

Education and Inclusion strategy action plan

(last updated September 2022, next update due September 2023)

Key : W = Head of Standards and Effectiveness; R= Head of SEND and Inclusion; J= Head of Pupil Support (Wellbeing and Safety), K= Strategic lead, Skills and Employability

Attainment and progress

Raise attainment and close the attainment gaps between key pupil groups across all key phases and key stages, ensuring that all children and young people are able and confident to access good or outstanding local education provision to meet the needs of our families.

	Short term up to 12 months	Medium term 1-2years	Long term 3-5 years
Children take up their Early Years funded places entitlement	<ul style="list-style-type: none"> Take-up of the early years' entitlements are monitored to ensure there are sufficient places to meet demand. (W) Settings will work with parents to promote children's attendance so that children form good habits for future learning. (W) 	Monitor and maintain	Monitor and maintain
Early Years settings deliver high quality education	<ul style="list-style-type: none"> Appointment and induction of a new Early Years manager to lead on this area of work. (W/R) Undertake a cycle of monitoring visits to provide external support and challenge in promoting children's regular attendance. (W/R/J) 	<ul style="list-style-type: none"> Early Years settings identify the gaps in the essential knowledge children need for their future success (Cultural Capital) particularly the most disadvantaged. (W/R/J) Additional funding, including Early Years Pupil Premium, is targeted, and settings can evidence the impact on disadvantaged children's outcomes. (W/R/J) Parents of children with SEND are supported in accessing quality childcare that meets their child's needs(W/R/J) Working with all partners across CS to support and develop the early help offer (W/R/J) 	<p>Support settings to maintain good and outstanding Ofsted ratings through training and development and collaborative partnerships (W/R/J)</p> <p>Continue to monitor, quality assure, support and challenge settings to ensure high quality education and outcomes ((W/R/J)</p>

		<ul style="list-style-type: none"> • Through training and development ensure all settings have full working knowledge and understanding and practical application of the EYF (W/R/J) 	
<p>Statutory assessment outcomes improve for those historically underperforming groups</p>	<ul style="list-style-type: none"> • Maintained Schools that are not classed as at least good are supported by a National Leader in Education and by the LA. They are provided with targeted and specific support and challenge in line with the areas for improvement identified by Ofsted or the LA.(W) • Termly ‘team around the table’ meetings to provide support and challenge for underperforming maintained schools. (W) • To further develop relationships with DfE and underperforming academy trusts to ensure all children and young people achieve good outcomes. (W) • Use the statutory head of North East Lincs (NELC) virtual school to work with education settings and other agencies promoting monitoring and challenging the educational achievement of children who have status of Looked After Children and young people (LAC), Child Protection (CP) and Child in Need (CIN) determining the best use of pupil premium plus. (W) • Analyse the performance of individual schools, settings, and education providers, monitoring the progress and achievement of vulnerable pupils, challenging under-performance and 	<ul style="list-style-type: none"> • Monitor Ofsted outcomes and the school data for all maintained schools and academies (W) • Termly ‘team around the table’ meetings to provide support and challenge for underperforming maintained schools. (W) • Support all maintained schools to join strong high performing academy trusts (W) • Develop cloud based data sharing system to inform strategic actions that lead to improved outcomes for children (ALL) 	<ul style="list-style-type: none"> • Statutory assessment outcomes are in line with national or above in all maintained schools and academies, or improving strongly towards national. (W) • Continue to provide statutory monitoring and moderation of key stage 2 tests and teacher assessment and info advice and guidance to primary school on all aspects of stat assessment (W)

	<p>any perceived failure to provide a full-time education. (W)</p> <ul style="list-style-type: none"> • Develop system-wide school-led improvement to secure high-quality provision and widen local opportunities, brokering specific support for school-improvement where necessary. (W) • Develop further our collaboration and develop partnership model across education providers around our priority areas of Inclusion, skills, employability, and attainment, ensuring that school leaders, Multi-Academy Trusts (MATs) and Teaching School Hubs are central to the development of local capacity which sustains self-improvement. (W) 		
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Capacity Development

