

ITEM No ...2.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 28
NOVEMBER 2016

REPORT ON: INCLUSION PLUS NEXT STEPS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 378-2016

1.0 PURPOSE OF REPORT

1.1 This report provides a further report on the work of the Inclusion Plus Project and outlines the next steps in the programme

2.0 RECOMMENDATION

2.1 The Children and Families Services Committee is asked to:

- i note the contents of this report; and
- ii request further regular reports from the Executive Director of Children and Families Service as part of the general Attainment Challenge reporting.

3.0 FINANCIAL IMPLICATIONS

3.1 The full year additional costs of the projects detailed in section 6 will be funded from external sources, there are no revenue financial implications arising from this report. An annual allocation of £250,000 will be made from the Scottish Attainment Challenge to support the partnership work with Includem. In addition, the Robertson Trust have agreed to fund up to £250,000 per annum for the next 2.5 years. The Scottish Attainment Challenge is also funding £100,000 per annum to cover the costs of the additional Skillforce and Outward Bound costs.

4.0 BACKGROUND

4.1 Inclusion Plus project concluded in June 2016 after 3 years of work in 4 Dundee Schools. Inclusion Plus was a consortium approach between Apex Scotland, Skillforce and Includem.

The three services work to very similar aims by supporting young people who experience difficulties in connecting positively with mainstream education. Inclusion Plus combined the work of the three services and aimed to:

- Provide an alternative to exclusion from mainstream education;
- Work in a proactive manner to reduce the likelihood of future exclusions;
- Support young people on curricular activities;
- Address young people's behaviour and reasons for their non-compliance with mainstream education;

- Incorporate rehabilitation, helping young people to see why their behaviour is unacceptable and the consequences of their behaviour on their futures;
- Provide opportunities to gain qualifications, awards and life skills;
- Working with young people and their families to build confidence, self-esteem and help them to move forward in a positive way.

4.2 The consortium has been operating in Baldragon Academy, Braeview Academy, Craigie High School and St Paul's RC Academy.

4.3 The project aims were to improve outcomes for those children and young people at risk of exclusion based upon a shared approach of agencies working together, and responding to the needs of children and young people early and effectively, in line with the Scottish Government Guidance on Managing School Exclusions issued in March 2011.

5.0 FINAL EVALUATION

5.1 As part of the agreed programme Glasgow University were commissioned to carry out research to evaluate the project. The Inclusion Plus programme team met on a regular basis with the researchers at Glasgow University.

5.2 Key Findings:

- **Impact on pupils:** Inclusion Plus had a positive impact on the pupils, both in terms of lowering exclusion rates as well as encouraging positive changes in their behaviour. Interviews were carried out with both previous and current Inclusion Plus participants, in order to gauge progress levels and to identify any changes in the delivery of the initiative. In general, pupils who were previously on Inclusion Plus in some form reported behaviour change as a result of Inclusion Plus.
- **Inclusion Plus and Reducing Exclusion:** School exclusion had reduced quite significantly by the end of the project. The overall exclusion rate in the four schools halved from 287 cases of exclusion per 1,000 pupils in 2012/13 to 137 cases per 1,000 pupils in 2015/16. Exclusions were also shorter and the percentage of openings lost to exclusion in the four schools reduced by two-thirds, from 0.37% in 2012/13 to 0.11% in 2015/16

| | 2012/13 | | 2015/16 | |
|------------------------------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| | % of openings lost to exclusion | Cases of exclusion per 1,000 pupils | % of openings lost to exclusion | Cases of exclusion per 1,000 pupils |
| Baldragon Academy | 0.28% | 186 | 0.11% | 117 |
| Braeview Academy | 0.26% | 333 | 0.02% | 19 |
| Craigie High school | 0.48% | 353 | 0.14% | 218 |
| St Paul's RC Academy | 0.41% | 279 | 0.14% | 168 |
| Total Inclusion Plus Schools | 0.37% | 287 | 0.11% | 137 |

- **Parent Views of Inclusion Plus:** In general, parental interviews across the schools reported a high level of satisfaction with Apex, Skillforce and Includem,

and believed that their child's involvement in the initiative had been beneficial to their progress in school. They reported some changes to their behaviour, although they found it a challenge to cite with any certainty a correlation between these changes and elements of Inclusion Plus. Parents were generally unaware of the existence of Inclusion Plus, viewing the initiative purely through the experiences of their children on specific initiatives.

