

Kent County Council

Pupil Referral Unit and Alternative Provision
Prospectus

Effective from 1st September 2014

06/08/2014



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1. Introduction

Kent PRU and Alternative Provision Review

In order to improve outcomes for learners and address the new DfE statutory provisions, it was agreed with all secondary schools in Kent that new delivery models for Pupil Referral Units (PRUs) and Alternative Provision (AP) would need to be established through a county-wide review. The review was designed to improve the quality of provision and the outcomes for learners, and achieve a significant reduction in permanent exclusions. The review established how Headteachers in each district or locality wished to achieve the delegation of funding to support the new delivery structures. There were a number of ways delegation could be achieved and therefore the consultation events with schools were held to determine which option each locality wished to follow.

From these consultations with Headteachers and PRU/AC managers two options emerged.

- (i) Full delegation to a Lead PRU with a Management Committee with full delegated powers
- (ii) Devolution of funding to schools within a locality and no Management Committee or PRU provision

The process of delegation or devolution of funding has been subject to wide ranging consultation with Headteachers and the Management Committees of PRUs. Significant changes to the formula funding that PRUs and schools receive in their budgets began in April 2014. All provision is now funded according to the agreed formula based on pupil numbers and deprivation measures.

In the areas where the option is for full devolution to schools, some parts of the current provision will close to be replaced by alternatives agreed by local schools. In these areas funding is devolved directly to schools and closely monitored, through a Partnership Service Level Agreement to ensure that the Local Authority and the schools fulfil their legal duties.

New Funding Formula

District	Budget at April 2014 (£)
Dartford, Gravesham and Swanley	1,908,818
West Kent Tunbridge Wells, Tonbridge and Sevenoaks	1,197,436
Thanet and Dover	2,417,705
Maidstone and Malling	1,469,010
Swale	1,196,262
Canterbury	980,646
Ashford	909,500
Shepway	1,142,123
	11,221,500

The funding formula has been the subject of detailed consultations with Headteachers in meetings in each district, and with school business managers. The new budgets are evidently more equitably calculated across the districts and have the support of schools. Budget allocations incorporate all property running costs, both revenue and capital.

Since the entire budget for PRU/AC provision is delegated to Management Committees or devolved to groups of schools, the Local Authority remains accountable for the education of permanently excluded students and retains the capacity to ensure that new and existing provision is of the highest quality.

The Partnership Service Level Agreement has been agreed with Headteachers and Management Committees. It outlines the Local Authority's requirements of the provision. These requirements include the quality of the curriculum; good teaching and learning; improved outcomes for students; safeguarding and Child Protection arrangements; post-16 progression routes to age 18 and regular review periods. This agreement for 2014/15 has been signed by the new Management Committees and individual schools before the end of July 2014.

Establishment of the 8 delivery hubs and the development of local delivery models.

Detailed delivery hub discussions took place with Secondary Headteachers across all districts, for the purpose of clarifying their proposals for future provision to meet the needs of excluded young people, and other students educated out of school or at risk of disengaging.

The agreed models are designed to support delivery of the varied alternative approaches to learning which are required to meet all pupils' needs. The proposals arising from the PRU review have transformed the curriculum offer and focus on a wider range of options and courses, including a high quality vocational programme and apprenticeships.

The review has also resulted in better qualified staff and other workforce developments, and improved multi-agency professional connections and networks to support the work of PRUs. This includes the development of the Kent Integrated Adolescent Support Service, which works closely with PRUs to support vulnerable young people. The 8 hubs have developed the offer to young people, so that they can access a greater variety of high quality and appropriate local alternative provision. The detailed information for the 8 hubs is set out in this Prospectus.

In order to support improved quality of provision, KCC has worked in partnership with third sector providers to establish a county framework and range of quality assured learning providers that schools can easily access through a newly established procurement framework to ensure a robust offer in each locality.

The 8 PRU delivery hubs are set out below.

