant (DSG), Early Intervention Grant (EIG) and external income for specific work. Schools Finance Regulations allow for services funded by DSG to be delegated to schools as part of the school budget share however services funded by the LA or through EIG cannot be delegated. These services could, however, be devolved to schools or clusters but the funding would be ringfenced for specific purposes.
8. A small number of SEN support services are included in the Local Authority Central Spend Equivalent Grant (LACSEG) which is paid to academies. Most SEN support services are outside the scope of the LACSEG adjustment however it is applied to expenditure on Behaviour Support, Education Welfare and support for under-performing pupils from ethnic minority groups and meeting the specific needs of bilingual pupils. For those services within the scope of LACSEG, services provided to academies must be on a traded basis regardless of whether the remaining budget is delegated to maintained schools.
9. The Wiltshire funding formula has been agreed for 2012/13, and the budget set, therefore any decisions regarding further delegation or devolving of budgets would take effect from April 2013 at the earliest.
10. Feedback from the consultation questionnaire is summarised at Appendix 2. Schools were asked to consider the opportunities and implications of the further delegation of funding for SEN support services. 6 written and 2 verbal responses were received in total from cluster groups. Of those, 4 expressed a preference for no delegation of budgets, 1 for some degree of delegation, 2 for the LA to retain statutory services and delegate the rest and 1 for full delegation of budgets. Because of the small number of responses and wide range in views it is difficult to draw conclusions on the overall views of schools across Wiltshire.

Feedback from Schools Forum SEN Working Group

11. The SEN Working Group met on 24th February and considered the results of the consultation. The group agreed a number of principles for further consideration and a number of risks/issues that needed to be taken in to account in considering further delegation.

Principles

12. The SEN Group proposed the following principles to guide further work:
 - a. That statutory services should be retained centrally;
 - b. That options for delegation or devolving of funding for the remaining services be considered alongside the potential funding available. Budgets will be updated for 2012/13 budget levels which will reflect the impact of LACSEG;
 - c. That the LA should look at how SEN Support Services could be provided in a different way, for example through targeting more complex needs

Risks and Issues for Consideration

13. In considering options for delegation the working group identified a number of issues that need to be thought through.

- a. **Low Incidence Needs** – there is a risk that delegation of funding for low incidence and high cost needs, such as sensory impairment, may lead to schools not being able to access or afford support. A further risk in the delegation of this funding is the lack of availability of suitably qualified staff for the development of an alternative cluster or school driven service. It is likely that a centrally retained service could be more targeted in supporting pupils with the most complex needs.
- b. **Aims of the SEN review** – the aims of the review are focussed around achieving consistency in quality and in access to services. The impact of delegation on these aims would need to be considered.
- c. **Cost of redundancies** – delegation of funding to schools could lead to reductions in centrally provided services if there is insufficient buy back by schools. Redundancy costs for staff in DSG funded services would normally need to be met from the overall DSG budget, or directly from the budgets impacted by the change, and this may impact on funding available for delegation in year 1.

Proposals

- 14. It is recommended that the LA bring review the provision and structure of SEN Support Services and bring further proposals to Schools Forum in June 2012, including options for delegation of specific services if that is requested, and the associated impact for implementation in April 2013;

