

Success

**Improving outcomes for children
and young people with complex
social, emotional & health difficulties
that impact upon their behaviour**

Who Is Involved?

- Mainstream schools
 - Special schools catering for children with BESD
 - Short Stay School and Alternative providers
 - Virtual School for CLA
 - Officers from OCC Children's services
 - Children's Trust Partners
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Target groups

- ❑ Children and young people who struggle to manage their behaviour as a result of complex emotional, social and health difficulties.
 - ❑ Excluded or at risk of exclusion
 - ❑ Persistent absentees/erratic attendees
 - ❑ Involved in/at risk of offending behaviour
 - ❑ CLA/known to social care
 - ❑ Free school meals
 - ❑ SEN – BESD primary need
 - ❑ (gender and ethnicity analysed for all groups)
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HYPOTHESES

We can help all young people to achieve better outcomes if we

- Recognise **risk** factors that lead to poor outcomes and act earlier.
 - Work together to provide a continuum of integrated interventions, support services and high quality provision that also support children and young people to build **resilience**.
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Two objectives

- ❑ Reduce the numbers in vulnerable groups
 - ❑ Improve outcomes for those remaining in vulnerable groups
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THE JOURNEY SO FAR

- Since January 2008:
 - A local audit of current services and provision for vulnerable & challenging young people
 - Benchmarking with our statistical neighbours
 - Search for national and local good practice.
 - Developed an OCC Data baseline on which to measure progress
 - Steering group drives project
 - 10 strand action plan in place
 - A series of conferences to share good practice
 - Web site went live July 2009
 - Primary phase launch today
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OUR TOP 10 ACTIONS

- ❑ **1.** Develop programme of support for challenging and vulnerable KS3 learners
 - ❑ **2.** Focus on smooth transition from primary to secondary
 - ❑ **3.** Make alternative provision a more coherent continuum involving schools special schools and alternative providers.
 - ❑ **4.** Create an improved information flow between LA schools and partners - directory and advice service, model policies, protocols and guidance on commissioning and advice on SLAs.
 - ❑ **5.** Embed successful models of Behaviour partnerships and In year Fair Access protocol
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Performance

How will we know whether our actions are making a difference?

Our Baseline

Data for our year 11 cohort in 06-07 in mainstream schools, Meadowbrook College and Northfield Special school was collected and analysed including;

- Gender
 - Ethnicity
 - Attendance records
 - Exclusion records
 - SEN status
 - Known to agencies such as social care and youth offending
 - Attainment data
 - Destinations – EET or NEET
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06-07 Achievement Gap Data

| 2007 GCSE | LEVEL 1 = 5 A*-G | | LEVEL 1 = 5 A*- G incl EM | | LEVEL 2 = 5 A*-C | | LEVEL 2 = 5 A*-C incl EM | |
|----------------------------------|---------------------|-------------|------------------------------------|-------------|---------------------|-------------|--------------------------------|-------------|
| Oxfordshire | 93.1 | GAP | 91.8 | GAP | 57.4 | GAP | 48 | GAP |
| Persistent Absentees | 63.7 | 29.4 | 59.5 | 32.3 | 12.2 | 45.2 | 10.3 | 37.7 |
| FSM | 78.7 | 14.4 | 76.1 | 15.7 | 23.7 | 18.3 | 18.6 | 29.4 |
| Social Care | 39.7 | 53.4 | 37.8 | 54 | 9.5 | 47.9 | 5.7 | 42.3 |
| >1 Fixed Exclusion | 75.9 | 17.2 | 73.2 | 18.6 | 13.2 | 44.2 | 10.5 | 37.5 |
| BESD | 52.3 | 40.8 | 48.9 | 42.9 | 5.1 | 52.3 | 2.5 | 45.5 |
| YOS Order Cases | 39.8 | 53.3 | 37.5 | 54.3 | 8.0 | 49.4 | 5.7 | 42.3 |
| PCAMHS | 67.6 | 25.5 | 66.2 | 25.6 | 20.3 | 37.1 | 16.2 | 31.8 |
| Children Looked After | 41.4 | 51.7 | 40.0 | 51.8 | 10 | 47.4 | 2.9 | 45.1 |
| Meadowbrook (PEX) | 1.4 | 91.7 | 1.4 | 90.4 | 0 | 57.4 | 0 | 48 |
| Child Protection Register | 27.8 | 65.3 | 27.8 | 64 | 0 | 57.4 | 0 | 48 |
| Hospital School | 70 | 23.1 | 60 | 31.8 | 30 | 27.4 | 30 | 18 |