District and delivery model	Outcome	Management Committee
Thanet & Dover Lead PRU/ Behaviour service	Delegated funding to Management Committee combined KS3 & KS4 Lead PRU.	Start date 1/8/14 Form 99B attached
Dartford ,Gravesham & Swanley Lead PRU/ Behaviour service	Delegated funding to Management Committee combined KS3 & KS4 Lead PRU.	Start date 1/8/13
West Kent Lead PRU/ Behaviour service	Delegated funding to Management Committee combined KS3 & 4	Start date 1/4/15 Form 99B to follow
Maidstone & Malling Lead PRU/ Behaviour service	Delegated funding to Management Committee combined KS3 & KS4 Lead PRU	Start date 1/8/14 Form 99B attached
Canterbury (separate from Swale) Funding devolved to schools	Devolved funding to Canterbury schools. Close KS4 provision	Executive Committee Start date 1/8/14 Form 99A attached
Swale Lead PRU/ Behaviour Service	Delegated funding to Management Committee. Expand age range of KS3 provision	Management Committee Start date 1/8/14 Form 99C attached
Ashford (separate from Shepway)Funding devolved to schools	Funding devolved to four (non-selective) schools in order that they may commission their own services/provision	Executive Committee Start date 1/8/13
Shepway	KS3 funding devolved to schools in order that they may commission their own services/provision Close KS3 provision KS4 delegated funding to Management Committee	Executive Committee Start date 1/8/14 Form 99A Management Committee Start date 1/8/14

Local Authority Functions

The Local Authority remains accountable for the progress and achievement of excluded pupils and those who have health needs or are in care. It is essential, therefore, that the Local Authority continues to monitor the quality of the provision. In addition to a robust Partnership Service Level Agreement and a detailed Quality Assurance Framework, the Local Authority County Manager for Alternative Provision

will ensure that schools and PRUs are delivering to the terms of the agreements, including:

- Ensuring the Local Authority's statutory duties and responsibilities are effectively discharged in relation to permanently excluded learners, which will include tracking participation, progression and destinations
- Assessing the impact and outcomes of the delegated and devolved funding
- Supporting and monitoring the effectiveness of the Management Committees or Executive Committees
- Reviewing and evaluating the breadth and quality of the local offer particularly where funding is devolved to individual schools
- Ensuring that all vulnerable learners in the provisions have appropriate support to ensure they make effective progress and achieve good outcomes
- Identifying training and development needs to ensure that KCC is providing access for staff and Management Committees to engage in high quality training.
- Ensuring effective Early Help and Preventative Services are integrated into the 8 delivery hubs

As a result of the review Kent Secondary schools have agreed the proposals set out in this Prospectus for developing improved provision for young people who are:

- at risk of exclusion from school
- excluded from school
- identified as "hard to place" (this may include young people who come to live and be educated in the county from another Local Authority where they were educated in a Special school or Pupil Referral Unit)
- failing to achieve educationally as a result of their challenging behaviour.

New ways of working

In September 2013 additional funding was devolved to the 8 delivery hubs to develop new ways of addressing the challenging behaviour of pupils in Primary schools and to support their successful transition to Secondary school. An evaluation of the impact of these activities will inform the future programme offer in the 8 delivery hubs in 2014-15.

Number of Learners in Full-time Alternative Provision 2013-14

District	Year 12 16+ Boys	Year 12 16+ Girls	Year 11 15+ Boys	Year 11 15+ Girls	Year 10 14+ Boys	Year 10 14+ Girls	Year 9 13+ Boys	Year 9 13+ Girls	Year 8 12+ Boys	Year 8 12+ Girls	Year 7 11+ Boys	Year 7 11+ Girls
Shepway	0	0	0	0	0	0	6	1	0	0	0	0
Thanet	0	0	0	0	0	0	0	2	1	0	0	0
Maidstone	0	0	0	0	0	0	2	0	1	1	0	0
Dartford	0	0	26	12	3	1	1	0	0	0	0	0
Swale	0	0	0	0	0	0	3	5	3	0	0	0
Canterbury	0	0	0	0	0	0	3	1	0	0	0	0
Tonbridge	1	1	0	0	1	0	0	1	1	0	0	0
Maidstone	0	2	0	0	0	0	0	0	0	0	0	0
Ashford	0	0	4	3	3	1	0	0	0	0	0	0
Canterbury	0	0	23	10	10	4	0	0	0	0	0	0
Maidstone	0	0	8	4	2	0	0	0	0	0	0	0
Thanet	0	0	10	7	4	3	0	0	0	0	0	0
Tunbridge Wells	0	0	4	2	0	0	0	0	0	0	0	0
Total	1	3	75	38	23	9	15	10	6	1	0	0
											Total no. attending	181

2. Exclusions Data

Permanent Exclusions 2013-14

In some localities this data does not represent short-time part-time learners.

