

## Summary of recommendations to the executive and executive responses [PRU Referrals]

Between November 2018 – February 2019 a task and finish group concerning the level of referrals to the pupil referral unit was conducted. The following was recommended to the executive:				
<b>Recommendation A (i)</b>	<b><u>Representatives on the PRU Management Committee</u></b> <b>(i) The executive considers methods to encourage head teachers of local secondary schools to provide input into the design of alternative provision including sufficient numbers attending and participating in the PRU Management Committee.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation and this work has now been completed.  There has been a good response to the re-modelling discussions from High Schools with 8 schools being represented at the recent workshops.  There has also been consistent support from two of Herefordshire’s Secondary Headteachers (Whitecross and Earl Mortimer College) along with Assistant Head representation from Bishop of Hereford who have attended the committee regularly since it was re-constituted. At this stage, no further work is needed but should one of the secondary representatives withdraw from the committee, further support will be sought from the Herefordshire Association of Secondary headteachers (HASH).			
<b>Recommendation A (ii)</b>	<b>(ii)The executive continues to consider methods to encourage parents and extended family to attend the PRU Management Committee and investigates methods to allow former pupils to contribute feedback.</b>			
<b>Executive Response</b>	The Executive accepts this recommendation.			
<b>Recommendation A (iii)</b>	<b>iii)The executive considers broadening the role of representatives on the PRU management committee to include carers/guardians.</b>			
<b>Executive Response</b>	The Executive accepts this recommendation.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
The Executive Head and Chair of the Management Committee need to consider how the views and	PRU Management	Aug 2020	Views of parents, carers and students	

engagement of parents, carers and the students can be achieved through discussion at the Management Committee	Committee Chair		captured and considered	
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<b>Recommendation B</b>	<b><u>Closer working or integration of PRU Forum and the In-Year Fair Access (IYFA) Panel</u></b>			
	<b>The executive considers how to ensure closer working between the PRU Forum and IYFA Panel, including an assessment of the benefits of integrating the two bodies, with any changes in operation being recorded and agreed by all schools within a revised In-year fair access protocol.</b>			
<b>Executive Response</b>	The Executive agrees the recommendation. The revised draft of the IYFA protocol makes clear the link between the IYFA Panel and the PRU Forum determining PRU admissions.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
The revised IYFA Protocol is issued and agreed	Manager responsible for School Admissions	Dec 2019	There is a mutual understanding of the 2 panels and the inter-relationship between the two.	

<b>Recommendation C (i)</b>	<b><u>Designated senior lead for mental health and training for schools</u></b>			
	<b>(i) That the executive encourages all schools in Herefordshire to make preparations to identify a designated, qualified mental health (wellbeing) lead and undertakes a survey of schools to assess what progress is being made to appoint to this post.</b>			
<b>Executive Response</b>	The Executive agrees to the recommendation.			

<b>Recommendation C (ii)</b>	<b>(ii) That the executive works with partners, including the CCG, CAMHS, Public Health England, 2gether NHS Foundation Trust and schools to develop a framework of training packages for schools including the designated mental health leads.</b>			
<b>Executive Response</b>	The Executive agrees to the recommendation			
<b>Actions</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
The Children and Families Directorate will work with CAMHS (2gether MH Trust) to conduct a survey of which schools already have a mental health lead and the extent of the training they have received.	Head of Additional Needs	March 2020	Baseline of school readiness for mental health responsibilities is established	
A guide to mental health and emotional well-being will be produced as a toolkit for schools and others. This will outline the training offer for schools from a range of services and agencies. This work will be steered through the strategic Mental Health Partnership Group. The Council, CCG, 2gether MHTrust and Public Health are all partners.	Principal educational Psychologist	March 2020	Toolkit published	

<b>Recommendation D (i)</b>	<b><u>Permanent exclusions from mainstream schools</u></b> <b>That the executive engages schools with a high level of permanent exclusions to identify whether strategies to prevent exclusion are in place.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation.  It should be noted that that the number of permanent exclusions has reduced in 2018-19 from the level in 2017-18.			