NEET Baseline 2006 -07

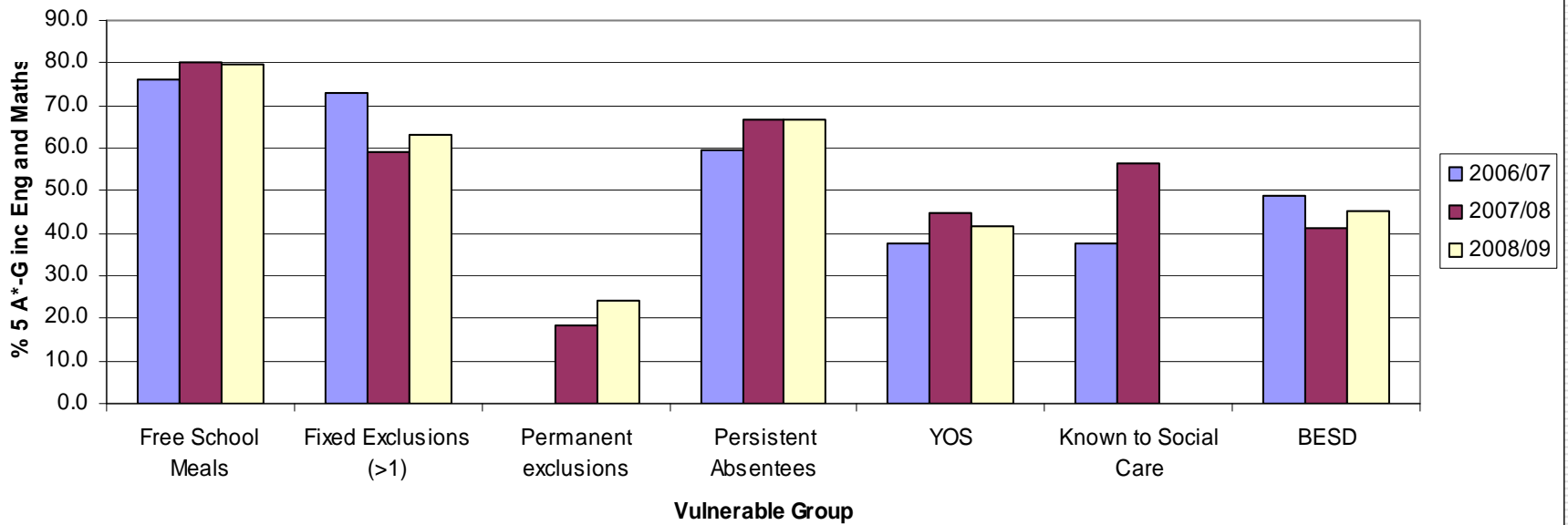
| | Yr 11 NEET 06 - 07 |
|------------------------------------|-------------------------------|
| FEX2 | 8.5 |
| Known to Social Care | 10.5 |
| Persistent Absentees | 17.5 |
| Free School Meals | 10.7 |
| BESD (SAP & Statements) | 15.2 |
| Oxfordshire | 5.6 |