Permanent Exclusions			
District:	2011-2012	2012-2013	2013-2014
Ashford	6	1	
Canterbury	46	23	4
Dartford	3	7	5
Dover	25	13	8
Gravesham	7	5	4
Maidstone	23	9	9
Sevenoaks	8	4	2
Shepway	15	12	7
Swale	28	32	14
Thanet	25	20	14
Tonbridge & Malling	19	12	11
Tunbridge Wells	4	5	1
Kent:			
Total	209	143	79

In general, the exclusion rate in Kent has been too high, with practice that is too variable across the County resulting in very different exclusion rates across the 12 districts. The number of permanent exclusions has reduced significantly during and following the PRU Review.

The pattern of exclusions in Kent follows the national trend: nearly twice as many boys than girls are excluded or referred to alternative provision; students on Free School Meals (FSM) are disproportionately excluded; and students with special educational needs are more likely to be excluded. Fixed term exclusions are falling, but remain too high.

Fixed Term Exclusions 2013-14

District	2011-2012	2012-2013	2013-2014
Ashford	1296	1369	1320
Canterbury	1247	844	656
Dartford	700	718	590
Dover	1231	845	595
Gravesham	714	572	363
Maidstone	1058	866	695
Sevenoaks	428	276	184
Shepway	1372	1660	986
Swale	1510	1287	1395
Thanet	1808	1261	947
Tonbridge & Malling	874	642	568
Tunbridge Wells	598	425	390
Kent Total	12836	10768	8689

PRU/AP Attainment 2013

Number of end of Key Stage 4 pupils	Percentage of pupils in Alternative Provision at the end of Key Stage 4 achieving:					Average GCSE and equivalents point score per pupil at the end of Key Stage 4
	5+ A*-C inc. English & mathematics GCSEs	5+ GCSE at A*-G or equivalent	Level 2 English and maths skills	Level 1 English and maths skills	A pass in any qualification	
286	2.8	28	5.9	45.5	86.4	108.8
National average (2012-2013)	1.5	24.4	5.2	35.4	81.0	95.2

The students who attend PRUs have multiple disadvantages and often come from backgrounds where there are high levels of worklessness and deprivation, poor family health, and difficult relationships both in and out of school. However, this deprivation does not explain the poor outcomes achieved for these young people. It is not acceptable that so many achieve no qualifications at age 16 and as a result they often become NEET. The review of the PRUs and the new provision is intended to transform these outcomes.

3. The Kent vision of support for young people with challenging behaviour

For schools to manage behaviour effectively, and to reduce the need for permanent exclusion, there needs to be a good range of quality support available for pupils with challenging behaviour. This requires the provision of a network of services in each local area, including Pupil Referral Units and Alternative Curriculum provision that are focused on ensuring good outcomes for the students whose emotional, social and learning difficulties are a barrier to achievement and engagement.

Broadly summarised, Kent's review had the following aims:

- to raise standards and ensure that a much greater percentage of young people in the groups identified are enabled to attain in line with their mainstream peers;
- to reduce travel and wherever possible localise provision;
- to reduce the number of permanent exclusions;
- to reduce the numbers who leave school without opportunity for further education, employment or training and become NEET;
- to enhance the capacity of teaching staff in PRUs to teach to the highest standard and deliver an appropriate curriculum, including GCSE English and mathematics; and
- to enhance the capacity of mainstream school staff to manage behaviour more effectively and therefore reduce referral off-site and/or exclusions.