See all our schools as good or outstanding. Support each education provider to ensure recruitment, retention, and training to ensure highly skilled staff across all key phases

Appropriately plan to ensure there are sufficient services, and suitable school places in North East Lincolnshire across all phases

	Short term up to 12 months	Medium term 1-2years	Long term 3-5 years
<p>Develop a wider workforce local offer to meet the needs of young People in NEL</p>	<ul style="list-style-type: none"> • Out of area placements – develop a wider offer that supports schools/academies/Further Education providers to be part of the decision making for placements and the ongoing developments of the inclusive offer for all students to be educated in NEL. (W/R/K) 	<ul style="list-style-type: none"> • Establish a wider offer across NEL to overcome areas of significant challenge i.e. School Exclusion, SEND support. (W/R /K) • Have a clear single approach to Children's services encompassing Social Care, Health and Education, Prevention and Early Help (W/R/J). • Develop a tuition service suitable for children with EHCPs, SEND, and CLA (R,J) 	<ul style="list-style-type: none"> • Ensure our offer matches the needs of the demographics and prevalent cohorts across NEL – This will include strategic pupil place planning and any developments of the education establishment offer. (W/R)

<p>Pupil place planning</p>	<ul style="list-style-type: none"> • Pupil place planning meets immediate need by providing additional places within the current estate (W) • Use birth data to identify and school census to strategically plan school places (W) • Work with settings and academy trusts to assess and explore feasibility of school places, in line with LA statutory functions(W). • Work alongside planning department and housing development sites in order to ensure that there are sufficient and suitable school places to meet local need and as per the local development offer regarding housing (W). • Develop SEND Local Offer of specialist provision (R) • Develop project groups for delivery of new SEMH special school depending on bid outcome (R) • Work with schools as they transfer to become academies (W) • Using allocated capital funding, deliver on 40-50 additional high needs places at key stage 1 and 2 for children with EHCPs. First places to be available from September 2022 with completion of the whole project by September 2023. (R) 	<ul style="list-style-type: none"> • Build 2 new presumption free schools at Scartho top and Waltham Village (W) • Review post 16 transport offer to ensure that a refreshed model enables young people to be sufficiently prepared for adulthood and accessing their local communities and education provision (ALL HOS) 	<ul style="list-style-type: none"> • To align the pupil place planning with the Councils aspirations for the borough (W)
<p>Quality Assurance</p>	<ul style="list-style-type: none"> • Develop an education performance dashboard with a set of KPI's and data processes (All HOS) 	<ul style="list-style-type: none"> • Embed the performance cycle and evolve the education performance board. (All HOS) 	<ul style="list-style-type: none"> • NELC education and SEND dashboard is refined and developed to ensure robust tool to support monitoring of