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Appendices

Appendix 1 – Analysis of Support Service Activity

Appendix 2 – summary of consultation results

Appendix 1 – Analysis of Support Service Activity

Statutory SEN Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Under the Education Act (1996) conduct and coordinate SEN statutory process for example</p> <ul style="list-style-type: none"> - Statutory assessment - Decision making i.e. placement and provision <p>b. Respond to the appeals to the first and second tier SEN Tribunal and represent the LA at hearings</p> <p>c. Provision of information to fulfil the SEN Information Regulations (1999)</p> <p>d. Ensure parents can access currently independently provided Parent Partnership Service and Mediation Service</p> <p>e. Make appropriate transport arrangements for eligible pupils in line with national legislation and Wiltshire Council policy</p> <p>f. Contribute to Local Government Ombudsman requests, FOIs and responding to MP letters</p>	<p>a. Coordinate, challenge and enable other services to ensure appropriate engagement with and contribution to statutory SEN processes (e.g. health, social care, EWS)</p> <p>b. Undertake complex casework (negotiations and conflict resolution) with regard to pupils at risk of placement breakdown, hard to place, in need of change of provision, or failing to make of progress</p> <p>c. Attend Annual Reviews for pupils with most complex needs who may be at risk of placement breakdown, in need of change of provision, or making significant lack of progress</p> <p>d. Visit out of county independent providers in order to contribute to monitoring provision, progress, value for money and safeguarding of children and young people</p> <p>e. Prepare for and attend LA's SEN Panel</p> <p>f. Facilitate and report to Schools' Forum on moderation processes for Wiltshire's resource bases, Enhanced Learning Provision and special schools</p>	<p>a. Engage with Wiltshire specialist SEN provisions in order to monitor appropriateness of placements, availability of places and jointly plan provision developments</p> <p>b. Co-ordinate secondary PRISMS (strategic and pupil-focused planning and support for SEN children and young people in the school)</p> <p>c. Contribute to training of schools, parents and services on statutory processes /roles</p> <p>d. Act as a general SEN 'helpline'</p>	<p>a. Provide BTEC/statutory SEN training to other LAs, schools and services</p> <p>b. Undertake statutory assessment process on behalf of other LAs</p> <p>c. Mediate between schools and parents at schools' request</p>

Current activity level – 75%

Current activity level – 20%

Current activity level – 5%

Current activity level – 0%

Sensory Impairment Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Under the National Assistance Act 1948 and Chronically Sick and Disabled Persons Act 1970</p> <ul style="list-style-type: none"> - register CYP as sight impaired - offer home visit for registration purposes to give and gather information <p>Provide advice for statutory assessment (Appendix F)</p> <p>Provide assessment of need, and advice on specialist equipment identified through statement for SEN</p> <p>d. Provision of support as specified in Part 3 of Statement for SEN</p> <p>e. Provide witness statements and attend SENDIS tribunals</p>	<p>a. Contact families of CYP following diagnoses of HI within 2 days.</p> <p>b. Act on referrals from settings, schools and health professionals to assess the needs of CYP</p> <p>c. Provide specialist advice to schools and settings on meeting and monitoring the needs of CYP</p> <p>d. Attendance at annual reviews for pupils with most complex needs.</p> <p>e. Visit out of county providers in order to contribute to monitoring provision, progress, value for money and safeguarding of CYP.</p> <p>f. Assess the need for specialist equipment and technology for individual CYP.</p> <p>g. Provide technical support for the adjustment of specialist equipment.</p> <p>h. Provide bespoke training for teachers, TAs, SENCOs for support of individual pupils (including provision of Online Inset VI/HI modules)</p> <p>i. Liaise with other professionals e.g. eye clinic, audiology centre, sight centre, cochlear implant centre, adult services etc)</p> <p>j. Provide training and advice for CYP with VI to enable independence in school, home and local community.</p> <p>k. Provide environmental audit for safety in schools and settings for specific VI pupils</p> <p>l. Provide specialist support for CYP with profound HI/VI impairment, including Braille and BSL support</p> <p>m. Make ear moulds for CYP with HI in order to cut down on wait time for clinics</p>	<p>a. Provide general support for pupils in SLD schools.</p> <p>b. Provide advice on environmental factors impacting upon CYP.</p> <p>c. Provide advice regarding the moving of soundfields within schools.</p> <p>d. Provide training with reference to general awareness of sensory impairment</p>	<p>a. Provide Online Inset for VI/HI in schools where not related to an individual CYP</p> <p>b. Provide of PDF format texts for VI pupils</p> <p>c. Provide environmental audits for use as part of disability equality scheme/access plan</p> <p>d. Provide test boxes for functional vision assessments for SLD schools</p> <p>e. Provide advice for special exam arrangements for CYP</p> <p>f. Provide advice and support to colleges, independent schools, FE/HE and schools/setting in other LAs</p> <p>g. Provide training in supporting pupils in special schools</p> <p>h. Produce Braille materials for general use in schools and settings</p> <p>i. Provide BSL/deaf awareness training</p> <p>j. Provide BSL levels 1 and 2 training</p> <p>k. Provide GCSE course in BSL</p>