Reducing Vulnerability

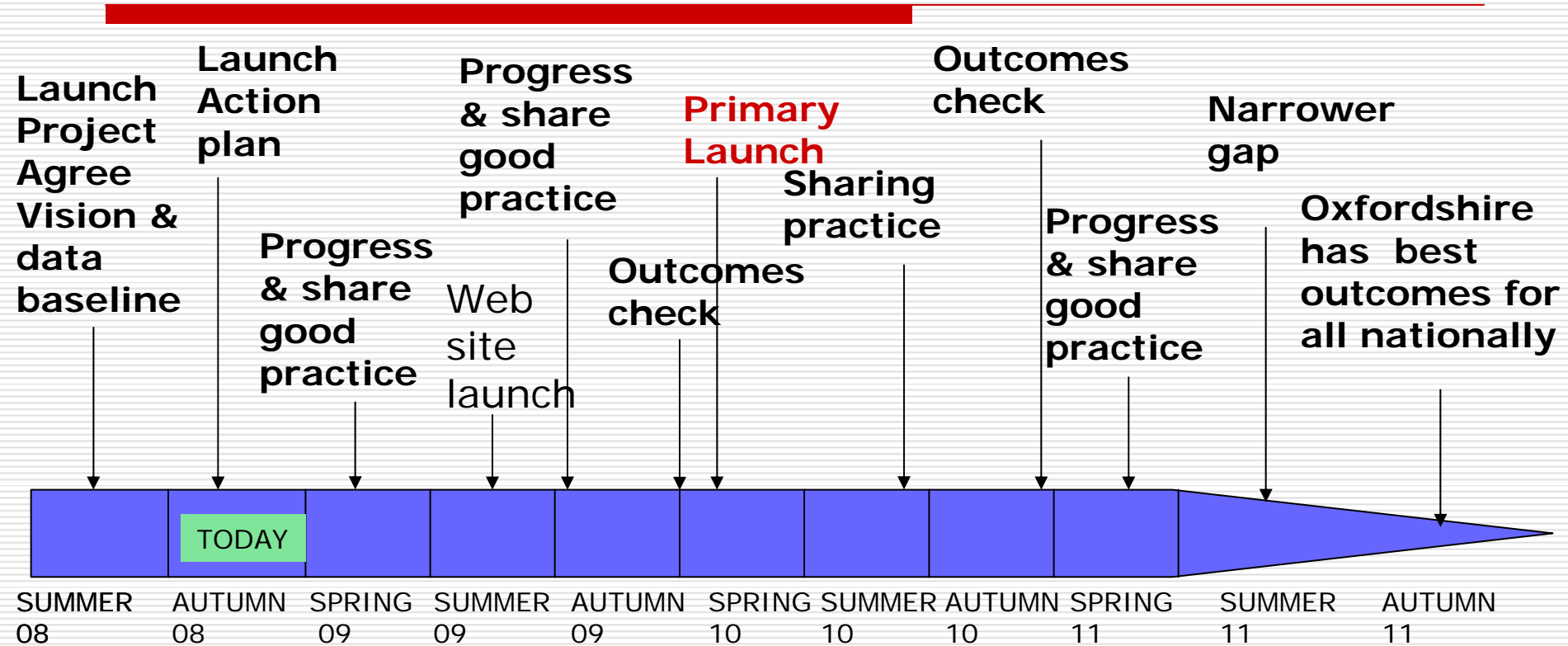
| Vulnerable Group | Cohort Jan 07 | %Jan 07 | % Jan 08 | % Jan 09 | % Jan 10 |
|---|--------------------------|--------------------|---------------------|---------------------|---------------------|
| Persistent Absentees (>63 half days) | 573 | 8.5 | 7.6 | 8.0 | |
| More than 1 Fixed Exclusion in last 2 years. | 295 | 4.4 | 5.8 | 6.5 | |
| BESD Primary SEN need | 231 | 3.4 | 3.8 | 4.8 | |
| Youth Order Cases | 174 | 2.6 | 2.4 | 1.6 | |
| Meadowbrook | 70 | 1.0 | 1.0 | 1.0 | |
| Oxfordshire Year 11 | 6765 | 100.0 | | | |

Note: Counts are for Secondary, Northfield and alternative education provision.

% Young people attaining at least 5 A*-G (inc Eng and Maths) at KS4 by vulnerable group



Working together and sharing good practice along the way



Primary Success

- Baseline Data
 - Steering & Accountability
 - Strands – emerging themes & other priorities
 - Communication
 - Evaluation
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Emerging Strands

- ❑ Pathways and transition
 - ❑ Good Behaviour Game
 - ❑ Workforce development
 - ❑ The Extra Mile Project – free school meal gap
 - ❑ Persistent absence – early intervention
 - ❑ Emotional and mental health
 - ❑ Developing resilience and reducing risks
 - ❑ BME gaps
 - ❑ Bridges Out of Poverty – Breaking Cycles
 - ❑ Attachment to School
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Recommendations

- Dedicated data officer
 - Participation and involvement worker
 - Task and finish groups
 - Paired leads
 - Good governance/steering group
 - Milestones
 - Opportunities to share best & next practice
 - Readiness to bid
 - Keep it manageable
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