		<ul style="list-style-type: none"> Develop and Launch education SEND data and performance dashboard (R) 	performance and aids decision making (All HOS)
Inclusion and SEND Commission and secure high quality alternative provision which includes mainstream offer and implement a vision for SEND that ensures all children and Young People have equitable access to a great education.			
	Short term up to 12 months	Medium term 1-2years	Long term 3-5 years
Inclusive practice	<ul style="list-style-type: none"> Applied for Delivering Better Value programme (DBV) (R) Review and implement changes as a result of the new exclusion guidance (issued July 2022) (R) Develop a training offer for Governors to understand the implications of the changes to legislation and guidance changes to SENCO forum (R) Handbook developed (R) Review and implement changes of the education welfare service in light of new attendance guidance (Mar 2022) (R/J) Understand, review and implement the Green paper for SEND (R) Aspire and Behaviour and Attendance Collaborative (BAC) new model to be implemented in Sept 23 (W,R) 	<ul style="list-style-type: none"> Embed legislation and guidance changes identified in year 1 (R) Review the work SEND self-evaluation and workforce development to ensure that key gaps in knowledge and areas continue to have a relevant sufficiency and workforce development plan (R) 	<ul style="list-style-type: none"> Strengthen and develop inclusive practice across all education settings (R) Use learning from Delivering Better Value in SEND project to develop a more sustainable SEND system, continuing to strengthen and develop inclusive practice across all education settings following review of implementation (R) Keep the Early Years Inclusion Fund under review to ensure that it is able to support as many children in setting as possible to achieve their best outcomes (R)
Sufficiency	<ul style="list-style-type: none"> Complete application process for national special free school window for 1 of the 60 schools being built nationally. (R/W) Refresh sufficiency strategy and implement actions (R/W) Undertake a scoping activity mapping our 16-25 provision for young people 	<ul style="list-style-type: none"> Start the implementation of the Sufficiency strategy (R/W) Develop a new SEMH provision (R) Create sufficiency plans for 16+ cohort with Education, Health, Care Plans (EHCP's) (R) Develop resource based provision and SEND bases attached to mainstream 	<ul style="list-style-type: none"> Review sufficiency strategy and continue to expand the range of SEND provision available locally (R/W) Implement sufficiency plans for pre and post 16. (R/W/K) If bid successful complete the free school process in collaboration with

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	<p>with an EHCP, SEND support and those who are CLA to identify what our gaps are across the borough (R)</p> <ul style="list-style-type: none"> • Complete an action plan, of identified gaps and opportunities for commissioning or suitable provision/pathways (R). • Begin to develop models for launch of new delivery models of service (R) • Contribute to a five year autism strategy with all key stakeholders (R) 	<p>schools at Primary and Secondary phase. (R)</p> <ul style="list-style-type: none"> • Monitor and update sufficiency planning every year alongside School Organisation Plan (R) • Complete SEND places commissioning activity for existing providers (R) • Work with the DfE on the free school programme to secure a MAT to sponsor the SEMH free school if successful (R) • Embed a new Early Years inclusion fund model across the borough (R) • Evaluate the Dedicated Schools Grant (DSG) project within Early Years, and re-launch with additional learning and tweaks (R) • Embed the vision for SEND and inclusion will ensure all children and young people have equitable access to a great education and aspirations for adulthood (linked to Delivering Better Value workstream) (R) 	<p>DfE for opening September 2027 (R,W)</p>
<p>Education, Health, Care Plan (EHCP)Development</p>	<ul style="list-style-type: none"> • Sustainable capacity to manage current and forecasted demand (R) • Review and develop effective internal processes and ways of working to support effective and timely request for assessment (R) • Continue to seek support and challenge with regional and national partners, and wider stakeholders to improve the timeliness of EHCP assessment (R) 	<ul style="list-style-type: none"> • Manage and monitor activity relating to timeliness of EHCP's (R) • Review the quality assurance process for EHCPs (education, health and social care) (R) 	<ul style="list-style-type: none"> • Embed practice (R) • Continue to evolve and review processes (R) • Begin to cease plans when not needed (R)

	<ul style="list-style-type: none"> Recruit capacity and re launch the Preparation for Adulthood framework with all education settings, health, and social care partners to reset expectations and understanding around the agenda and pro-active planning for children and young people with an EHCP from age 14 (R) Once launched create a working group to monitor implementation and identify/scope the pathways for early identification to stop NEET (R) Work with social care colleagues to align Personal Educational Plans (PEPs), Children In Need (CIN) and Child Protection (CP) plans where possible with EHCPs (All HOS) 		
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Employability and Skills

Ensure all children and young people have access to high quality careers, information, advice and guidance, which includes bespoke education and skills pathways, working with partners in the public and private sector to unlock opportunity for and meet employment needs of young people. Work in partnership with local businesses and organisations to support all young people to have the opportunity to become economically independent, productive citizens and fulfil their aspirations.