Current activity level – 30%

Current activity level – 60%

Current activity level – 10%

Current activity level – 0%

Specialist SEN Service – (previously known as PI, ICT, LSS, autism services)

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
a. Provide advice for statutory assessment (Appendix F) b. Provide assessment of need, and advice on specialist equipment identified through statement for SEN (e.g. ICT, mobility) c. Provide support as specified in Part 3 of Statement for SEN d. Provide witness statements and attend SENDIS tribunals	a. Undertake complex casework relating to, cognition and learning, autism spectrum, medical needs, physical disabilities, specific learning difficulties (dyslexia/dyscalculia) and ICT needs b. Provide advice on whole school strategic SEN processes and protocols, (e.g. provision mapping, quality assurance, CYP progress, analysis of data, quality of assessment, moderation of assessment) c. Provide formal monitoring and evaluation of SEN provision (using SEN/D Self Evaluation Tool) for schools, placed in OFSTED category d. Provide advice on provision, strategies and intervention for CYP with very complex needs in mainstream schools with a statement for SEN e. Attend annual reviews and multi-agency meetings for CYPs with most complex needs f. Assess building accessibility for specific CYP and make recommendations for adaptations g. Provide advice with regard to risk assessments and handling plans h. Bespoke training around meeting CYP's specific needs(e.g. handling, specialist equipment, specialist programmes and interventions) i. Prepare for and attend SEN Panel meetings j. Attend banding moderation meetings for Enhanced Learning Provision and Resource Bases a. Provide and facilitate Early Bird+ parenting course	a. Provide bespoke training for school staff, regarding a range of SEN issues e.g. physical disability, autism spectrum, cognition and learning, specific learning difficulties/dyslexia /dyscalculia and ICT b. Provide light touch surgery sessions for class teachers, SENCOs and TAs to advise on support, provision and interventions. c. Organise and facilitate SENCO network meetings (3x per year in community areas covering strategic development issues) d. Organise and facilitate TA networks (developing knowledge, skills and practice) e. Provide and facilitate mandatory National Award for SEN Coordination f. Facilitation of primary PRISSM meetings (strategic and CYP focussed planning and support for SEN CYP) g. Attend Gateway /MAF meetings h. Attend annual review meetings at request of school or parent – for CYPs with less complex needs i. Provide monitoring and evaluation of SEN provision (using SEN/D Self Evaluation Tool) for schools j. Provide scheduled CPD opportunities, E.g. - SENCO training, Using and Understanding Tests/Assessment, Materials, Wave 3 Interventions, Autism, Dyslexia, Manual handling, ICT	a. Coordinate and provide Online Inset regarding a range of SEN b. Undertake individual assessment and testing of CYP for identification of specific learning difficulties including dyslexia and dyscalculia c. Organise and provide annual SENCO conference d. Provide tutors for higher education institutes for post graduate courses e. Act as 'supply' or 'maternity cover' SENCO in schools f. Model teaching sessions for small group interventions, e.g. Wave 3 programmes etc g. Provide additional support from critical and capacity building activity columns. k. Carry out risk assessments for schools.