- **The Benefits of Inclusion Plus to Schools:** There were mixed opinions regarding the benefit of Inclusion Plus among school staff. Individual agencies were consistently praised by staff, from class teachers to members of senior management. Opinions were more mixed when it came to the value of the Initiative as a whole to the school experience, with some staff suggesting that the schools themselves could and/or should manage the resource in-house. This is a theme that stayed with Inclusion throughout the entire project suggesting that issues existed regarding both the visibility of the initiative in school environments as well as its perceived value as a mechanism of delivery.
- **Forms of Communication:** The level of understanding of the project varied considerably, with principal guidance teachers having much more understanding of the rationale and working practices of Inclusion Plus, compared to other front-line staff.
- **Partnership Working:** The evaluation found that partnership working between the three agencies was somewhat piecemeal and ad hoc, with much of the effort and emphasis being placed on their relationship with individual schools. The evidence suggested that as the project progressed there was some progress in this area. At the same time, little evidence existed to suggest that Inclusion Plus in its current form is more than the sum of its parts, at least when it comes to the experience of school staff.

5.3 In summary, the Inclusion Plus project was successful in producing a clearer focus on exclusion, and the individual agencies provided valuable support to the school, although there were no clear specific gains through the combination of these services. The report was clear that the most important organiser for the management of pupil support was the core pupil support system of individual schools working within the agreed multi agency Team Around the Child Framework. There was also a view that the mentoring support offered through Apex although welcomed could have been provided more efficiently by schools themselves with additional in house resources.

6.0 NEXT STEPS - FURTHER CONTEXTUAL BACKGROUND

6.1 During the course of the Inclusion Plus Project, there were major national and local developments including the introduction of the Scottish Attainment Challenge as well as local changes to the provision of Offsite and the School Community Support Service. In light of these developments and the findings of the Inclusion Plus research, important changes are being taken forward and further developments are now proposed to enhance approaches to pupil support in the city.

6.2 Scottish Attainment Challenge Resources, and Decentralisation of SCSS Staff

Dundee City Council has made a commitment to maintain all S1 and S2 pupils within their local community and the former offsite provision has been reshaped to ensure that schools take full responsibility for planning and the co-ordination of support requirements. To support this 13 Transition Teachers have been employed along with additional resources being made available to support S1/2 pupils within their schools. In addition to this Education Resource Workers who predominantly support

pupils and families around attendance are directly line managed by schools. This allows better co-ordination of resources and the avoidance of any overlap in services.

6.3 Partnership Work with Includem and the Robertson Trust

Includem will complement the above provision by continuing to focus on those young people and their families with the most complex needs including those where compulsory social work intervention is likely. Their work will explicitly aim to support the young person to better engage with schools through reflection and 1:1 mentoring and assist improved pupil attainment through better attendance and for young people being better prepared for learning. Includem will employ a team of 11 Project Workers and a Team Manager to ensure full coverage across all 8 secondary schools in Dundee. This will give them an ability to work with a total of 100 vulnerable young people a year at an annual cost of £470k equating to £4700 per young person. This funding will be met from the Scottish Attainment Challenge (£250k per annum) and the Robertson Trust who will fund up to £250k for the next 2.5 years. The project would formally begin in school in January 2017 and run initially until August 2019.

The Includem team's key responsibilities will include:

- Providing intensive 1:1 structured support for the most vulnerable young people with availability through an on-call system 24/7;
- Developing pupil support plans and ensuring they are delivered effectively;
- Liaising and building a relationship with families to ensure that they are supportive and reinforce the messages and behaviours required through confident parenting;
- Providing a rapid response to crisis referrals;
- Building and maintaining effective working relationships with school colleagues at all levels including referral processes, feedback to class-teachers, completion of monitoring data and attendance at Pupil Support Team meetings.

6.5 Partnership Work with Skillforce and the Outward Bound Trust

Dundee City Council, SkillForce and The Outward Bound Trust have been working together for the past 12 months and have implemented a unique project designed to enable S2 pupils to raise their aspirations and help them to build confidence in learning and emotional resilience in the face of challenges. This enables young people to better realise their capabilities and as a result work towards discovering their unfulfilled potential.

The project involves 96 pupils from 4 secondary schools in Dundee and is delivered in partnership by SkillForce and Outward Bound instructors. The programme involves 4 weekly sessions with SkillForce, an Outward Bound 5 day residential, followed by a further 4 weekly sessions with SkillForce which conclude in a celebration/presentation event.

The 9 week programme has been run 3 times and early evaluation of the programme is very positive. The project has been shortlisted for the Glasgow Herald/Social Work Scotland Awards for 2016.

As part of an extension to this programme and to further enhance schools' approaches to pupil support the following extension to the programme has been included in the Attainment Challenge:

- **Extend the existing core programme to all Dundee City secondary schools**

The core S2 programme can now be offered in all 8 Dundee City secondary schools. 24 pupils from each school would participate annually, i.e. 192 pupils annually from Dundee.