	Short term up to 12 months	Medium term 1-2years	Long term 3-5 years
<p>Ensure all children and young people have access to high quality careers, information, advice and guidance (CIAG).</p>	<ul style="list-style-type: none"> Ensure the work of the Greater Lincolnshire Local Enterprise Partnership (GLLEP) and specifically the Careers and Enterprise Company aligns to the priorities of NEL and our education settings (K) Develop and launch the Careers Information, Advice and Guidance Strategy (K) Support Careers Leaders in ensuring that they have a robust Careers Strategy with emphasis on the 	<ul style="list-style-type: none"> Ensure all priorities feature in any local emerging skills action plan (K) Ensure children and young people are aware of new and emerging opportunities by developing local CPD for Careers Advisers deployed in academies. (K) Continue to strengthen the Careers Network infrastructure for Careers Leaders and others, including termly meetings and newsletter(K) 	<ul style="list-style-type: none"> Review CIAG strategy and action plan to ensure that more young people are in sustained careers and if appropriate taking advantage of local opportunities and more young people move into Higher Education(K) Ensure partnership Agreements in place with all education settings, setting out arrangements for targeted careers guidance support for those students who are vulnerable and might not make a successful transition

	<p>importance of achieving high level qualifications which opens doors to higher level opportunities (K)</p> <ul style="list-style-type: none"> • Support education settings in fulfilling their responsibilities as set out in the Ofsted Framework in relation to careers and work-related learning activity (K) • Review Partnership Agreements in place with all education settings, setting out arrangements for targeted careers guidance support for those students who are vulnerable and might not make a successful transition beyond year 11 therefore preventing them from becoming NEET (K) 	<ul style="list-style-type: none"> • Develop training/CPD for Careers Leaders/Advisers to develop local industry knowledge. (K) • Refresh Partnership Agreements in place with all education settings, setting out arrangements for targeted careers guidance support for those students who are vulnerable and might not make a successful transition beyond year 11 therefore preventing them from becoming NEET (K) 	<p>beyond year 11 therefore preventing them from becoming NEET (K)</p>
<p>Increase the understanding of local employment opportunities both now and in the future</p>	<ul style="list-style-type: none"> • Enable effective collaboration of education settings with local employers and key employment sectors in order to raise awareness and aspirations of the future workforce (K) • Review how we understand the employment needs of our key local sectors and how this is fed back to education settings (K) 	<ul style="list-style-type: none"> • Ensure all priorities feature in any local emerging skills action plan (K) • Develop Lincs2 to host specific local Labour Market Information and increase the accessibility(K) • Cross cutting with section above (K) • Refresh and review how we understand the employment needs of our key local sectors and how this is fed back to education settings (K) • Further develop the education business links to educational establishments, working with the Careers & Enterprise Company in order to embed the work of the Careers Hub and support to schools to achieve the Gatsby benchmarks (K) 	<ul style="list-style-type: none"> • More young people take advantage of local opportunities • Increase in local business engagement in education settings • Clear and sustainable employer engagement strategy which works • Review progress/learning and monitor, maintain and continue to make improvements from years 1 and 2 (K)