Current activity level – 24%

Current activity level – 40%

Current activity level - 35%

Current activity level – 1%

Educational Psychology Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
a. Provide Psychological Advice (Appendix D) for all Statutory Assessments of Special Educational Need b. Provide witness statements and attend SENDIS Tribunal c. Provide monitoring as specified in Part 3 of a Statement of Special Educational Needs	a. Respond to Critical Incidents b. Provide additional support for Children Looked After c. Undertake complex casework including assessment and reporting on pupils at risk of placement breakdown, in need of change of provision, or making significant lack of progress d. Attend Annual Reviews for pupils with most complex needs who may be at risk of placement breakdown, in need of change of provision, or making significant lack of progress e. Visit out of county independent providers in order to contribute to monitoring provision, progress, value for money and safeguarding of children and young people f. Provide bespoke training / workshops around meeting children and young people's needs or group within a specific context when essential to placement success g. Prepare for and attend SEN Panel h. Contribute to banding moderation for ELP, Resources Bases and Special Schools i. Undertake assessment of pre-school children identified as having needs which may require additional or specialist provision	a. Undertake complex casework at School Action Plus to avoid escalation to critical level b. Provide joint problem-solving "light touch" surgeries c. Support school-parent mediation (e.g. requests to change chronological year groups, rebuilding communication) d. Attend MAF/Gateway Panel e. Attend PRISSMs (strategic and pupil-focused planning and support for SEN children and young people in the school) a. Attendance at Annual Review meetings at the request of a school or parent b. Provide parent training programmes such as Cygnet	a. Provide scheduled training days based around general themes, e.g. ADHD, Attachment, Mental Health First Aid, Bereavement b. Offer additional EP time bought in beyond the core service for activities in groups 2 or 3 c. Provide specific psychological interventions with individuals or groups over time d. Supporting staff to deliver group or individual interventions e. Provide additional support from critical and capacity building activity columns
Current activity level – 25%	Current activity level – 40%	Current activity level – 30%	Current activity level – 5%

Ethnic Minority Achievement Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<div>Page 8</div>	<ul style="list-style-type: none"> a. Support with induction of new arrivals from overseas, including interpretation and family liaison, induction classes, initial assessment of English levels b. Writing Individual Language Plans (similar to IEPs) for individual learners. c. Giving specific advice about the needs of isolated EAL learners and reducing isolation d. Monitoring follow-up visits to ensure the impact of advice and support. e. Review and support packages f. Providing and training first language assessors for Community Language GCSE speaking tests. 	<ul style="list-style-type: none"> a. Advice on whole-school and classroom strategies and provision for new arrivals and other EAL learner b. Audit of school provision and advisory teacher time to address areas for improvement. c. Targeted small group literacy intervention with EAL learners vulnerable to underachievement. d. Maintaining network of school EAL coordinators through email, organising annual meetings, meeting coordinators in school e. Advice to schools at key stage transition (yr 6/7, post 16) f. Provision of up-to-date EAL CPD to individual schools and county-wide, including specific CPD for different groups of staff (e.g. EAL Coordinators, SLTs, Support Staff). 	<ul style="list-style-type: none"> a. Interrogation of data to monitor the progress of EAL learners. b. Provision of bilingual resources. c. Running diversity awareness events in school (e.g. assemblies, lessons, themed days) d. Support for access arrangements for national assessments (e.g. translation of KS2 Maths SATs papers). e. First language support in the classroom g. Ongoing family liaison in first language. f. Advice and help with drafting school EAL and induction policies. g. Provide additional support from critical and capacity building activity columns h. Organising and running conferences for bilingual pupils to enhance self-esteem and raise awareness of learning strategies

Current activity level - 0%

Current activity level - 40%

Current activity level – 40%

Current activity level – 20%

Traveller Education Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>Page 9</p>	<ul style="list-style-type: none"> a. Locating Traveller children within the county. Collating information on past history from other TES services, facilitate access to schools and transport if necessary. b. Provide support to families for pre-school children to access foundation stage curriculum and pre-schools c. Visit sites and provide opportunities to interact and build links with parents. d. Encourage and support good attendance and to raise achievement e. Empower Traveller families to acknowledge and openly celebrate their culture, through Ascription and use of the Gypsy Roma and Traveller Achievement Programme 	<ul style="list-style-type: none"> a. Support and foster positive relationships between families, school & communities for example support families with issues including bullying, exclusions and mediating between family and school. b. Support Initial Assessments of highly mobile GRT pupils attending a new Wiltshire school. c. Attend multiagency meetings and advocate for or with the GRT families. d. Identify and plan support for high priority GRT children with appropriate staff e. Organise bespoke diversity / citizenship days with resources. f. Meeting senior staff and setting school targets for GRT using the Gypsy Roma and Traveller Achievement Programme g. Provide training to schools and external agencies on raising cultural awareness 	<ul style="list-style-type: none"> a. Provision of GRT resources b. Provide TES TA Support for new Gypsy Roma and Traveller pupils and reintegration for previously disengaged pupils. c. Providing educational support for Showmen visiting the county and teaching on Fairs and Circus sites, providing laptop's for Wiltshire's GRT pupils to enable distance learning to take place. d. Specialist 1:1 and group teaching i. Provide additional support from critical and capacity building activity columns