- **Develop a Leadership Extension Programme**

Through Attainment Challenge funding the Outward Bound Trust working alongside Skill Force will develop a programme which extends pupils' skill sets beyond the current 9 week programme. This intervention will take place in the year following the 'core' programme and will target 6 pupils from each school annually.

The Leadership programme will engage pupils for 5 weeks prior to a residential experience at Outward Bound Loch Eil followed by a further 5 week post course. The pre and post residential course sessions will take place locally in Dundee.

In 2017 the residential phase will be an 8 day course and will take place around Easter time of year. In 2018 the residential phase will be extended to a 12 day course and will take place at a similar time of year.

The programme will act as both a refresher of the previous skills learned and disposition acquired such as Growth Mind-set, but will have a major focus on leadership and workplace skills and aspirations.

The aim of the programme is to deepen pupil's knowledge and understanding of Leadership and to inspire pupils to raise their personal aspirations as they enter the Senior Phase. The course will involve understanding how to develop goal setting skills and ensure that action plans are implemented and achieved. The programme will ensure that participants are able to think 'big' and have a clearer view of their future that will lead to more structured and improved aspirations.

- 6.6 Both programmes will run from October 2016 until August 2019 initially. The total cost of the programmes will be £200k per year. The funding will be met from the Scottish Attainment Challenge (£100k) along with an annual bursary from The Outward Bound Trust.

7.0 POLICY IMPLICATIONS

- 7.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An EQIA is attached to this report.
- 7.2 The Equality Outcomes will have a positive impact on the lives of some of the most vulnerable children and young people in Dundee and will support staff and families to promote inclusive communities.

8.0 CONSULTATION

- 8.1 The Chief Executive, Executive Director of Corporate Services, Head of Democratic and Legal Services have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

- 9.1 None.

Michael Wood
Executive Director of Children and Families Service
November 2016

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

| | | | |
|---|--|--|--|
| Is this a Rapid Equality Impact Assessment (RIAT)? | | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Is this a Full Equality Impact Assessment (EQIA)? | | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Date of Assessment: 1/11/2016 | | Committee Report Number: 378-2016 | |
| Title of document being assessed: Inclusion Plus Update | | | |
| 1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/> | | This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/> | |
| 2. Please give a brief description of the policy, procedure, strategy or practice being assessed. | | This report provides an update on Inclusion Plus, a partnership approach to exclusion reduction in 4 schools in the city and proposes next steps in the project | |
| 3. What is the intended outcome of this policy, procedure, strategy or practice? | | The purpose of the report is to provide an overview of the recommendations and review of the Glasgow University Research Team in relation to the project and propose next steps | |
| 4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment. | | <ul style="list-style-type: none"> • Data sets e.g. SIMD, exam results, attendance, exclusion, LAC • Scottish Government Guidance on Managing Exclusions | |
| 5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details. | | <ul style="list-style-type: none"> • Secondary Head Teachers • HMI • Glasgow University | |
| 6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc.) | | Paul Clancy, Head of Service | |
| 7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?) | | No. | |

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

| | Positively | Negatively | No Impact | Not Known |
|--|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Ethnic Minority Communities including Gypsies and Travellers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender Reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Religion or Belief | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| People with a disability | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Age | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lesbian, Gay and Bisexual | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Socio-economic | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pregnancy & Maternity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Other (please state) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 3: Impacts/Monitoring

| | |
|--|--|
| <p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p> | <p>The revised programme would operate across all secondary schools and would benefit targeted young people across the city.</p> |
| <p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p> | <p>None</p> |
| <p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p> | <p>N/A</p> |
| <p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p> | <p>N/A</p> |
| <p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p> | <p>N/A</p> |
| <p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p> | <p>The Executive Director of the Children and Families Service is a member of the overarching strategic group. An operational group has also been established at Council level with membership from all partners and schools to take forward the project. As part of the funding conditions regular reports are required by Robertson Trust and Scottish Government through the Scottish Attainment Challenge.</p> |

Part 4: Contact Information

| | |
|--|-------------------------------|
| Name of Department or Partnership | Children and Families Service |
|--|-------------------------------|

| | |
|--------------------------------------|-------------------------------------|
| Type of Document | |
| Human Resource Policy | <input type="checkbox"/> |
| General Policy | <input type="checkbox"/> |
| Strategy/Service | <input checked="" type="checkbox"/> |
| Change Papers/Local Procedure | <input type="checkbox"/> |
| Guidelines and Protocols | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

| Manager Responsible | Author Responsible |
|---|---|
| Name: Paul Clancy | Name: Paul Clancy |
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| | |
|--|------------------------|
| Signature of author of the policy: | Date: 4/11/2016 |
| Signature of Director/Head of Service: | Date: 4/11/2016 |
| Name of Director/Head of Service: Paul Clancy | |
| Date of Next Policy Review: November 2017 | |