The Kent vision is for pupils with challenging behaviour to be well supported to learn and achieve good outcomes; to be educated in or as close to mainstream schools as possible; to have access to high quality alternative provision and mainstream school curriculum options that help them to achieve good qualifications at age 16; to be supported by an appropriate network of additional services in the locality, wrapped around schools; and for these learners to have a guaranteed learning or employment with training destination post 16, including apprenticeships. Our vision is to have effective early help and preventative services that reduce the need for permanent exclusion and address pupils' challenging behaviours, including lack of aspiration and poor engagement. We aim to ensure no young person goes missing from education or is without a school place, and all these vulnerable learners can make a successful transition to further learning or skilled employment and do not become NEET.

4. Key Performance Indicators

The review identified a number of key performance indicators to measure and monitor improvements in the PRUs and alternative provision and the outcomes achieved for learners who have been placed there.

Reductions in:

- Permanent Exclusions (139 in 2012/2013) falling to 40 or below in 2016.
- Days lost to Fixed Term Exclusion reducing (total of 28,879 in 2011/12, and 23,654 in 2012/13) reducing by 10% year on year
- Year on year reduction in the numbers of young people who are not placed in education, employment or training at the end of Y11 (27% of total number of young people in Y11 in PRU/AC provision in 2012
- Year on year reduction in the number of young people who attend a full time PRU placement at KS3 which lasts longer than twelve consecutive weeks.
- Year on year reduction in the number of Children in Care (CiC) referred to alternative providers
- Year on year reduction in the numbers of young people who engage in criminal activity (1887 in academic year 2011/12); which represents a fall of 32% over the previous year.

Year on Year improvements in:

- Student literacy and English qualifications
- Student numeracy and mathematics qualifications
- Percentage of students attaining 5 GCSEs A* -C (inc. English and maths). National Average currently 59% for mainstream schools and 2.1% for pupils excluded from school and educated in a PRU.
- Percentage of students gaining a Level 1 or 2 qualification before age 16
- Attendance (national target 14 – 19 is 95%, PRU average attendance rate for PRUs and Alternative Provision 59.1% while national average was 67% in 2011/2. (DfE did not collect PRU attendance data for 2012/3.)

5. Multi-Agency Support

Kent has made good progress in developing strong inter-agency support through the work of the Kent Integrated Adolescent Support Service. This service works closely with the PRUs to provide targeted support for vulnerable adolescents and their families, using the Common Assessment Framework (CAF)/Early Help Assessment.

Kent Integrated Adolescent Support Service (KIASS)

The Kent Early Help and Prevention Strategy sets out how we deliver better, earlier support to children, young people and families with additional needs. KIASS (Kent Integrated Adolescent Support Service) provides the model for early help and prevention services for young people aged 11-19.

KIASS brings all services working with vulnerable young people together into a community of professionals, working in a more integrated way to improve outcomes for young people. Services include education and behaviour support, attendance, troubled families, community safety, youth work, youth offending, social care and health delivered by public, private and third sector providers.

As the single point of contact KIASS provides Secondary schools with direct access to services, expert advice and activity programmes in order for young people to receive the most appropriate intervention or support at the right time in the right place.

Working with Secondary schools, service managers and providers have designed pathways and packages of support for vulnerable young people. These packages draw together services that can be accessed as either single agencies or via a CAF (Early Help Assessment). The emphasis is on intervening earlier and preventing the escalation of needs.