Current activity level – 0%

Current activity level – 25%

Current activity level – 35%

Current activity level -40%

Primary Behaviour Support Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Provide full time equivalent, appropriate education from day six to primary aged children who have been permanently excluded including making appropriate transport arrangements</p> <p>b. Provide advice for statutory assessment for pupils known to the Behaviour Support Service</p> <p>c. Support schools in providing appropriate education to primary aged children who have medical needs and are unable to access full time schooling</p>	<p>a. Promote an early return to mainstream schooling for a child on a permanent exclusion and to support an effective re-integration programme through liaison with primary schools and colleagues in the Local Authority</p> <p>b. Provide advice and support to pupils at risk of PEX through attendance at Primary Emergency Annual Reviews (PEARS) and Emergency School Action Plus (SA+) Reviews</p> <p>c. Co-ordinate, challenge and work with other services to ensure appropriate engagement with pupils with BESD</p>	<p>a. Provide coaching and mentoring through demonstration and advice on effective strategies to build staff expertise in behaviour management techniques / approaches.</p> <p>b. Provide surgeries for school staff to offer informal consultation / advice on behaviour management related issues</p> <p>c. Provide specialist knowledge to senior managers in schools</p> <p>d. Provide direct support to individual pupils and or groups of pupils including: assessment of need, identification of support strategies, implementation of support packages and reviews of progress</p> <p>e. Organise and facilitate TA network meetings (developing knowledge, skills and practice)</p> <p>f. Attend PRISSM Meetings (strategic for pupil-focused planning and support for pupils with BESD in school)</p> <p>g. Attend Gateway/MAF meetings</p>	<p>a. Undertake whole school behaviour audits in order to help develop robust school behaviour policies and systems</p> <p>b. Support with transition planning from early years and into secondary provision</p> <p>c. Facilitate co-ordinated and/or collaborative working with other specialists, schools, parents etc.</p> <p>d. Plan and deliver a variety of tailored made training packages on topics related to social/emotional and behavioural issues to a wide range of school staff</p>