<p>Improve post 16 destinations of school leavers</p>	<ul style="list-style-type: none"> • Increase the number of young people moving into apprenticeships, further education or training opportunities, especially care leavers (K) • Reduce the number of young people who find themselves NEET (Not in education, employment or training) particularly as they leave school (K) • Review and analysis of the barriers currently facing young people as they leave statutory education and become NEET. This will include all partners with a vested interest in this agenda e.g. Job Centre Plus, training providers, apprenticeship providers (K) • Continue to develop the pathway for care leavers to be able to access opportunities within NELC in line with our role as corporate parents (K) • Develop any new post 16 provision including apprenticeships that might be needed e.g. Pre employment programmes (K) • Develop the offer for Care Leavers and SEND in line with the commitment from the senior leadership team (NELC) to offer apprenticeship opportunities (K) 	<ul style="list-style-type: none"> • Ensure all priorities feature in any local emerging skills action plan (K) • More young people achieve qualifications particularly in maths and English on leaving school which has an impact on post 16 plans (K) • Monitor progress of % improvement of more young people achieving qualifications particularly in maths and English on leaving school which has an impact on post 16 plans (K) • Review and relaunch CLA programme offered by NELC to provide apprenticeships. Ensure that it is relevant and appropriate for current and future cohorts (K) 	<ul style="list-style-type: none"> • Improved academic outcomes, particularly maths and English • Reduction in the number of school leavers who are NEET • Review progress/learning and monitor, maintain and continue to make improvements from years 1 and 2 (K)
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Wellbeing, Safety and Pupil Support

The Local Authority will support schools to promote the safeguarding and wellbeing of all children in education, including those who are educated otherwise or those children who move into area and have effective tracking processes for those who move out.

Promotion of a consistent approach to education, creating improved mental and physical health as well as providing environments that nurture healthy emotional and social relationships and behaviours within the communities.

Support and raise the aspirations of vulnerable children including acting as corporate parent for children in care.

Promote protect and improve our children’s mental and physical health and wellbeing and recognise that this underpins our ability to improve all priorities.

	Short term up to 12 months	Medium term 1-2years	Long term 2-5 years
Safeguarding	<ul style="list-style-type: none"> Strengthen and develop partnerships with key stakeholders to ensure the most vulnerable children in our borough are in education and settings which are safe. (J) Analyse findings of the safeguarding and education audit and develop action for improvement. (J) Review and implement changes of the education welfare service in light of new attendance guidance (Mar 2022) (J) Strengthening and developing partnerships with Young and Safe team to ensure that there are closer links with the street-based team who support and work with vulnerable children and young people (J) The Safeguarding Education Sub-group to focus on key themes within the update of Keeping Children Safe in Education (KCSIE 2021) (J) 	<ul style="list-style-type: none"> Undertaking assurance of partnership effectiveness. (J) Review safeguarding audit process to ensure both compliance and culture of safeguarding is evidenced by each education setting (J) Develop and maintain positive partnership relationships to ensure safeguarding is a priority (J) 	<ul style="list-style-type: none"> Maintain, Embed and seek assurance. (J) Ensure new legislation continues to be embedded in audit process. (J)
Support for our most vulnerable children and young people in education	<ul style="list-style-type: none"> Ensure our children in care receive quality education. (J) Develop extension to virtual school to support those children with a social worker in their education setting 	<ul style="list-style-type: none"> Embed PEP quality assurance processes. (J) Implement and embed the extension to the VS with a planned roll-out of support for all settings across NELC. (J) 	<ul style="list-style-type: none"> Continue to monitor and evolve the quality and timeliness of the education plans for children and young people. (J) Provide a relevant workforce development offer to ensure

