



AGENDA

SELECT COMMITTEE - EXTENDED SERVICES

Thursday, 10th June, 2010, at 1.00 pm

Ask for: **Theresa Grayell/**

**Swale 1, Sessions House, County Hall,
Maidstone**

Gaetano Romagnuolo
Telephone **(01622) 694277/694292**

Tea/Coffee will be available 15 minutes before the start of the meeting in the meeting room

Membership

Mr R B Burgess (Chairman), Mrs A D Allen, Mr A R Chell, Mrs J Law, Mr R J Parry, Mr K Pugh, Mr K Smith and Mr M J Vye

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

1.00 - 1.45 pm Interview with representatives of **Kent Primary Schools Children's Council** (six Key Stage 2 children will attend from various primary and junior schools across the county) (Pages 1 - 4)

2.00 - 2.45 pm Interview with representatives of the **Kent Youth County Council** (Pages 5 - 8)

3.00 - 3.45 pm Interview with representatives from **Kent Young Advisors** (Pages 9 - 10)

Two additional briefing documents are attached as background reading for today's session:- (Pages 11 - 40)

- Positive About Our Future: Kent's Children and Young People's Plan 2008-2011
- Access For All: Pupil Referral Units and Extended Services

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up

Peter Sass
Head of Democratic Services and Local Leadership
(01622) 694002

Wednesday, 2 June 2010

EXTENDED SERVICES SELECT COMMITTEE

Hearing 6

Thursday 10th June 2010

Additional Information

The Kent Primary Schools Children's Council

The Kent Primary Schools Children's Council (KPSCC) was organised to engage with children in the same way that the Kent Youth County Council (KYCC) engages with young people. The main aims are to give children a forum for active participation, open discussion, sharing ideas, making decisions and for learning about democracy in action.

The KPSCC was initially planned by a Working Party consisting of officers of Kent County Council and teachers.

Although the first agenda was set by the Working Party, all subsequent meetings were and will be planned by children belonging to the KPSCC. The meetings, which are chaired by young people belonging to the KYCC, take place in March and in November every year.

The Kent Primary Schools Children's Council currently consists of 69 Year 5 pupils (3 from each Local Children's Services Partnership), who remain members for four meetings (two years), to ensure continuity, development of discussion and to build strong relationships. Meetings of the KPSCC are held in Kent County Council Chamber, in County Hall, Maidstone.

KPSCC agendas are formulated around ideas brought in by each member. So far topics debated include: the appropriateness of PHSE education in primary schools, bullying, internet safety, the hypothetical spend of £10m KCC's money, climate change, sustainable schools, "Say No to Phonebooks" and the Rights of the Child (Article 12 from the Convention on the Rights of the Child).

KPSCC members received letters from Baroness Delyth Morgan in November 2009, and from the then Minister of State for Children, Young People and Families Dawn Primarolo in March 2010, who congratulated the children in actively engaging with important issues.

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EXTENDED SERVICES SELECT COMMITTEE

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Thursday 10th June 2010

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Representatives of the Kent Primary Schools Children's Council:

1. Which of these activities do your schools offer outside lesson time?
 - Music- like singing, playing instruments
 - Dance or drama
 - Team sports- like rounders, football, netball etc
 - Other sports- like gymnastics, cycling, orienteering, athletics
 - Board games- like chess
 - Homework club
 - Computer club
 - Arts and crafts
 - Cooking
 - Gardening, nature or environmental
2. Do your schools run holiday clubs?
3. What other activities do your schools offer that are not listed above?
4. How much do you enjoy the activities (for example, love them, like them, not bothered, dislike them, hate them)?
5. Are the activities offered by your schools free (for example: yes, all of them are free; yes, some of them are free; none of them are free)
6. If you have to pay, can you afford them?
7. Apart from cost, is there anything else that stops you from taking part?
8. Would you like your schools to offer other activities?
9. Which other activities would you like your schools to offer?

10. Do your parents/carers take part in activities at your schools in the evenings?
11. Which activities at school do your parents take part in?
12. Do you attend activities offered by OTHER schools?
13. Which activities at other schools do you attend?
14. How easy is it to take parts in activities offered by OTHER schools?

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Kent Youth County Council and Kent Young Advisors

Additional Information

Kent Young Advisors (KYA) is a group of young people who regularly attend youth provision in their local areas and who will be involved in the future development of the Youth Service.

The Kent Youth County Council (KYCC) gives young people the opportunity to have their say on important issues and to get involved in making a difference to the lives of young residents.

Members of the KYCC play an important part in helping KCC politicians and staff understand youth issues and concerns.

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Themes and Questions

Representatives of the Kent Youth County Council (KYCC)

1. Please introduce yourselves.
2. What activities outside of teaching time (extended services) do your schools provide to students and to the local community (for example, sports facilities, IT facilities, courses, clubs)? Who provides and who runs these activities?
3. In your view, how beneficial are extended services? Do you think that the provision of extended services helps improve educational attainment?
4. Are there any other activities that you would like your schools to offer?
5. Are there any groups of students and people in the local community who, in your view, find it particularly difficult to access these extended services? If so, what can be done to help them access these services?
6. In your view, what are the main challenges for your schools – if any – when providing extended services activities (for example financial, legal, transport, security, safeguarding, staffing challenges)?
7. In your opinion, in what ways can these challenges be resolved?
8. In your opinion, given the current financial climate and the prospect of budget cuts, in what ways can Kent County Council ensure the sustainability of extended services into the future?
9. In what ways, if any, can Kent County Council, schools and external partners, improve the general provision of extended services?

10. Are there any issues or questions in relation to extended services that you wish to raise with the Select Committee?

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Themes and Questions

Representatives of the Kent Young Advisors (KYA)

1. Please introduce yourselves.
2. What activities outside of teaching time (extended services) do your schools, or schools in the areas where you live, or other providers (such as youth clubs) provide to students and to the local community (for example, sports facilities, IT facilities, courses, clubs)? Who provides and who runs these activities?
3. In your view, how beneficial are extended services? Do you think that the provision of extended services helps improve educational attainment?
4. Are there any other activities that you would like places like schools, youth clubs, adult education centres to offer?
5. Are there any groups of students and people in the local community who, in your view, find it particularly difficult to access extended services? If so, what can be done to help them access these services?
6. In your view, what are the main challenges for schools and other providers – if any – when offering extended services activities (for example financial, legal, transport, security, safeguarding, staffing challenges)?
7. In your opinion, in what ways can these challenges be resolved?
8. In your opinion, given the current financial climate and the prospect of budget cuts, in what ways can Kent County Council ensure the sustainability of extended services into the future?
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Positive About Our Future Kent's Children and Young People's Plan 2008-2011

Executive Summary of the First Annual Review

August 2009

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Introduction:

We published an updated Children and Young People's Plan in 2008.

The Plan set out our priorities for the next 3 years and told how we planned to work together to improve lives for children and young people and their families in Kent.

From late 2008 to early 2009 we reviewed our plan looking at how well we were performing against our 8 local priorities.

This document is a summary of that review.

To read the full documents see:

The Children and Young People's Plan Review Document in full at <http://www.kent.gov.uk/publications/education-and-learning/kcc-children-young-people-plan.htm>

The Needs Assessment by Every Child Matters Outcomes at http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Kent_Childrens_Trust/KCTNeedsAssessment_FINAL.pdf

Summary of Key Findings

What we are doing well:

The review has confirmed that Kent is performing well with evidence of:

- Low rates of infant mortality and babies born with a low birth weight.
- Looked after children benefiting from permanence in their lives with fewer moves and longer placements
- A low rate of first time offending
- Many young people making a positive contribution to others, their community or school
- Excellent educational attainment at GCSE
- Low incidence of 16-18 year olds not in education, employment or training.
- Strong participation in vocational education with over 5,500 14 to 16 learners currently involved in the vocational and applied learning programme
- Good progress on Extended Services and Children's Centres developments
- Strong arrangements for agencies to work together in keeping children and young people safe as evidenced by external inspection findings
- Good performance by Children's Social Services on assessments, referrals & reviews. For example in 2007/8 100% of child protection cases were reviewed within timescales
- Strong commitment from all partners with a shared vision of improving outcomes
- Many opportunities for young people to have their say and get involved in decisions that affect their lives
- Development of ambitious and innovative Trust structures and inter agency governance arrangements that have received national recognition

Areas for improvement or development:

The review has shown that we need to look again at:

- **Reducing the rate of teenage pregnancy.** Latest figures show that the rate remains static with 38.0 per thousand 15-17 year olds in 2005, 37.1 in 2006, and 37.2 in 2007.
- **Understanding why year 10s are reporting that they do not participate in the wide range of activities provided.** 69.5% of young people in Year 10 say they engage in positive activities nationally compared to 59.0% in Kent.
- **Understanding why children and young people in Kent report a slightly higher rate of misusing alcohol and illegal substances.** 12.8% in Kent compared to 10.9% nationally.
- **Improving early years outcomes through reducing smoking during pregnancy, increasing the rate of breast feeding and achieving a step change in the foundation stage performance.** Kent has an above average rate of mothers who smoke in pregnancy and a declining rate of mothers who breastfeed.
- **Understanding why safety is a concern for children and young people in some local areas and particularly road safety.**

There are some areas of work where we cannot provide evidence that activity is making any difference yet. This may be because there is a time lag in data available to prove there has been a change or because we are just at the beginning of putting a plan into place and new activity has not had time to make a difference. The Trust will take particular interest in these areas as data emerges and in some cases we will need to develop interim measures of performance to evidence the impact of steps being taken to address these longer term objectives:

- **Narrowing the gap in outcomes between children and young people who are eligible for free school meals/ come from a low income family and their peers.**
- **Improved feedback to children and young people to tell them how their views influenced service planning and provision.**
- **Housing: ensuring plans are in place to respond to the needs of vulnerable families and young people**

Looking to the Future:

Taking forward key areas for improvement or development

A new commissioning plan will be developed as part of a review of KCT commissioning arrangements. The commissioning plan will address the priorities of the KCT Board including the findings of this review.