	<p>The Social Inclusion Officer will come into post in September 2019.</p> <p>A graduated response document has been agreed. This will be published in September 2019. It includes Social, emotional and mental health needs (SEMH) which will guide schools to possible strategies.</p>			
<b>Recommendation D (ii)</b>	<b>That the executive reviews the In-year fair access protocol to gain agreement to YP being offered a second chance for certain types of first-time permanent exclusion.</b>			
<b>Executive Response</b>	<p>The Executive accepts the recommendation.</p> <p>The In-year fair access protocol has been drafted with a paragraph regarding first-time permanent exclusions.</p>			
<b>Actions</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
The Social Inclusion Officer will monitor the exclusions and provide information on which schools would benefit from more work	Social Inclusion Manager	Mar 2020	Social Inclusion officer in place and briefed	
The graduated response document will be published	Principal Educational Psychologist	Sept 2019	Document published	
The guide to mental health and emotional well-being will be produced and will outline the continuum of provision (once agree) to support schools at different levels of need.	Principal Educational Psychologist	March 2020	Guide published	
The revised in-year fair access protocol will be finalised, agreed with schools and published	Admissions Manager		Protocol Published	

<b>Recommendation E (i)</b>	<b><u>Post-16 opportunities for PRU leavers</u></b>			
	<b>That the executive considers how to broaden opportunities and enhance the prospects of pupils leaving the PRU post-16 and considers alternative means of providing the resource to offer 'scaffolding' to encourage former PRU pupils to move into employment, education and training.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation.  This will be provided through the recently agreed Landau contract funded by the European Social Fund.			
<b>Recommendation E (ii)</b>	<b>That the executive considers how local advocates or young people champions could work with local employers and further/higher education providers locally to increase opportunities for pupils leaving the PRU post-16.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation.			
<b>Recommendation E (iii)</b>	<b>That the executive considers how apprenticeships at the Council can be provided to young people leaving the PRU.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation.			
<b>Recommendation E (iv)</b>	<b>That the executive works with the New Model in Technology and Engineering (NMiTE) university, and all Higher Education providers in Herefordshire, to identify where opportunities may exist for post 16 PRU leavers and investigate arrangements to facilitate access to such opportunities.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation.			
<b>Actions</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
A new package of scaffolding is put in place following a gap from the successful pilot project run from the	Senior post-16 Learning and Skills Advisor	Sept 2020	A reduction in students who do not sustain EET	A new European Social Fund (ESF) project has been commissioned for 15 to 24 year olds at risk of becoming NEET or are NEET. The lead accountable body is Landau and it started 1 April 2019 and will run until 31 July 2021. There may

<p>Brookfield Arrow Group between 2015 and 2017</p>				<p>be an option to extend by a further 2 years subject to performance and funding. Website link to project <a href="https://www.landau.co.uk/training-learning/in2/">https://www.landau.co.uk/training-learning/in2/</a></p> <p>There is a technical issue that we are trying to get resolved with ESFA nationally. At present, if a year 11 leaver has a September Guarantee then they are not classed as a risk of NEET or NEET when they leave school. The latter because apparently DFE state that the young person is entitled to a holiday until September. This means we would have to wait to September to engage the year 11 leaver if they fail to enrol at a post 16 provider and become NEET. We have challenged this and are awaiting the outcome. We have offered a solution that the LA identifies the at risk of NEET young person. We will communicate the outcome.</p> <p>The government has committed to create a UK Shared Prosperity Fund (UKSPF), a domestic programme of investment after leaving the EU to reduce inequalities between communities. Government has not yet published consultation.</p>
<p>Link PRU to employers through the Careers Enterprise Company (CEC) programme. To support the delivery of careers and work related opportunities. Engage an Enterprise Adviser (EA), a volunteer from business who works closely with the headteacher or Senior Leadership Team to provide strategic support. The EA will use business experience and professional networks to help develop and implement an effective</p>	<p>CEC Enterprise Co-ordinator</p>	<p>September 2019</p>	<p>Enterprise Adviser recruited Compass completed by PRU</p>	<p>Meetings have taken place. PRU to complete compass evaluation tool (evaluates how careers activity compares to the Gatsby benchmarks) and return. KB is working to identify suitable Enterprise Adviser for the PRU.</p>

<p>strategy that puts opportunities with local employers at the heart of a young person's education.</p> <p>Work with Herefordshire Council's HR team and HOOPLE in respect of access to Apprenticeship opportunities. This could extend to the major contracts held with companies such as Balfour Beatty.</p> <p>Contact HE Aim Higher West Midlands and ascertain what activities and support is available. Contact NMITE, University of Wolverhampton and Herefordshire and Ludlow College to agree what support and activities could be available.</p>	<p>Senior post-16 Learning and Skills Advisor</p> <p>Senior post-16 Learning and Skills Advisor</p>	<p>Oct/Nov 2019</p> <p>December 2019</p>	<p>Young People know about apprenticeships, entry requirements etc. and opportunities available.</p> <p>A programme of activities available</p>	<p>Contact made with ASK  <a href="https://amazingapprenticeships.com/about-ask/">https://amazingapprenticeships.com/about-ask/</a>          Workpays West Midland support schools and provide impartial information on Apprenticeships  <a href="https://www.workpays.co.uk/index.php/school/apprenticeship-support">https://www.workpays.co.uk/index.php/school/apprenticeship-support</a>          Schools to register for support. Need to ensure schools are aware of this.</p>
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<p><b>Recommendation F</b></p>	<p><b><u>Academic outcomes and vocational courses</u></b></p> <p><b>That the executive considers working with the PRU to consider how to develop a wider range of vocational courses for pupils.</b></p>				
<p><b>Executive Response</b></p>	<p>The Executive accepts the recommendation.</p>				
<p><b>Action</b></p>	<p><b>Owner</b></p>	<p><b>By When</b></p>	<p><b>Target/Success Criteria</b></p>	<p><b>Progress</b></p>	