Current activity level – 20%

Current activity level – 8%

Current activity level – 49%

Current activity level – 21%

Education Welfare Service

Statutory Activity	Critical School/Pupil Activity	Essential Capacity Building Activity	Trading Activity
<ul style="list-style-type: none"> a. Monitor regular attendance at school of compulsory school age children registered at a school though prosecution following case work intervention b. Identify children not receiving education and take action to secure access to a education c. Ensure access to education for pupils with medical needs d. Respond to notifications from school/ other agencies to whereabouts of children missing from education e. Apply to Family Proceedings Court for Education Supervision Order when appropriate f. Serve notice of School Attendance Order when appropriate g. Provide assessment to magistrates considering Parenting Orders. Follow up work as necessary h. Serve Penalty Notices when appropriate e.g. irregular attendance, unauthorised absence i. Serve Penalty Notices to parents of excluded pupil if present in public place without reason on day 1-5 of exclusion j. Undertake joint School Attendance and Exclusion Sweeps k. Monitor of those educated other than at school at least once a year l. Annual Register Inspection m. Premises visits & reports & issuing of licenses for Child Employment – Work Permits and Monitoring n. Assessment of applications for the issuing of performance licences and instigating legal action where necessary. 	<ul style="list-style-type: none"> a. Represent LA at Governors (permanent exclusions meetings) providing clarity re processes and interpretation of guidance b. Represent LA at independent exclusion appeals c. Consultation Meetings with schools re attendance of individual pupils d. Undertake individual pupil case work progression - liaison with parents /carers & school staff, LA Meetings / Home visits e. Attendance at SEN Annual Review Meetings (where pupil is known to EWS) f. Attending Multi-agency Meetings inc Child Protection / Child in Need , MARAC (Multi Agency Risk Assessment Conference) g. Provide advice and guidance on applying the Registration Regulations ensuring consistency in practice, identifying training needs within the school relating to children Missing Education Procedures, school procedures of monitoring pupils attending off-site provision, first day contact procedures (Safeguarding responsibility) h. Provide advice and support to pupils at risk of PEX through attendance at PEAR, emergency school action plus (SA+) and ANP i. Act as Appropriate Adult during PACE interview/Bail proceedings To assess and advise on educational needs of young people referred to the Youth Offending Service and facilitate the exchange of information between schools, DCE, Young People's Support Service, other statutory/voluntary agencies and the YOS. 	<ul style="list-style-type: none"> a. Attendance at LA Behaviour and Attendance Group Meetings (Schools network meeting - Secondary) b. EWS representation at Anti-social Behaviour Panel sharing of information to inform practice / intervention multi-agency working c. Referrals & Sign-posting (case work & / enquiries) d. Attend new parents meetings at Primary and Secondary schools. 	<ul style="list-style-type: none"> a. Registration Audits -Providing an in depth report for school use in identifying areas of weakness b. Governor Training - Guidance on Exclusions, GDCM procedures (fixed term & permanent), interpretation of guidance c. Advice/Training re Holiday in Term Time procedures Attendance Policy. Bullying. School refusal. Registration & absence coding Facilitation of school attendance meetings and reviews. Attendance/absence monitoring. Challenging absence. Attendance and exclusion processes. Absence data analysis. Children with medical needs. d. Mentoring pupils experiencing attendance difficulties e. Undertake joint home visits f. Chaperone Licensing g. Ensuring schools are aware of the latest guidance and follow procedures for children with medical needs. h. Attendance Surgeries i. Supporting schools with School attendance meetings

Current activity level – 30%

Current activity level - 40%

Current activity level – 10%

Current activity level – 20%

Appendix 2

Feedback from the consultation questionnaire

Cluster/school	Recommendation	Additional comments
North Wiltshire Federation	<p>LA to strengthen statutory elements of all services by moving resources to the front line and reducing layers of leadership/management and bureaucracy</p> <p>Non statutory work – schools to take responsibility for this work.</p>	<p>Very positive feedback about the analysis of service activities</p> <p>Acknowledgement that if majority of NWF schools move away from LA support this will leave others vulnerable (eg primaries)</p> <p>Need for better working arrangements cross phase/need to explore how to do things differently</p> <p>More localised services required</p> <p>Need for more cross phase collaborative working – LA to coordinate as a transformation plan</p>
Gomeldon cluster (East Salisbury)	LA to retain all 3 levels of support	Strong support for LA services; mainly a group of small schools
Westbury Area Schools	<p>LA to retain all 3 levels for</p> <ul style="list-style-type: none"> - Statutory SEN Service - Sensory Impairment Service - PI - ICT - SOCIT (1 School disagreed) - EP <p>LA to delegate all 3 levels for</p> <ul style="list-style-type: none"> - EWO - BST (1 school disagreed) - EMAS - Learning support <p>Schools were divided on Traveller Service (3 schools voted to retain services and 3 to delegate)</p>	<p>One school wanted full delegation</p> <p>Most schools in support of LA retaining the provision</p> <p>Partial delegation possible for some services</p> <p>Feeling that the overall level of support will decline (delegated or not)</p>
Bradford on Avon Cluster	Full delegation Statutory service to be met by LA grant	Schools to be free to cluster either on geographical basis or fiscally to provide local service
Mere and Tisbury Cluster	Statutory – not to be delegated All non statutory – to delegate	
Trowbridge Cluster	Statutory and critical – no delegation (unanimous) Capacity building – some scope for delegation	LA services highly valued