Other emerging priorities for the year ahead

The partnership will continue to respond to new and emerging agendas that support its priorities and develop existing strategies in the light of new evidence. Some of the developing agendas that the partnership will address this year include:

- Supporting an increasing number of vulnerable families and children- we are finding demand for services increasing with, as one example, child protection referrals up by 45% this year.
- Economic crisis facing the country leading to tightening of budgets for all agencies.
- The risk of a continuing national pandemic which may put an additional strain on the workforce as some staff become ill or have to stay at home to care for family members, services may be disrupted or become increasingly difficult to deliver.
- Kent's response to the Government's *The protection of children in England: action plan* - following the Laming Review of child protection measures.
- Think Family Initiative - providing targeted parenting and family support.
- The Inspiring Communities programme which aims to support communities to raise the aspirations and educational attainment of young people. Kent will bid for funding from this Government Initiative during 2009.
- Kent's poverty pilots developing local approaches to tackling the causes and effects of child poverty.
- Developing a Kent Children's Trust strategy for supporting and working with the voluntary and community sector
- Updating our strategy for prevention and early intervention.
- Pushing forward the 14-19 agenda, developing vocational and applied learning pathways into work

The 8 Children and Young People's Plan Priorities with a summary of key findings

Priority 1: Children and young people living in poverty

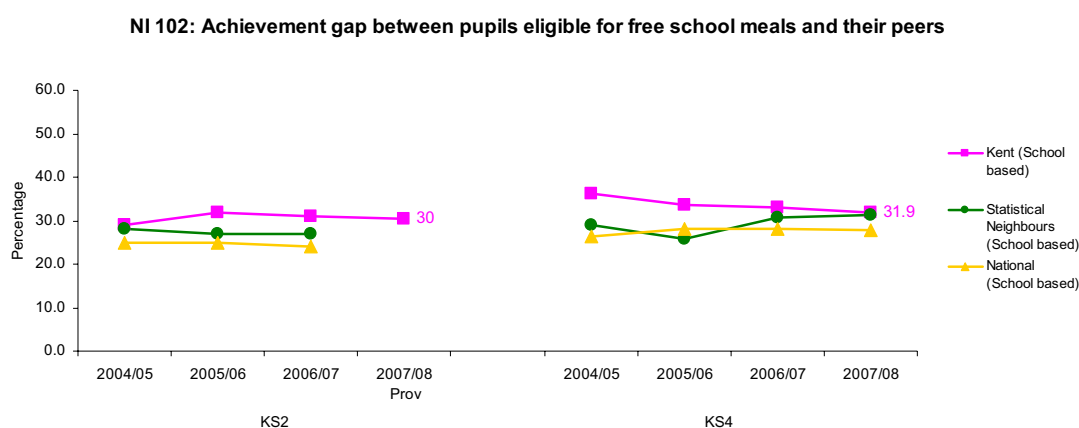
What we are doing well:

The current recession has made it increasingly important to tackle the effects that living on a low income has on children's lives as more families are facing financial hardship. We continue to see differences in outcomes, particularly in education and health for children who are eligible for free school meals. The Kent Children's Trust will continue to work as part of the wider Kent Partnership to strengthen and regenerate communities, helping to tackle the impact of poverty on families across Kent.

Kent has been developing a range of services and support to help families. We have £1.6million from the Government to develop services and support for children living in poverty. An additional £250k of funding has been given to the Citizen's Advice Bureau to give access to debt advice and the development of Kent's credit union has the potential to reach over 1.5 million customers.

Schools and Children's Centres are at the heart of communities and in close contact with many families to offer support, advice and signposting to other services that can help.

Areas for improvement or development:



Source: Department for Children, Schools and Families. Please note that data for KS4 includes Academies. A downward trend represents improving performance.

Narrowing the Gap: The review has shown that we need to do more work on reducing the gap in outcomes achieved by those living in deprived areas compared to the rest of Kent. As part of this work we will be developing poverty pilots to create a range of services and family support including:

- Creating a range of easily accessible family based services such as Family Liaison Officers or Parent Support Advisors and Family Group conferencing.

- Addressing non-material hardship: family support and mediation, family learning, Personal Social and Health Education modules to equip with personal skills.
- Explore how services can work more effectively together with service users.

Priority 2: Healthy children, able to cope with life's pressures.

What we are doing well:

Children and young people in Kent have said that they are physically healthy and generally enjoy their life. 81% of young people older than 16 and 76% of 11-16s agree that they enjoy their life and they also believe that their emotional health is generally good (61%).

Our rates of obesity in both the Reception Year and Year 6 are below national and statistical neighbours' averages, and have slightly reduced. Year R is 9.0% down from 9.4%, Year 6 is 16.7% down from 16.9%.

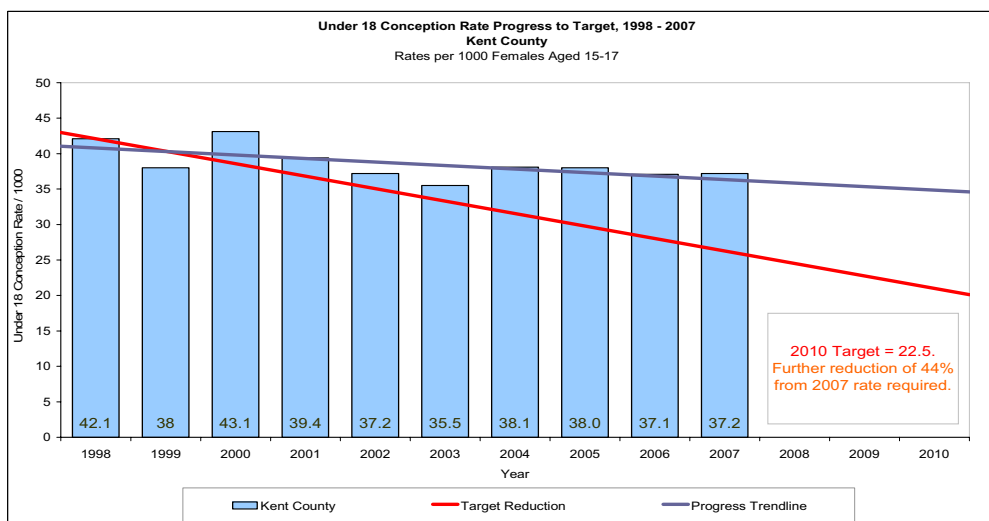
100% of Kent's schools are engaged in the Healthy Schools Programme and there are more opportunities for young people to take part in physical activities such as the Kent School Games that involved 30,000 young people. 88% of pupils take part in 2 hours of School Sport each week. Initiatives such as the walking bus and Bike it schemes have reduced the number of pupils being regularly driven to school by more than 4,000 in the last academic year.

We are putting in place programmes to help young people deal with emotional and personal challenges and help them to make informed decisions about their lifestyle. Personal, Social, Health Education and Sex and Relationships Education and the Social and Emotional Aspects of Learning programme seem to be having a positive impact with more young people telling us that they are getting enough information about sexual health, the effects of smoking, alcohol and drugs.

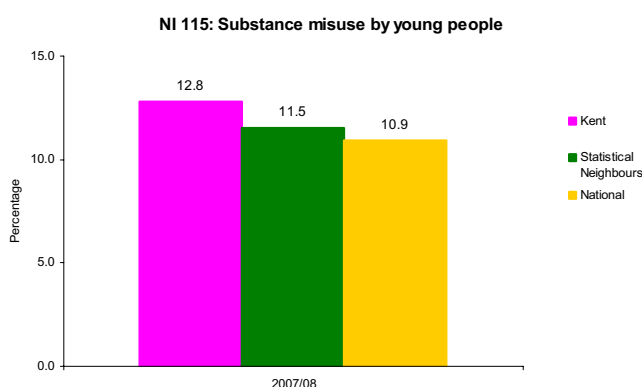
We have increased investment in the Child and Adolescent Mental Health Service (CAMHS) providing more support particularly for young people with learning disabilities and young offenders. We have reduced waiting lists for non-urgent cases to under 18 weeks across Kent for specialist CAMHS. Waiting times average 12 weeks in most areas and we now have on-call services available 24 hours a day.

Areas for improvement or development:

Teenage pregnancies: We have been developing new services to help reduce the numbers of teenage pregnancies but latest figures show that the rate remains static with 37.1 per thousand 15-17 year olds in 2006, and 37.2 in 2007.



We are reviewing our plans to reduce teenage conceptions and how they are implemented across the county to make sure teenagers have access to timely and appropriate advice and practical help and support to make informed life choices.



Source: Ofsted, Tellus3 Survey, Spring 2008

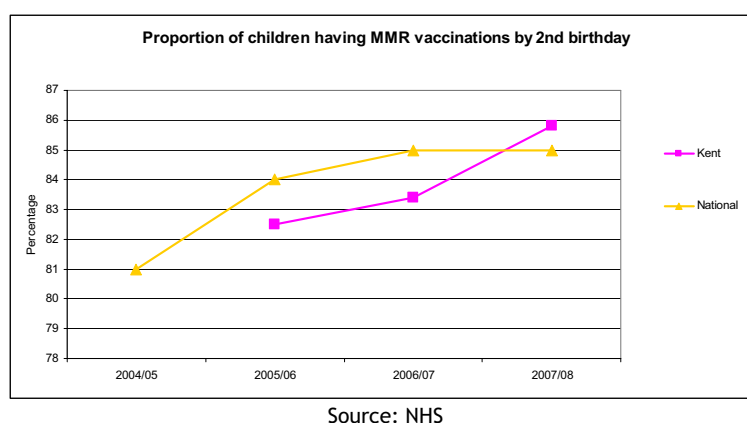
Substance Misuse: Young people told us they had enough information about substance misuse. However we need to find out why they report a slightly higher rate of misusing alcohol and illegal substances compared to the national findings. We will continue to develop innovative services through the Kent Drug and Alcohol Action Team so that police and others such as schools are able to refer children and young people to drug and alcohol education programmes where they are known to be involved in substance misuse. Schools Drug Education Advisers are working directly with schools to raise awareness and increase access to quality drug education provision, resources and support. The launch of the first Kent Community Alcohol Partnership (KCAP) project is aimed at changing attitudes to drinking among young people and supporting retailers to reduce sales of alcohol to underage drinkers. We will also work together to implement the recommendations of Kent's Select Committee on alcohol use and misuse.

Priority 3: Parenting and families

What we are doing well:

Parents and carers play the most important part in their children's development and education and we know that the benefits of a healthy, happy, nurturing childhood last throughout life. We continue to focus on preventative strategies, making sure help is available at the earliest possible moment to respond to vulnerable families.

Health visitors and midwives have a crucial role in delivering child development and parental education and their effectiveness can be seen in Kent's performance with the percentage of babies born with low birth weights, the rate of still births and infant mortality all below the national average and continuing to fall. Immunisation rates in Kent are also above the national average.



A successful pilot of “Parents as Partners in Early Learning” has been operating in 12 Children's Centres in Gravesend, Swale, Thanet and Dover with 185 parents accessing the programme. Evaluation has resulted in parents reporting increased confidence in their parenting abilities and improved understanding of their children's emotional development and needs, as well as improved ability to support their children's learning.