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	<ul style="list-style-type: none"> • Ensure those children who are not in a school setting (Elected Home Educated (EHE), Part time timetables (PTTT), Children Missing Education (CME) continue to be visible and planned for. (J) • Work in partnership to improve the offer to support back in school (J) • Continue roll out to ensure all schools have a mental health champion who is trained and receives regular updates from the Local Authority team, and the Education Mental Health Support Team, Compass Go. Partially achieved (J) • Review of the virtual school in light of changes to statutory guidance and corporate parenting responsibilities (J) • Continue roll out to all schools to understand the importance of a PEP, their significance, and expectations for completion. Training offered to designated teachers (J) • Develop QA process for PEPs to be fully rolled out 2024 (J) 	<ul style="list-style-type: none"> • Further develop effective data systems to track and monitor those children not in an education setting (J) • Clearly defined pathways to enable children to return back into education(J) 	<p>consistent approach to our vulnerable children. (J)</p> <ul style="list-style-type: none"> • Strengthen effective tracking systems and pathways. (J)
<p>Wellbeing</p>	<ul style="list-style-type: none"> • Appoint appropriate capacity for Pupil Support, Safety and Wellbeing. (J) • Ensure all schools have a mental health champion who is trained and receives regular updates from the Local Authority team, and the Education Mental Health Support Team, Compass Go. (J) 	<ul style="list-style-type: none"> • Review effectiveness of the new model of delivery. (J) • Develop governance model to quality assure the commissioned model of the education mental health support and that needs are accurately addressed. (J) • Implement and embed new policies and refreshed strategies and ensure 	<ul style="list-style-type: none"> • Adapt delivery model. (J) • Ensure model and policies/strategies reflect any changes to legislation and guidance. (J) • Check that related commissioned services are meeting commissioned need and desired impact. (J)

	<ul style="list-style-type: none"> Review and co-develop a range of existing and new policies. (J) Influence support which meets the needs of children and young people post-Covid. (J) Continue working in partnership with the programme lead across key partners, embed and develop the Wellbeing and Safety Strategy and key action plans including school nursing and public health teams (J) Review EEBSA project full implementation (J) 	<p>reflect any changes to legislation and guidance. (J)</p> <ul style="list-style-type: none"> Gather feedback from schools and education settings and identify gaps; advise partners on the effectiveness of the model of support. (J) 	
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Rigour and partnership

Work in partnership with children and families, education providers, health, social care, early help and Safer and Stronger Communities as well as 3rd sector partners to develop relationships which will ensure co-production approach and allow us to be the constant critical friend, regularly applying data and information to support and challenge in order to ensure that problems are never a surprise, that our practice stands up to scrutiny and that we are always Ofsted ready. Children and families? Not referenced in main document but are identified as key and co-production approach

	Short term up to 12 months	Medium term 1-2years	Long term 3-5 years
<p>Outcomes for partnership working to achieve collective responsibility to improve education outcomes for children and young people</p>	<ul style="list-style-type: none"> Data workstream to be established to develop further dashboard reporting of required baseline information needed (all school-based data, Children & Family Services key data, complaints, Ofsted, budgets SEND etc) to manage performance and progress information accessible across our statutory services and external partners (All HOS) Review and further develop effective reporting processes and systems across our baseline information (All HOS) Establish a format for data sharing of vulnerable groups between education 	<ul style="list-style-type: none"> New education system procured (All HOS) Monitor and review performance Education and Inclusion strategy actions on quarterly basis. Tweak long term actions (All HOS) Revisit and develop further the Curriculum for Place, Curriculum for Life and Curriculum for Improvement as previously agreed (J) Plan to further develop web based portal (All HOS) 	<ul style="list-style-type: none"> Monitor and review progress and developments aligned to the Education & Inclusion Strategy (All HOS) Raise aspirations and retain skills within the area (All HOS) Continued investment in a collaborative partnership (All HOS) Review Board objectives and impact. Review TfAll portal used as the 'go to' place to access resources, sharing of best practice (All HOS) New education system implemented Monitor and review performance Education and Inclusion strategy actions on quarterly basis(All HOS)

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	<p>settings and the LA to better inform collective solution focussed decision making (All HOS)</p> <ul style="list-style-type: none">• Ensure the voice of the child is captured significant changes across statutory education policy, process and services that might affect them. Voice of child documents tools developed (Voice and Influence practitioner)• Review and test effectiveness of governance and evidence and data processes (All HOS)• Identify and work with partners to improve engagement in education activity and decision making (All HOS)• Conference scheduled for Headteachers on 30th September 2023 with a theme of Inclusive Practice (All HOS)		<ul style="list-style-type: none">• Refresh strategy and achieve approval (All HOS)
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