The Curriculum sub-committee of the PRU Management Committee will consider broader curriculum options, including the vocational offer in relation to the remodelling of the PRU offer	Executive Head PRU	Sept 2020	Demonstrably wider offer than current baseline	
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<b>Recommendation G</b>	<b><u>Primary to secondary school transition</u></b>			
	<b>That the executive considers the impact of the transition from primary to secondary school on referrals to the PRU and examines models of best practice to share with all schools.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
A review of PRU admissions and the historical factors for each student will be conducted. The impact of difficult transitions between primary and secondary schools will be considered as part of this review.	Exec Head of PRU	Dec 2019	This hypothesis is accepted or rejected and learning is shared from the exercise	

<b>Recommendation H (i)</b>	<b><u>Re-integration of pupils returning from the PRU</u></b>			
	<b>H(i) That the executive considers any resources it could make available to assist the intervention pilot at Earl Mortimer School.</b>			
<b>Executive Response</b>	The Executive rejects this recommendation.			
	An overall model of support for re-integration for all schools and will be trialled countywide. Earl Mortimer have been integral to the design of the new PRU service.			



<b>Recommendation H (ii)</b>	<b>H(ii) That the executive examines the success of the work of the pilot to re-integrate pupils following return from the PRU and if the model could be replicated at other schools across Herefordshire.</b>
<b>Executive Response</b>	H(i)The Executive rejects this recommendation.  Providing additional financial support for a single school is likely to be seen as unhelpful by other schools.

<b>Recommendation I</b>	<b><u>Cost/social benefit analysis of alternative provision</u></b>  <b>The executive is recommended to work on the production of a broader community and social cost-benefit analysis of alternative provision and the PRU for the purposes of lobbying.</b>
<b>Executive Response</b>	The Executive rejects this recommendation.  Officers from Herefordshire have been active in policy forums and national focus groups which contribute to the national picture of evidence of the cost/ benefits of alternative provisio and the lobbying of national government.  The Executive does not feel that the resource to conduct a piece of work on a local scale can be justified. Although it is vital that the outcomes for young people who have attended the PRU are tracked locally, it is not possible to construct a social cost-benefit analysis on a local scale, given that it is not possible to ascertain a young person’s trajectory had they not attended a Herefordshire PRU. This is work that has to be conducted at the level of a national research project.

<b>Recommendation J</b>	<b><u>Perception and reputation of the PRU</u></b>  <b>The executive is recommended to work with mainstream schools to reduce the stigma that is attached to the PRU.</b>
<b>Executive Response</b>	The Executive accepts the recommendation.  The new model of PRU services should reduce stigma as many of the PRU services offered will be in the student’s own school with more flexible boundaries between mainstream and alternative provision, which should reduce the feeling of segregation.

	It is important to recognise that there is a national societal social stigma associated with being placed in alternative provision.			
Action	Owner	By When	Target/Success Criteria	Progress
Implementing the new model of services from the PRU from Sept 2019	Exec head of PRU	Dec 2019	Less resistance from students and their parents	

<b>Recommendation K</b>	<b><u>PRU training of secondary school teachers</u></b>			
	<b>The executive is recommended to work with mainstream schools and the PRU to explore the prospect of providing training concerning coping with challenging behaviours.</b>			
<b>Executive Response</b>	The Executive accepts the recommendation			
Action	Owner	By When	Target/Success Criteria	Progress
The graduated response document will be published	Principal Educational Psychologist	Sept 2019	Document published	
A guide to mental health and emotional well-being will be produced as a toolkit for schools and others. This will outline the training offer for schools from a range of services and agencies. This work will be steered through the strategic Mental Health Partnership Group. The Council, CCG, 2gether MHTrust and Public Health are all partners.	Principal Educational Psychologist	Mar 2020	Document available	