We have a parenting strategy in place and parent forums in all parts of Kent so that parents can give us their views. We have more Family Liaison Officers and Parent Support Advisers offering families support through schools and Children's Centres with parents making contact 20,967 times during 2007-08. We have been finding ways to support those in a fathering role and more fathers have been involved in services in Children's Centres and as part of parents' forums.

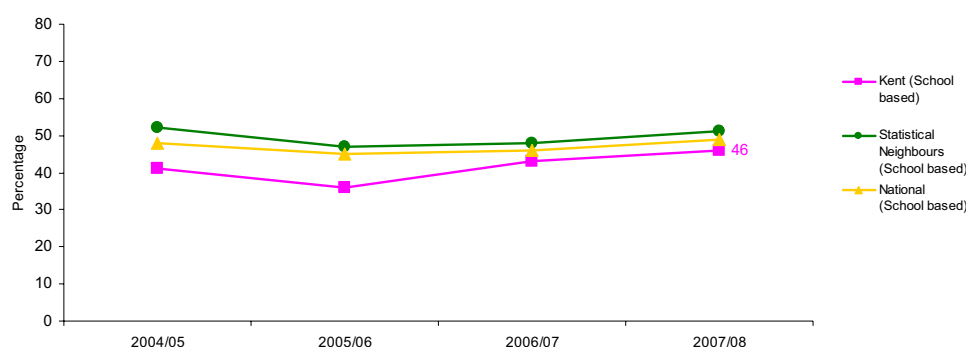
We have increased the number of family group conferences that help prevent a child going into care and given particular attention to developing ways to work together to reduce the impact that domestic violence and substance misusing parents have on their children. Domestic abuse is a priority for all agencies and partnerships across Kent. All the Community Safety Partnerships (CDRPs) in Kent include domestic abuse targets within their Action Plans, focusing on repeat victimisation rates. Kent police is also investing in the development of the Multi-agency Risk Assessment Conference (MARAC) that will aim to reduce repeat

victimisation for those individuals identified at high risk of harm from domestic abuse, improving those victim's and their families' safety.

Areas for improvement or development:

Improve Early Years Outcomes: Kent has an above average rate of mothers who smoke in pregnancy and a declining rate of mothers who breastfeed. We want to reduce smoking during pregnancy and increase the rate of breast-feeding.

NI 72: Achievement of at least 78 points across the Early Years Foundation Stage (For Children Attending Schools Within Kent/Statistical Neighbours)



Source: Department of Children, Schools and Families

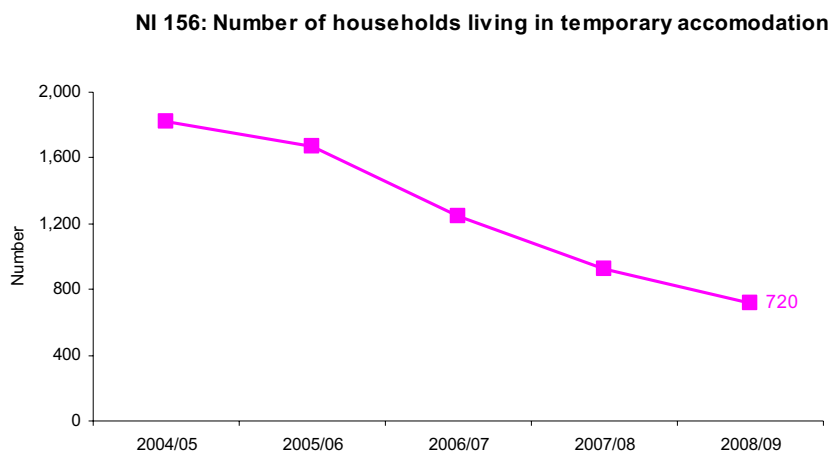
We want to continue to build on the results of the Early Years Foundation Stage profile, which has been steadily improving but is behind the national average. We have an action plan in place and will continue to put programmes in place to support learning and development, such as “Parents as Partners in Early Learning”, extending the Leuven Project and the Communication, Language and Literacy Development Project with early years settings and schools linked in further areas where attainment is low.

Priority 4: Housing

What we are doing well:

Ensuring decent, suitable housing is available and accessible to vulnerable groups is a long term strategy. We are working together across Kent to increase the number of vulnerable people achieving independent living and have developed new places for vulnerable people to live.

Families and vulnerable people are spending less time in unsuitable accommodation such as bed and breakfast with the number of households living in temporary accommodation falling.



Source: P1E data - total households in temporary accommodation

In 2008 85.8% of care leavers were living in safe, secure and suitable accommodation compared to 79.4% in 2007.

Areas for improvement or development:

Planning for vulnerable Groups: We know we need to do more work to make sure we understand what the housing needs of vulnerable groups are and that plans are in place to respond to the specific needs of these young people and in some cases their families. We also want to explore how to help prevent homelessness and identify any hidden homelessness or 'sofa surfing' that may be needs we are not currently taking account of.

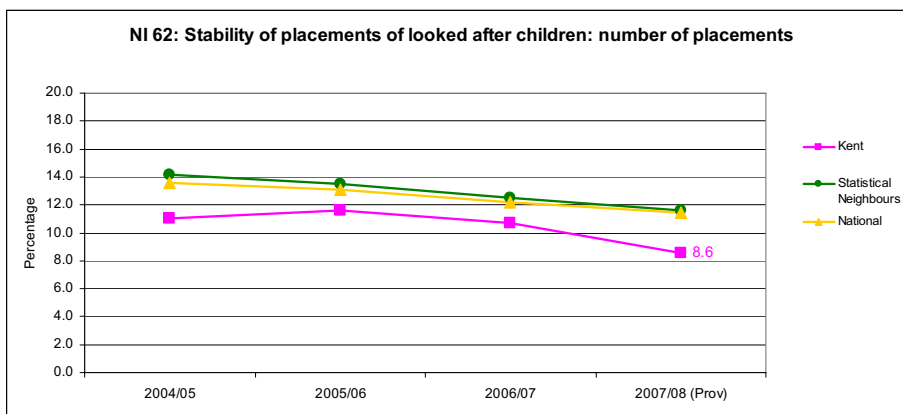
Priority 5: Supporting vulnerable children

What we are doing well:

Every child matters but we want to make sure that those children and young people who face difficult circumstances or who are the most vulnerable in our communities are safe, happy, enjoy life and have hopes for a good future.

This year the Partnership put more projects in place for young carers, which led to 350 more young carers identifying themselves and getting extra support.

We have extended the range of services for children with disabilities and have an additional £15million from the national Aiming High for Disabled Children programme to transform short break services for disabled children and their families. New transition protocols are in place to ensure that young adults have a positive experience of moving into adulthood and have easy access to the support and services they need.

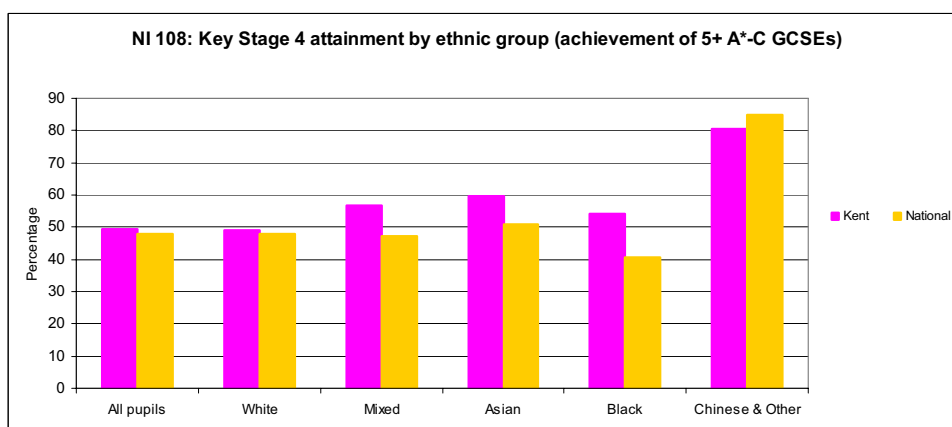


Source: DSCF, SSDA903 statutory returns. Shows % who have had 3 or more moves in one year

We know that outcomes are improving with looked after children benefiting from permanence in their lives with fewer moves and longer placements. There has been a significant reduction in the number of looked after children who missed more than 25 days of schooling from 22% in 2006-7 to 15% in 2008-09 and a significant improvement in looked after children taking up their health checks from 60% to 83% in 2008. We will continue to support looked after children to achieve their potential at school through strategies to raise standards of literacy including support from voluntary agencies through Volunteer Reading Help and Letterbox Club schemes. Out of school hours Key stage 2-3 and 3-4 support is also being delivered via an annual programme by Playing for Success staff at four sporting venues countywide.

Computers continue to be provided for looked after children aged 11 plus as part of KCC's Pledge. Government funding has been obtained to extend this to care leavers and other vulnerable groups, some of whom will be on the 'edge of care'.

The majority of minority ethnic groups achieve in line with, or above, the attainment for all children in Kent. Kent also performs well when compared to national performance.



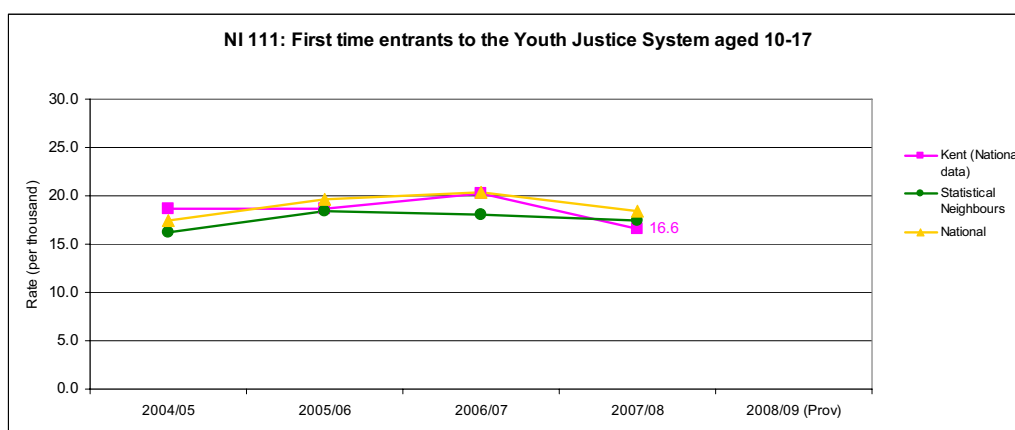
Source: Department of Children, Schools and Families - 2007/08

Priority 6: Things to do

What we are doing well:

External inspections confirm that there are many activities available in Kent and only 24% of young people aged 11-19 in 2008 said that lack of activities was a barrier to taking part in activities compared to 28% in 2007.

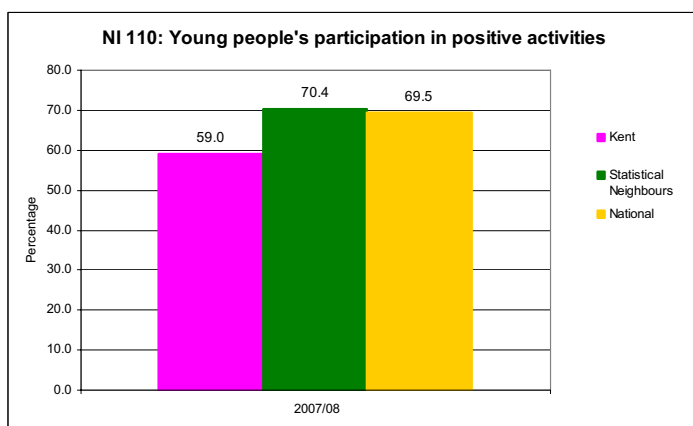
Many young people are making a positive contribution to others, their community or school. Over 76% of young people recycle. In the last three years young people have done more than 66,000 hours of volunteering in the community as part of the Duke of Edinburgh's Award in Kent. In 2008/9 3,594 young people were involved with the award - a 14% increase on the previous year.



Source: Ministry of Justice's Extract from the Police National Computer

Kent has a low rate of first time offending and re-offending has also fallen from the previous year with provisional figures suggesting that 36.3% of the 2006 group re-offended in the following 12 months, compared to 40.2% of the 2005 group.

Areas for improvement or development:



Source: Ofsted, Tellus3 Survey, Spring 2008

Understanding why year 10s are saying that they do not participate in the wide range of activities provided and working to increase participation in positive activities.

This indicator only looks at activities undertaken by Year 10 pupils, but the Tellus3 survey results show that participation rates are much higher in Years 6 and 8 (over 85%), but then drop dramatically in Year 10 (59%).

Increasing young people's participation in positive activities is a key priority amongst partners in Kent. It has been selected as a priority outcome within the 2008-2011 Kent Agreement. The recent KCC Select Committee report on the provision of activities for young people produced a number of recommendations which should support greater participation, these include:

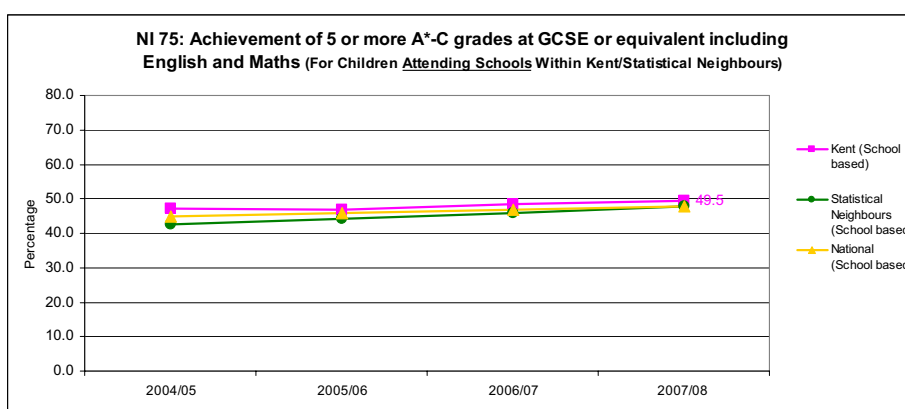
- Further support for schools to deliver extended services
- Further improvement on transport provision for young people to build on the Freedom Pass.
- Promote positive language, perceptions and expectations of young people.
- Improve methods of communication with young people.

The question used in the national Tellus survey will feature in the next CYP of Kent Survey to give more accurate feedback on take up of activities amongst young people. Connexions has also been commissioned to collect positive activities data.

Priority 7: Making a positive contribution to society: access to high quality education and getting ready for work.

What we are doing well:

Children and young people across Kent achieved excellent academic results in 2008. We had our best ever results at Key Stages 1 and 2 and at GCSE 49.5% of students achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics.



Source: Department for Children, Schools and Families

There has been an increase in the numbers of early years settings and primary schools judged as good or outstanding by Ofsted and a reduction of the number of schools that require significant improvement.

Ofsted Reports Analysis 2006 - 2009

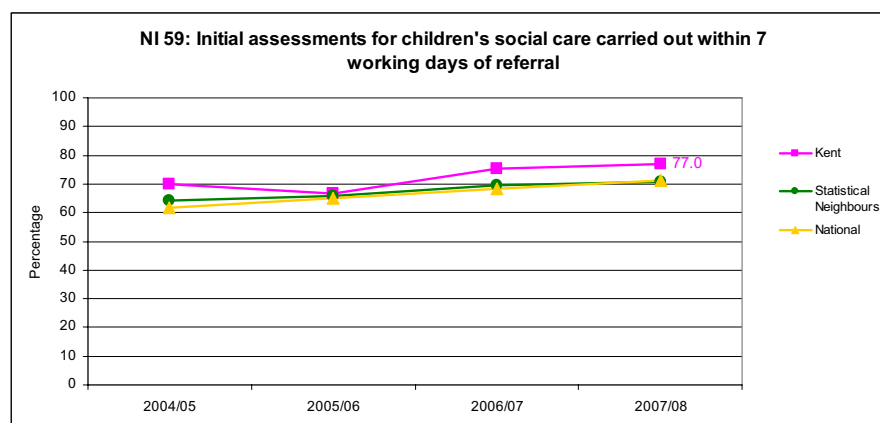
Primary Schools	2006/7	2007/8	Sept 08 - Mar 09
%Good or Better	47%	53%	61%

Kent has low rates of 16-18 year olds not in education, employment or training and we are continuing to develop new opportunities for learners aged 14-19 to participate and achieve in education in different ways from traditional academic routes. There has been strong participation in vocational education with over 5,500 14 to 16 learners currently involved in the vocational and applied learning programme. 25 vocational skills centre have been established across the county to provide state of the art specialist facilities to expand the courses available. We will continue to focus on developing innovative approaches to vocational and applied learning opportunities at all levels and establish effective employer and skills sector council links to ensure we are preparing a workforce that will support the future economy of Kent.

Priority 8: Staying safe

What we are doing well:

We work hard with our partners to ensure vulnerable children and young people are safeguarded. Kent's arrangements have been praised by external inspectors and social care practice observed during the inspection was said to be at least good and in some instances excellent. There has been good performance by Children's Social Services on assessments, referrals & reviews. For example in 2007/8 100% of child protection cases were reviewed within timescales.



Source: DSCF, CPR3 statutory returns

We are working to reduce anti-social behaviour and ensure young people feel safe where they live and go to school.

The Children and Young People of Kent Survey shows that the majority of young people **do** feel safe most of the time:

- in their school or college (70% of 11 to 19 year olds)
- in the area where they live (68 % of 11 to 19 year olds)
- getting to and from school/college (67% of 11-19 year olds).

And there has been a decrease in the rate of young people who are the victims of crime from 27.9 (rate per 1,000) in 2005/6 to 23.1 in 2007/08.

Kent's annual on-line bullying survey was completed by over 8,000 children and young people who reported that they are experiencing less bullying. There was a

- 17% reduction in number of children and young people reporting they are currently being bullied (2006 to 2008).
- 9% increase in the number of children and young people who think their school is good at dealing with bullying.

Areas for improvement or development:

Some children and young people, especially those with special educational needs, those from low income families and girls, were more likely to report not feeling safe where they live. Cyclists and young people who walk to school reported feeling less safe than those who travel by car to school. 61 children and young people were killed in road accidents in Kent in 2007. We will be finding out why safety is a concern for these children and young people and exploring what else we can do to provide safe environments and roads in Kent.

Enabling measures to support delivery of the 8 Kent Children's Trust Priorities

The review has confirmed that Kent is performing well with evidence of:

- Good progress on Extended Services and Children's Centres developments. We now have 72 children's centres with a further 30 planned and as at March 2009 460 schools were providing access to the full core offer of extended services including out of school hours childcare.
- Strong commitment from all partners with a shared vision of improving outcomes.
- Many opportunities for young people to have their say and get involved in decisions that affect their lives.
- Development of ambitious and innovative Trust structures and inter agency governance arrangements that have received national recognition.

Areas for improvement or development:

Improved feedback to children and young people to tell them how their views influenced service planning and provision. During our research we have found

conflicting evidence that indicates that the views of children and young people are being sought, but their perception is that their views are not being listened to. This warrants further investigation and will we ensure that the new participation framework that includes activity to improve feedback is embedded across the Partnership.

For further information please contact
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Tel 01622 694533

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Accessforall

Pupil Referral Units and extended services



Introduction

While over two thirds of schools now offer access to a full range of extended services¹, some of the young people who need them most – those in Pupil Referral Units (PRUs) – are among the least likely to be able to access before and after school activities and holiday playschemes.

Three local authorities – Barnsley, Havering and Middlesbrough – worked with 4Children consultants in 2008/09 to explore how PRUs can be linked into extended services and to develop ways of ensuring that pupils who attend PRUs are able to benefit from the full range of extended services in and around schools. The project was funded by the Department for Children, Schools and Families (DCSF), and in Middlesbrough built upon a previous 4Children Fast Track project funded by DCSF to develop a good practice guide for extended services in PRUs.

The three project authorities provided different models of PRU provision as well as examples of existing good practice. We are grateful to the young people and the Local Authority and PRU staff in Barnsley, Havering and Middlesbrough for their support throughout the project. Each area already had some extended services activities in place before the start of the project and used the project to extend collaboration and services available.

This publication reports on the PRU project and draws on national materials and research in order to highlight effective practice and emerging strategies through which access to extended services can be improved for all children and young people in PRUs. Although the report focuses specifically on pupils attending PRUs, some of the issues identified will also be relevant to pupils in contracted private or voluntary sector alternative provision, or in Further Education colleges.

Access for all emphasises the importance of:

- Collaborative partnerships to develop extended services focusing on vulnerable young people
- Consultation with young people in PRUs
- Building ongoing participation by young people in PRUs
- Securing the active involvement of PRU parents²

The project was based on the following principles:

- Extended services should be available to every young person in all communities.
- All young people should be able to access the full range of services.
- Narrowing the gap in outcomes between children who do well and those who do not means focusing particularly on outcomes for those children who are vulnerable and whose life chances may be at risk.
- To have the biggest impact, extended services need to target the most disadvantaged.
- Vulnerable young people have the greatest potential to benefit from extended service provision.

¹ "Extended services" is the term now used by DCSF in preference to "extended schools."

² Throughout, the term "parent" is used as shorthand to include mothers, fathers, carers and other adults with responsibility for caring for a child, including looked after children.

What is a Pupil Referral Unit?

Pupil Referral Units (PRUs) are one form of alternative educational provision for children and young people who are unable to be provided for in mainstream or special schools. Local authorities are required by law to make provision for all children of compulsory school age who have been permanently excluded from school or are otherwise without a school place.

Alternative Provision (AP) is also used by schools for pupils who remain on the school roll but who need specialist help with learning, behavioural or other difficulties. As well as PRUs, this may include contracted private or voluntary sector alternative provision, or Further Education (FE) colleges.

About one third of placements are in the 450 local authority-run PRUs.

The range of reasons for pupils being in AP is wide:

- About 50% are pupils excluded from school or at risk of exclusion.
- The other 50% are:
 - Pupils with medical needs (anxious and phobic, emotional and physical health needs)
 - Teenage mothers
 - Pupils unable to cope in a mainstream school
 - Children and young people temporarily without a school place

Further information about Alternative Provision and Pupil Referral Units, including definitions and guidance, is available on the DCSF website: www.dcsf.gov.uk/exclusions/alternative_provision_policies/index.cfm

National policy

“Young people in alternative provision are there for a range of reasons, not just because they have been excluded or are badly behaved. A high proportion of them have special educational needs or other challenging personal circumstances.”

“Around one per cent of school age children are in alternative provision, and they include some of our most vulnerable young people. This is particularly true of young people in pupil referral units in KS4, few of whom will return to mainstream schooling and whose outcomes are almost always poor.”

DCSF White Paper: *Back on Track: A strategy for modernising alternative provision for young people*, HMSO 2008

The *Back on Track* White Paper aimed to improve outcomes for some of our most vulnerable young people, and identified as its two central themes the early identification of problems and the improvement in the quality of the alternative educational provision that young people receive outside mainstream schools.

In October 2008, DCSF published *Taking Back on Track forward*³, the foreword of which identifies that PRUs and alternative provision have “for too long operated on the edge of the schools system, not getting enough attention as a service”.

- We should start from what will work best for each young person, taking account of his or her different needs and in consultation with parents and carers;
- We should secure a core educational entitlement for all young people in alternative provision;
- There should be better planning and commissioning of alternative provision both at an area level and for the individual;
- Local authorities should be held to account for outcomes from the alternative provision they deliver or commission;
- There should be better professional support for those working in the sector and better accommodation and facilities;
- There should be better partnership working between alternative provision, other parts of the education sector and other agencies and services working with young people to facilitate early intervention and ensure an integrated approach to meeting the young person’s needs; and
- We must learn from the best and support innovation.

The need to improve partnerships between mainstream schools and PRUs is also picked up in the 4th *Interim Report of the Review of Pupil Behaviour* chaired by Sir Alan Steer⁴:

“All schools have a responsibility to promote the interests of the children in their care and those in the wider community.”

“Close partnership working with Special Schools, Pupil Referral Units and other alternative provision in addition to the local Children’s Trust is essential.”

“For those children for whom mainstream schooling is not appropriate, Alternative Provision must be of a high quality and appropriate to their needs. This must be true regardless of where they live. Children with behavioural difficulties do not forfeit their entitlement to care and it is in the interests of society that their needs are met.”

Pupils in PRUs

There is strong evidence that children and young people who attend PRUs have very high levels of need for extended services and that these needs are not just educational.

Characteristics of pupils in PRUs⁵:

- 75% have Special Educational Needs
- 27% are eligible for free school meals
- 91% are aged 11-15
- 69% are boys

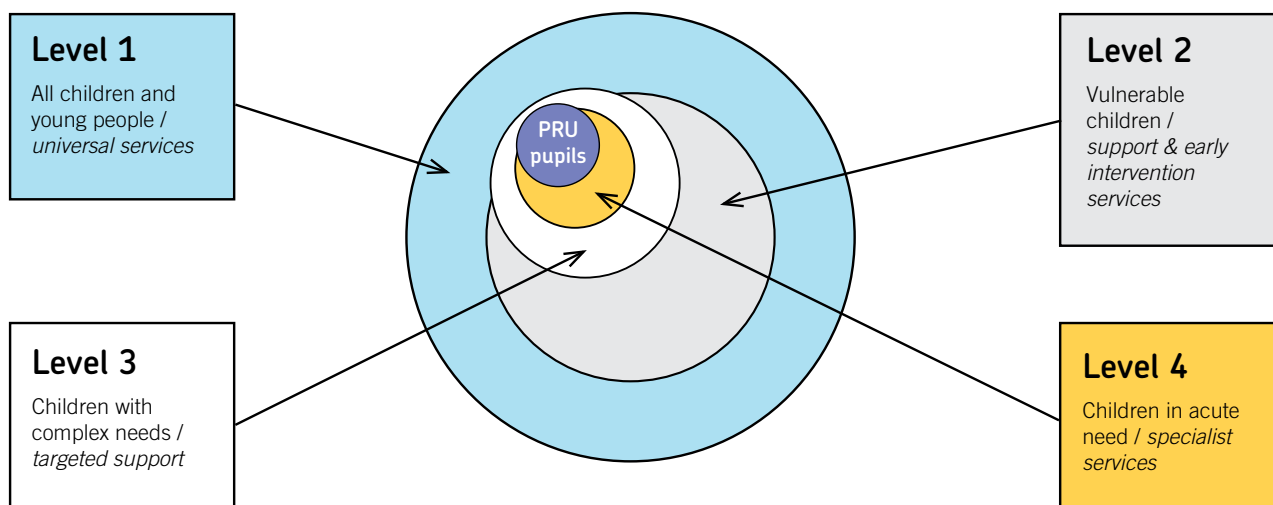
3 DCSF (October 2008) *Taking Back on Track forward: response to consultation and next steps*

4 Sir Alan Steer, *Review of Pupil Behaviour Interim Report* 4th Feb 2009

5 Figures taken from Pupil Referral Unit Census 2008 and quoted in the DCSF *Back on Track* White Paper 2008

Although national data⁶ about pupils' needs is limited, analysis of the data in the three project authorities confirmed an over-representation in PRUs of children and young people in care and children with complex needs. These young people are very likely to feature amongst the small group of children in each community with the highest levels of need and who will require additional support to achieve their full potential.

For local Children's Trusts tasked with delivering the Government's vision of a joined-up system of health, family support, childcare and education services, the experience of pupils in PRUs can provide a touchstone for judging the effectiveness of local policies and be a telling means of testing progress in implementing integrated services.



⁶ Data from a cohort study indicated that some 8% of the looked after children (LAC) population had been referred to Pupil Referral Units (PRUs) compared with only 0.1% of non-LAC children and young people. Quoted in Morris, M. and Easton, C. (2008). *Narrowing the Gap in Outcomes: Further Overview of Data and Evidence on the ECM Outcomes for Vulnerable Groups. Progress Report and Update.* Slough: NFER.

Extended services

Extended services offer a range of activities to meet the needs of children, families and the local community and are a key element of national policies to reduce inequality and child poverty. Providing easier access to all types of services around the places where children and young people spend most of their time is key to the Every Child Matters objectives of ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic well-being. Schools developing extended services will also be developing a multi-agency approach to children's services through closer collaboration between other schools, social services, healthcare professionals and the police.

Targeted youth support is central to this – as integrated delivery in action for vulnerable teenagers. It aims to ensure that the needs of vulnerable teenagers are identified early and met by agencies working together effectively, in ways that are shaped by the views and experiences of young people themselves.

A wide-ranging programme of support and funding is on offer to support schools and their partners in developing extended services, and a recent Ofsted survey⁷ found that “many schools are currently offering a good range of services, which are welcomed and valued by parents.” There is also a growing body of evidence that points to the contribution extended services can make to improved outcomes for children and young people. The same Ofsted survey found that: “The majority of the schools visited had compelling case study evidence that extended services had made life-changing differences to pupils that had led to better attendance and attitudes.”

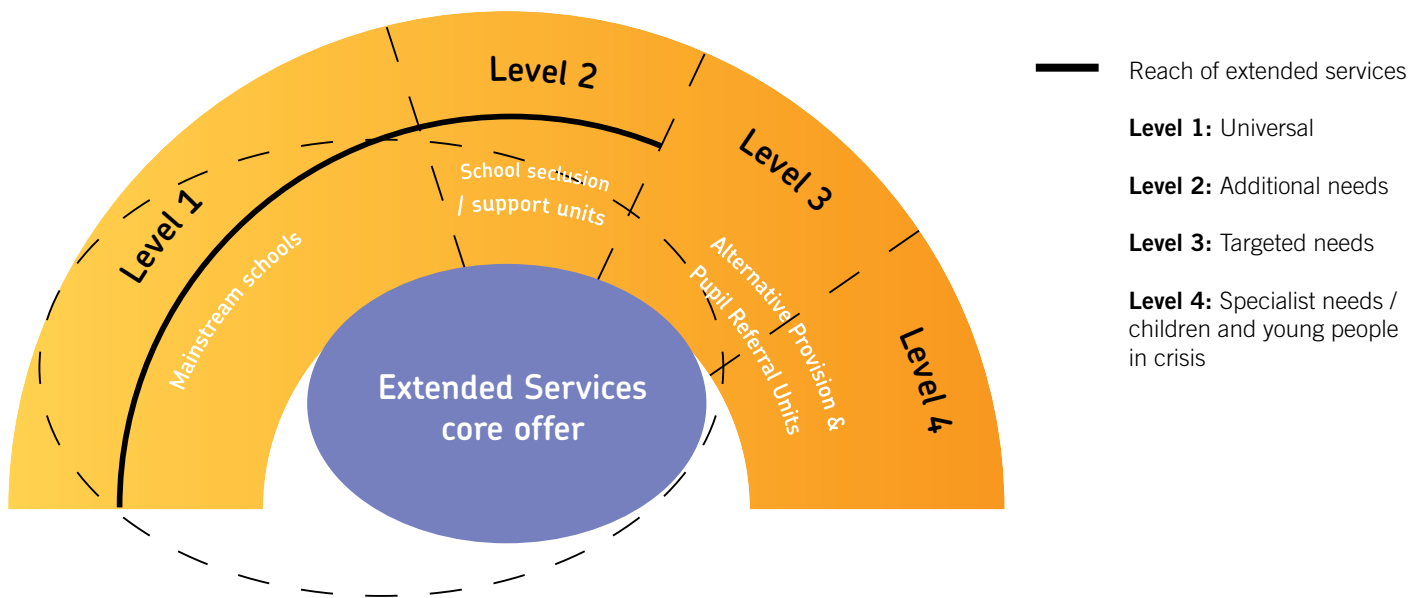
However, there is also evidence that more needs to be done to ensure that every child in every community has access to good quality out of school activities.⁸ Children's Minister Beverley Hughes has recently called on all schools and local authorities to do more to develop out of hours activities for children and young people and to ensure that all sections of their communities are aware of what's available.

Developing the reach of extended services (see the diagram on the next page) will include extending access to pupils in Alternative Provision and PRUs. This is important because planning for extended services has often focused on mainstream provision. As a result, although individual authorities have used discretion to make different local arrangements, PRUs are not always included in:

- Standards Fund extended services grants
- Sector-specific support programmes
- Local targets and monitoring
- Capital funds for extended services
- Dissemination of good practice

⁷ Ofsted (2008) *How well are they doing: the impact of children's centres and extended schools*

⁸ Ipsos Mori (2009) *Extended Schools Survey of Schools, Pupils and Parents - A Quantitative Study of Perceptions and Usage of Extended Services in Schools*, DCSF



Particular issues for PRUs

Arrangements for PRUs and for the children and young people who attend them vary – sometimes significantly – from area to area, as does the level of funding available to them.

PRUs also tend to be small institutions, which can make it difficult for senior staff to be fully represented in local planning and decision-making forums.

Although PRUs differ widely from area to area and within areas, they face similar barriers, all of which have an impact on access to extended services. Common issues identified nationwide include:

- Inadequate accommodation
- Lack of access to outside areas and sports facilities
- Poor equipment and resources
- Funding issues, including budgets which cannot be used to build up surpluses for larger scale projects
- Limited numbers of specialist staff – both teaching and support services
- Exclusion from mainstream networks
- Fluctuating pupil populations
- The challenge of engaging parents – research with AP providers has highlighted the isolation and stigma felt by some parents, particularly those whose children have very complex needs⁹

The work in Middlesbrough, Havering and Barnsley confirmed many of the outcomes from previous research but also indicated:

- A range of experience with a number of PRU pupils able to access some extended services, despite these structural barriers
- Scope for significant progress to be made in mitigating the obstacles to access if approached strategically
- The value young people placed on being consulted, particularly where this was part of an ongoing process where they received feedback and knew that their views were being heard

- The benefits of taking a multi-agency approach which focused on extending access through collaboration

The local authority perspective

Julie McGee, the Extended Schools Manager, has led the work of embedding extended services in Middlesbrough PRUs.

“The project has made an important contribution to the strategic thinking around extended services and PRUs in Middlesbrough. Whilst an initial commitment to working together more closely had already been made, the project has been the ‘catalyst’ to make this a reality. One crucial area of work carried out by the consultant was the discussion and feedback which came from the PRUs about what they felt were their needs and aspirations in developing this dimension of their work.

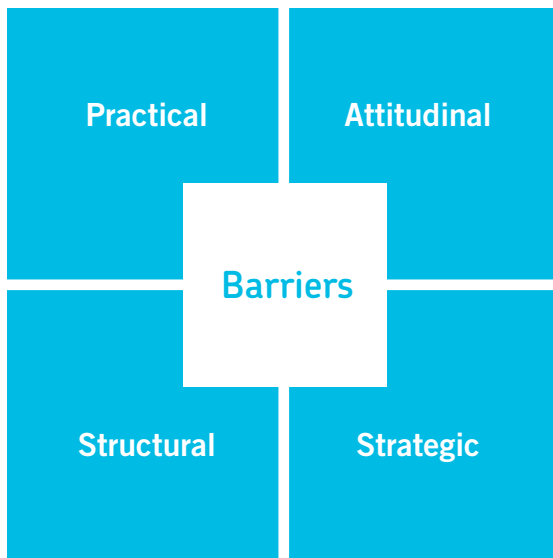
“Before any practical and operational plans could be drawn up, it was essential to consult with young people and their parents. This has now been completed and will provide the basis for planning. Interestingly the conclusions will be around individualised plans for children and their families, and this has a natural ‘fit’ with the personalised learning agenda. Following the partnership event there is evidence of the beginnings of collaborative working with practical projects beginning to emerge. We are also very keen to find out how other authorities are working and to share our findings.

“In conclusion, the project has informed the strategic through to the operational and provided the capacity to enable this to happen.”

The rest of this document draws from national research to highlight barriers faced by PRU pupils in accessing extended services. It also uses the project experience in the three local authorities and existing support materials to suggest some strategies for beginning to address these issues.

⁹ Kendall, S., Wilkin, A., Kinder, K., Gulliver, C., Harland, J., Martin, K. and White, R. (2007). *Effective Alternative Provision* (DCSF Research Report RW002). London: DCSF.

Barriers to accessing extended services for pupils in PRUs



<p>Practical</p> <ul style="list-style-type: none"> • Transport • Cost of services / access to resources • Access to up-to-date comprehensive information (activities / plans / contacts) • Accommodation and equipment limitations – including outside areas • Lack of local links and networks for PRU staff • Availability of skilled and committed staff • Range of available activities not matched to young people's interests and skills 	<p>Attitudinal</p> <ul style="list-style-type: none"> • Preconceptions (adults and young people) • Pupils stigmatised / providers fearful of including PRU pupils • Lack of confidence (providers and young people) • Reluctance to engage (“not our responsibility”) • Ignorance about the role of PRUs and level of pupil needs • Negativity and lack of sympathy by providers for young people in PRUs
<p>Structural</p> <ul style="list-style-type: none"> • PRUs not mainstream provision and not part of headteachers' networks • PRUs excluded from local planning of extended services • Admission of pupils from across local authority (and cross-cluster) • PRUs not part of delegated funding arrangements • PRUs unable to access Standards Fund budgets and other grant funding • PRUs often excluded from partnership structures (clusters / localities, etc.) 	<p>Strategic</p> <ul style="list-style-type: none"> • Lack of integrated planning or a concept of entitlement for all • Services for young people with additional needs not coordinated • Services thresholds not aligned • Support services prioritised towards universal and lower level needs • Implementation of initiatives not joined up • Token collaboration

Transport

Transport is a problem for many PRU pupils. In most cases, attending a PRU means travelling out of pupils' home areas and journeys that don't fit easily with public transport patterns. If special transport arrangements are required, this often reduces flexibility to get involved in activities at the beginning or end of the school day.

These issues will also affect parents without access to their own transport.

Access to resources for extended services

Funding arrangements for PRUs differ from those for mainstream schools, with PRUs being under the direct control of local authorities. This means that:

- PRUs are excluded from the DCSF Dedicated Schools Grant which provides the main funding for mainstream schools.
- PRUs can be excluded from many revenue and capital funding streams.

In addition, PRUs rarely occupy purpose-built premises and often lack many of the core resources available to other educational establishments, including:

- Halls or large rooms suitable for indoor physical activities
- Up-to-date computer equipment and connectivity
- Teaching aids such as white-boards
- Playing fields

Access to information

A key issue highlighted by the project was lack of access by PRUs to current and relevant information about extended services. This may be because:

- Family Information Services and other services may not be sufficiently aware of the role of PRUs and their information requirements.
- PRUs do not fall within standard categories of provision; it is common for PRUs to be missed from routine communication lists.
- PRUs may need information covering a wider area than schools because of their wider catchment areas.
- Small staff groups make it more difficult for PRUs to keep up to date with strategic developments.

PRU-based or community-based provision?

The distances travelled by young people to attend PRUs are a key barrier to accessing extended services. Most pupils attending PRUs have to travel outside their home community, which often requires special transport arrangements. At a time when many policies emphasise the strengthening of community links and locality / cluster-based working, young people attending PRUs are often moving across local planning structures. This may present a fundamental planning dilemma about whether eligibility is derived from the PRU or the home address, particularly where:

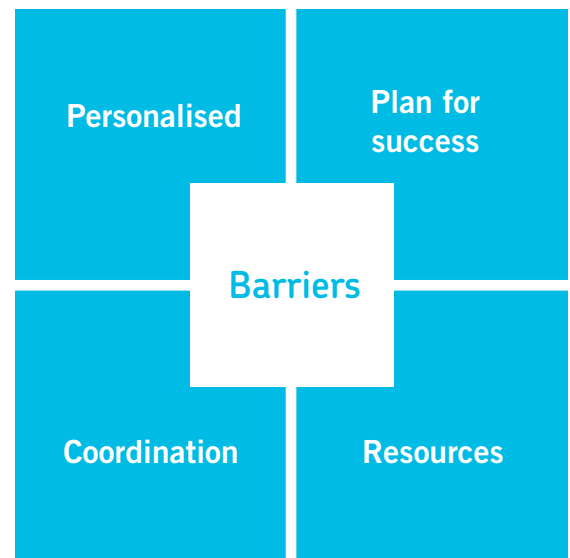
- All budgets for funding of extended services are delegated to mainstream schools or clusters.
- Multi-agency teams are being built around school clusters.

In addition, local planning arrangements will need to take account of the preference expressed by the majority of young people attending PRUs surveyed for this project for greater access to activities within their own communities.

Generally it will be necessary to consider whether some flexibility in local structures is required to enable the comparatively small number of PRU pupils to access extended services on equal terms with their peers in mainstream schools.

Strategies to improve access

<p>Personalised</p> <ul style="list-style-type: none"> • Build ongoing consultation with young people and parents / carers • Include young people's participation in planning from the start • Plan for individual young people and their specific interests • Take account of PRU pupils' particular needs and circumstances • Develop personalised pathways. • Value young people's contributions and demonstrate respect • Track progress and collate evidence of impact 	<p>Plan for success</p> <ul style="list-style-type: none"> • Build consensus around entitlement • Plan for success / build in additional support for young people if required • Invest in longer-term planning. • Recognise and address challenges • One step at a time / allow for false starts • Build in lead-in time (staff training / social skills programmes for young people) • Consider use of incentives and pilots • Encourage self-evaluation and reflective practice
<p>Coordination</p> <ul style="list-style-type: none"> • Encourage collaboration through an entitlement approach • Seek endorsement at senior levels • Work towards development of integrated strategies • Coordinate planning and secure multi-agency commitment • Align implementation with timescales for higher level strategies • Monitor and evaluate on an ongoing basis 	<p>Resources</p> <ul style="list-style-type: none"> • Explore scope to join up funding streams • Aim for high quality and young people- centred provision • Develop models of funding proportionate to young people's levels of need • Include PRUs in communication systems and access to relevant information • Explore models and good practice from elsewhere • Develop experienced and committed key-workers and support systems for



Voice of the young person

In all three authorities, the first step of the project was to consult young people about their access to organised activities: what their experience of extended services was, whether they were currently accessing any organised activities, and what interest they had in joining new activities.

Consultation with young people in each project area showed that:

- Many young people had previous experience of extended services but now did not take part because they felt they would not be welcome to attend.
- A majority of young people in all areas would prefer to access activities within their own communities.
- In each area there were exceptions, with some young people, particularly the more vulnerable, preferring to attend activities in or around the PRU.
- In Middlesbrough, the majority of young people would like to take part in activities, many of them saying that it would “help them keep out of trouble.” The activities they expressed most interest in were sports, art, cooking and dance, with younger children wanting activities their parents had the option of attending as well.
- Young people also welcomed the consultation taking place in two phases to measure progress, and the fact that this was carried out by the same person who was able to demonstrate that their views had been heard, and some progress made as a result.
- In Havering, the most popular activities requested were sport or fitness, followed by music and cookery.
- The extent to which they were currently accessing provision and the level of interest in starting new activities was lower among the older groups.

In Barnsley, the difficulties of providing extended services are reduced by having a single centre which benefits from the economies of scale of being co-located with a special school. A wide range of extended services are already provided through the PRU.

Here the consultation with young people indicated a higher level of access to activities and a wider interest across the range of options considered. For example, there was a high level of interest expressed in sport and keeping fit, with golf, karate and cricket being specifically mentioned. One young person also wanted taster sessions so she could try different activities before committing.

Other issues raised mirrored the comments made by young people responding to consultation on the national play strategy, including a fear of bullying and a wish to experience independence in a safe environment.

Key messages

Consultation

Central to the success of any plans for improving access to extended services for PRU pupils is the need to ensure that:

- Planning starts with consultation with children and young people and with their parents/carers.
- The ongoing participation of children and young people is built in throughout.

Brokerage

Pupils in PRUs need to see follow up from their consultation. In Middlesbrough the Extended Schools Coordinators are using individual pupil questionnaires developed for PRU pupils as a basis for a brokering exercise. This means:

- Starting from the activities that pupils said they wanted
- Linking this with possible existing activities in the area pupils said they would want the activities
- Making links to see if the young people can attend them

Additional support

Discussions with the extended services provider network in Barnsley highlighted the potential benefit of additional support to account for the complex needs of many young people in PRUs and enable them to integrate successfully into local provision.

This may mean:

- Appropriate 1:1 or key worker support
- Preparatory group work to help young people extend their social skills and build enough confidence to participate positively
- Drawing on existing models of good practice for inclusion of other children with additional needs (e.g. children with SEN or disabilities)

Consultation with parents

There is some evidence from providers of AP, including PRUs, that parents can be reluctant to get involved for many different reasons. However, in all three project areas, there were some positive messages about parental involvement and constructive outcomes from consultation with parents:

- Consultation with a small cohort of parents in Middlesbrough confirmed that parents wanted meaningful local activities for their children.
- Some parents offered to support sessions both financially and practically, including offering to attend activities with their young person to oversee behaviour and enable their child to access “mainstream activities.”
- In Middlesbrough, parents wanted to attend family learning activities with their children.

- In Havering, there was strong interest by parents in opportunities being offered to participate in cooking sessions, and all consulted were willing to help cover the cost of ingredients.
- In Barnsley, the PRU has a well-established model of outreach to parents, which recognises that many parents need 1:1 support to build self-confidence and overcome previous negative experiences.

Key messages

Consultation with PRU parents and their ongoing participation is crucial, but additional steps are often needed to enable parents to engage as fully as possible, including:

- Outreach to individual families
- Using family learning to build confidence
- Taking time to build trusting relationships
- Establishing regular channels of communication with parents from the beginning, with regular updates (two way) being seen as the norm
- Focusing on positive messages and mechanisms to encourage constructive feedback

Personalised pathways¹⁰

Personalisation is a cornerstone of current government policy. It has been described as “an integrated approach involving the school, its community and the wider society responding to the needs of students, rather than simply encouraging students to perform better on predetermined measures.” This means opportunities for all children to get extra support and tuition in subjects and activities they are interested in, as well as access to a range of opportunities beyond the school day, including weekend and holiday courses and online learning.

For pupils it means:

- Having their individual needs addressed, both in school and beyond the classroom
- Coordinated support to enable them to succeed to the full, whatever their talent or background
- A safe and secure environment in which to learn and have problems dealt with effectively
- Having a real say about their learning

For parents and carers it means:

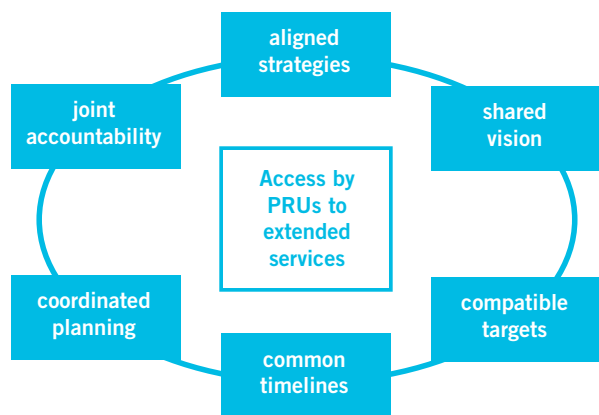
- Regular updates that give clear understanding of what their child can currently do, how they can progress and what help can be given at home
- Being involved in planning their children’s future education
- The opportunity to play a more active role in school life and know that their contribution is valued

A “Synchronised” approach

Key messages

The project highlighted the importance of integrated working as a key mechanism for prioritising the needs of PRU pupils and extending their access to extended services. Integrated working is required at all levels and achieves the best results when linked to a synchronised approach:

- Authority-wide strategies
- Locality planning
- Operational delivery



Partnership

In all areas, opportunities to establish or extend partnerships between services and providers were crucial in extending access for PRU pupils.

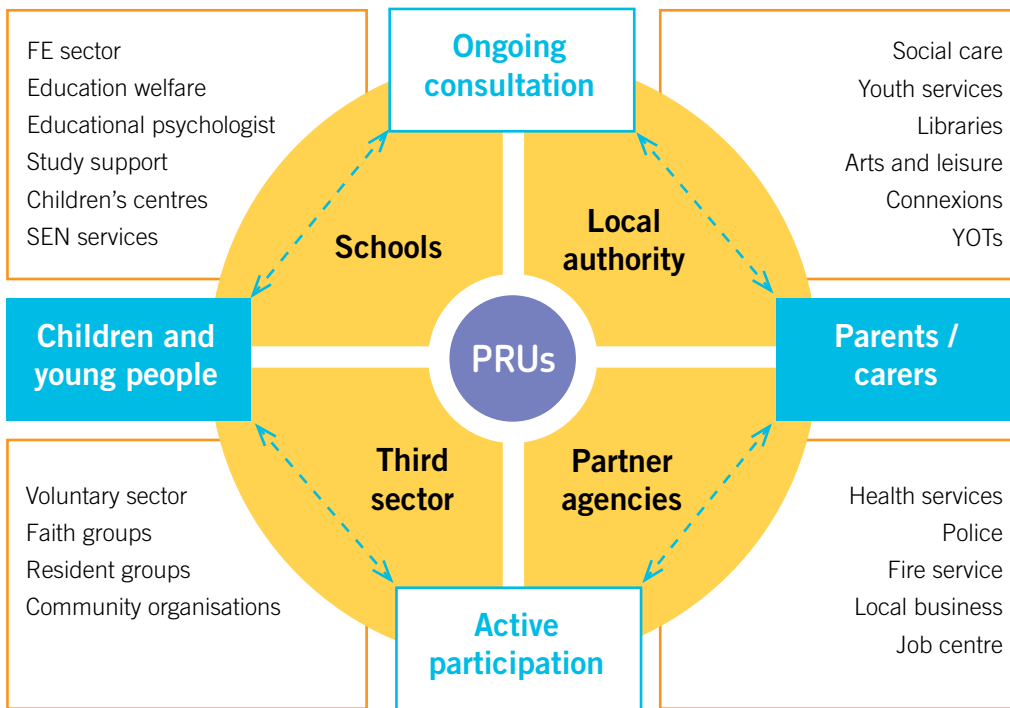
In Barnsley, a sub-group of their established extended services provider network met to focus specifically on barriers to access, and identified several immediate actions to improve access over the Easter school holidays.

In Middlesbrough, an initial meeting to establish links between services was well-received and was instrumental in new activities being commissioned for PRU pupils.

Local circumstances will vary, as will local partnership structures. However, in most areas, effective partnerships are likely to include representation from:

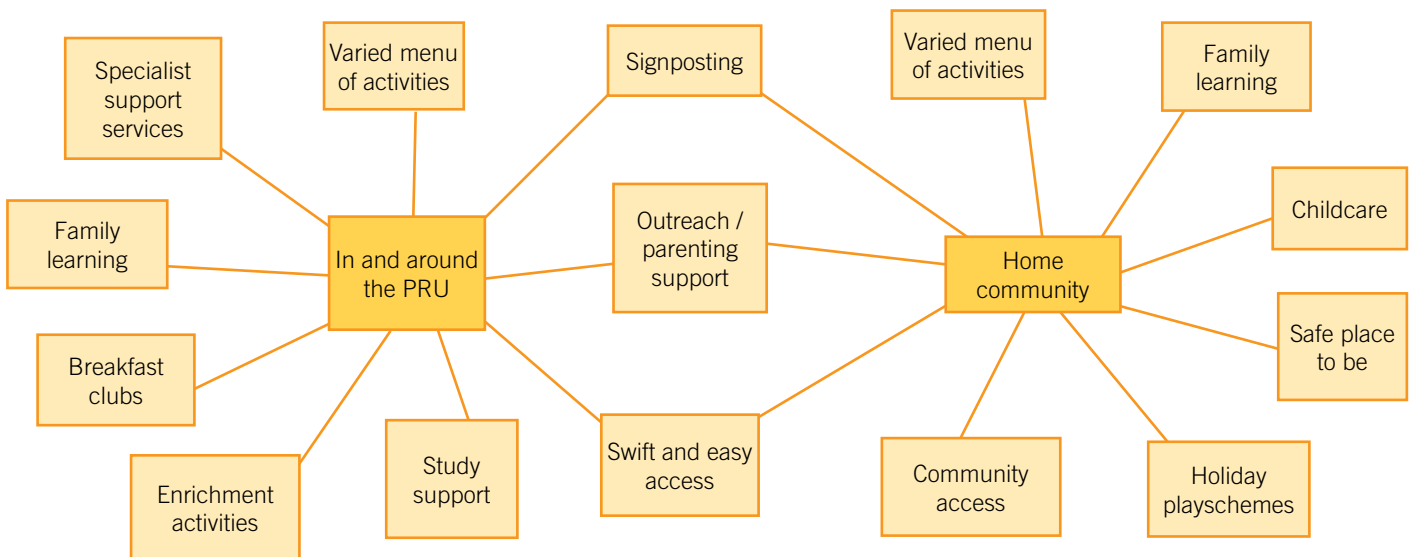
- Education establishments (schools, PRUs, colleges, etc.)
- Children’s services
- Police and youth offending services
- Local health services
- Other local agencies
- Voluntary and community sector

They will also need to incorporate ongoing consultation with, and the active participation of, children and young people, and parents. See the diagram on the next page.



PRU-based or community-based provision?

The ideal model for PRUs, their pupils and parents to facilitate access to the full core offer of extended services will generally be a mixed pattern with access through both the PRU and the home community, as the following diagram illustrates.



This approach offers a number of potential benefits. It:

- Facilitates an holistic and joined-up approach dealing with the range of obstacles and negative influences holding children back
- Enables a focus on the whole family
- Supports partnership with parents / carers
- Builds upon the positive elements and experiences of children's and family lives, including friendships
- Takes account of value and belief systems

Although adopting this approach may require some rethinking of current protocols and planning structures, the numbers of young people involved in PRUs are generally small. PRU pupils are also a key target group where positive interventions may make a significant contribution to narrowing the gap in outcomes between the most disadvantaged young people and their peers.

Key messages

The project fieldwork identified the importance of ensuring that PRU structures fit appropriately with those established for the development of extended services. This may mean including PRUs in locality / cluster structures, but it may also be necessary to introduce some flexibility to ensure that PRU pupils attending provision outside their home communities can access services in ways that are most appropriate for their circumstances.

Barnsley has created a single PRU which covers the whole authority. At present the PRU is co-located with a special school which has a single executive head teacher. This provides further economies of scale and means that the PRU has a senior voice within the head teacher community. The local authority plans over time to replace the current PRU provision with multi-agency, project-oriented teams providing personalised programmes and learning pathways in smaller scale local centres, which more readily secure positive outcomes for these vulnerable young people.

Barnsley has also established a cross-authority ethos based on an explicit commitment to inclusion in which the responsibility for meeting the needs of all young people is shared by schools and the local authority.

Suggested strategies

- Adopt a strategic approach to align planning and identify mutual interests and planning objectives.
- Ensure all involved are aware of potential benefits of extended services for the young people.
- Consider whether any Area-Based Grants, such as Positive Activities for Young People or Disadvantaged Subsidy, could be employed to increase access to extended services for PRU and AP pupils.
- Identify the full range of grants and budgets, including national and local funding streams, and scope to lever in voluntary sector funding sources. Try <http://www.lotteryfunding.org.uk/uk/funding-internet-search.htm> and <http://www.mandbf.org.uk/resources/nationalfunding/>
- Consider scope to link budgets and integrate funding streams to maximise the level of funding available and its impact.

Suggested strategies

- Develop an entitlement model which enshrines the right of each young person to be able to access extended services and emphasises the collective responsibility of providers towards all young people who are part of the local community.
- Consider whether structural changes are required to address the ongoing needs of young people.
- Include PRUs in local cluster or locality arrangements for extended services so that staff working within PRUs can develop local support networks, build relationships with neighbourhood professionals and receive timely information.

Funding issues

Funding of extended services is a significant issue for PRUs:

- PRUs are often unable to access the same range of funding streams as mainstream schools.
- A higher than average proportion of PRU pupils are from low income families.

However, the project identified examples where appropriate provision could be made by taking a strategic approach based on partnerships between PRUs and other providers:

- Middlesbrough has committed to using its extended school budget to ensure that PRUs are included in the provision of a Parent Support Advisor from April 2009. In Middlesbrough, as part of an established programme to extend access for pupils in PRUs, a comparatively small amount of money will go a long way because it is being targeted at a small number of young people who have been consulted about their interests.
- A partnership meeting in Barnsley was able to redirect services with spare capacity for the benefit of PRU pupils.
- In Havering, one extended services locality group has maximised the impact of resources by re-allocating unused funding to provide three hours counselling support for the local PRU, an additional resource of particular relevance for this group of pupils.

Relevant Strategies	Some examples of funding
Play Strategy	DCSF: Youth Opportunity Fund / Youth Capital Fund
Targeted Youth Support	DCSF: Disadvantaged subsidy (http://www.teachernet.gov.uk/wholeschool/extendedschools/subsidy/)
Aiming High for Young People	AHDC short breaks: http://www.everychildmatters.gov.uk/resources-and-practice/IG00319/
Aiming Higher for Disabled Children	Sport England: http://www.sportengland.org/sport_england_funding_strategy_20090106.pdf
Extended Services	
Healthy Schools	
PE and Sport Strategy for Young People	Voluntary Sector¹¹: NCYVS: Speaking Out Small Grants Programme 2009: www.ncvys.org.uk Youth Music: www.youthmusic.org.uk Creative Media: www.media-box.co.uk Summer camps: www.doit4real.co.uk

Key messages

It is important to address issues of sustainability to ensure that expertise is not lost or young people's confidence eroded because it is not possible to keep extended services open once established.

The numbers of young people in each age group attending PRUs are often small, and so a relatively low budget can be made to stretch a long way.

The availability of grants is constantly changing, so it is worth:

- Keeping track of new opportunities through national and local websites
- Collecting basic information about your proposals in advance so that you can apply quickly

Quality

The high level of many pupils' needs makes it all the more important that extended services for children and young people in AP and PRUs are of high quality.

Recent research into the ingredients of effective AP¹² identified the importance of establishing an ethos of respect:

“The term ‘respect’ repeatedly recurs when young people and providers describe effective provision. Pupils clearly respond better to AP when they feel providers treat them with respect. Those commissioning AP should ensure that potential providers exemplify this fundamental principle that underpins all staff–pupil relations.”

The importance of demonstrating respect for young people is as relevant for extended services as it is for the core provision of education by PRUs.

What this means in practice is:

- Provision that is responsive to the needs, abilities and interests of each individual
- A youth and child-centred approach
- Skilled and experienced staff who are empathetic to the age group
- Appealing and stimulating activities
- Scope for young people to form and sustain relationships with staff
- Consistency and availability of positive role models
- Building in safety-nets to enable young people to maintain their attendance
- Providing individual follow-up by a named adult who can demonstrate interest on an ongoing basis



12 Kendall, S., Wilkin, A., Kinder, K., Gulliver, C., Harland, J., Martin, K. and Richard White (2007). Effective Alternative Provision (DCSF Research Report RW002). London: DCSF.

References and support materials

ContinYou (2007) *A briefing guide for PRU managers - Meeting your strategic goals through study support*, http://www.continyou.org.uk/resources_and_publications/free/resource/briefing_guide_pru_managers

Becta (2006) *Designing digital resources for pupil referral units and alternative provision*, <http://industry.becta.org.uk/display.cfm?resID=15471>

Becta (2006) *Meeting the needs of learners in pupil referral units and alternative provision*, <http://industry.becta.org.uk/display.cfm?resID=20062>

Calouste Gulbenkian Foundation, *Everything Stopped* (DVD), <http://www.gulbenkian.org.uk/news/press-releases/2007/everything-stopped-richard-ings>

- A documentary resource for arts projects working with PRUs

National Healthy Schools Programme (2008) *PRUs Achieving National Healthy School Status*, <http://www.healthyschools.gov.uk/Resources/>

- National guidance written to help PRUs achieve the criteria for all four core themes of the National Healthy Schools Programme (NHSP). It should be used alongside the NHSP's Whole School Approach (WSA) document, outcomes booklet and all other guidance in the Support Material folder on the Healthy Schools website

Supporting service development

4Children, ContinYou and TDA are working together to promote the delivery of high quality, sustainable extended services which meet the needs of children, families and communities.

4Children www.4children.org.uk

ContinYou www.continyou.org.uk

TDA www.tda.gov.uk

DCSF (2007) *Extended Schools: Building on Experience*, <http://publications.teachernet.gov.uk/>

Consultation

Audit Commission (2009) *Consulting young people on new provision*, <http://www.audit-commission.gov.uk/hangingaround/>

- Guidance aimed at commissioners and project staff planning to consult with young people about the types of activity that should be developed in their area. It recommends that any consultation carried out in schools should also include PRUs. It is part of a suite of materials produced as part of the *Tired of hanging around: Using sport and leisure activities to prevent anti-social behaviour by young people* report which focuses on the role of sport and leisure activities in preventing anti-social behaviour in young people aged 8 to 19 years.

TDA (2007) *Consultation Toolkit: Community consultation tools to support the development of extended services*, <http://www.tda.gov.uk/upload/resources/pdf/c/consultationtoolkit.pdf>

Family and Parenting Institute (2007) *Listening to Parents: a short guide*, <http://www.familyandparenting.org/publications>

Together for Children (August 2007) *Toolkit for Reaching Priority & Excluded Families*, <http://www.childrens-centres.org/SupportDocuments/Toolkit%20for%20reaching%20priority%20and%20excluded%20families.pdf>

- Highlights the importance of understanding and analysing local need, consulting widely, and focusing on children, their parents and carers as individuals rather than making assumptions based on their background, abilities, cultural or other identification.

Activities and practice

Children's University www.thechildrensuniversity.com

- A national organisation offering children aged 7–14 an exciting and innovative programme of high quality learning opportunities outside school hours, with a focus on rewarding participation, raising aspirations and encouraging engagement with learning. There are currently 27 local CUs in England, with more planned.

National Youth Agency, Young People Development Programme, <http://www.nya.org.uk/ypdp>

- The Young People Development Programme (YPDP) built on existing youth provision in a number of locations in England. With a focus on healthy youth work, YPDP projects undertook diverse activities, which included health issues, sport and outdoor pursuits, arts and music and alternative education provision. They produced various resources that can be used or adapted for use by others.

University of the First Age, <http://www.ufa.org.uk>

- Providing challenges and activities ideally designed to meet the quality learning element in the core offer of extended services and increase young people's voice and influence. The University also has a two-day leadership course that has been designed and piloted with young people at key stage 3 and 4 who find mainstream schooling challenging, that is about leading learning in teams.



department for
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