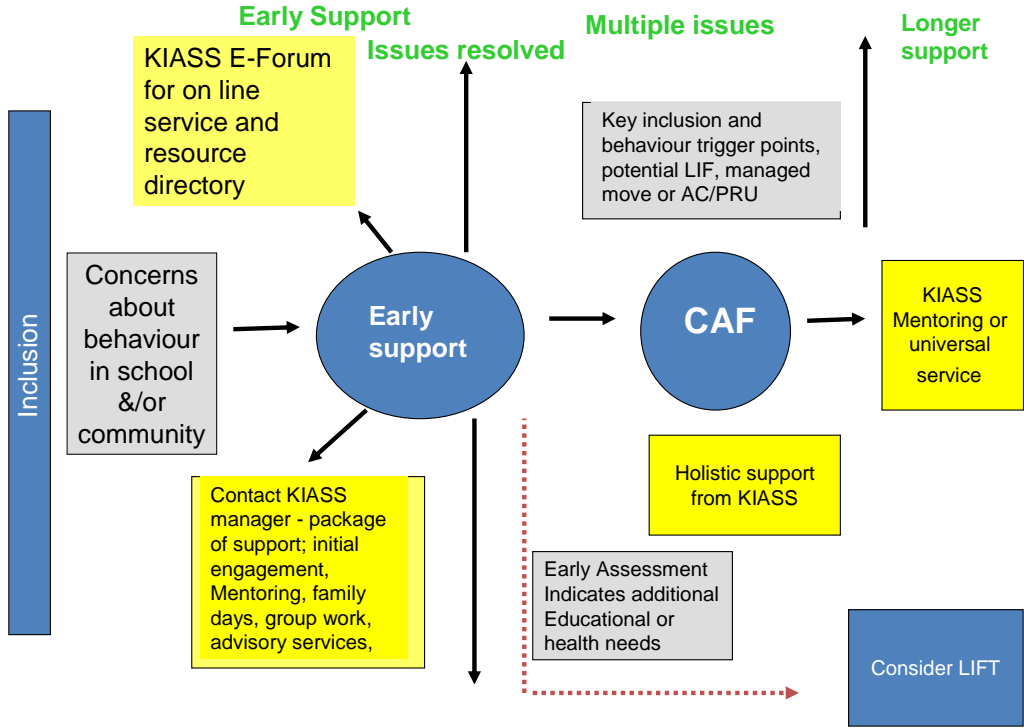
The localised pathways and support packages focus on:

- **Inclusion**
- **Offending Behaviour**
- **Emotional wellbeing**
- **Health.**
- **SEN/LDD**
- **NEET-EET**

Using the KIASS on-line resource directory schools can identify appropriate single agency support, mentors or advice from specific experts where a Common Assessment would not be the most appropriate intervention, or targeted work with an individual student could prevent an escalation in needs. Support can be accessed for individual young people, groups or cohorts of students.

A Common Assessment is undertaken for all young people referred to AC/PRU placement (unless a statutory assessment is in place) so that appropriate support is in place to maximise the impact of the intervention and to facilitate a smoother reintegration into mainstream school or clear pathway to successful post 16 learning or employment with training.

At specific times of the year KIASS Managers work with schools and AC/PRUs to engage teams of practitioners in a range of activities that support more effective transition across phases or year groups. To develop this approach, KIASS Managers work with each Secondary school and AC/PRU Management Committee to ensure that the local offer meets the needs of the young people accessing the AC/PRU provision.



Support for children and young people in care (CiC)

This group of especially vulnerable young people sometimes require a high level of support to ensure they achieve in line with their potential. The PRUs engage fully in all Children in Care protocols. Designated teachers from mainstream schools in the District meet regularly with PRU staff and the Head of the Virtual School Kent (VSK) to ensure young people in care receive additional support to achieve.

Elective Home Education (EHE)

The Local Authority provides guidance to schools and parents to ensure that parents make an informed decision about their children’s education and that the schools know possible alternatives to EHE. The Local Authority respects parents’ legal right to educate their children at home. However, the profile of home educated children in Kent demonstrates that attendance reduces significantly in the run up to the decision to remove from school along with a history of fixed term and permanent exclusion. This evidence suggests that pupils likely be to home educated may benefit from early intervention support including alternative curriculum provision before reaching the point of being removed from a school roll. An Early Help Assessment and the Team Around the Child approach can enable proactive discussions and strategy planning to resolve any issues that the child or the family may have and where appropriate to make an arrangement of alternative provision if EHE is considered inappropriate. The principle of the Local Authority and school intervention in relation to EHE is to help parents to make an informed and appropriate decision, co-ordinating and providing the guidance

and support needed so that the young person’s educational and social needs are safeguarded.

Students Electing Home Education

Ashford	117
Canterbury	103
Dartford & Gravesham	142
Dover & Thanet	231
Swale	174
Shepway	103
Maidstone & Malling	187
West Kent (Tonbridge/Tunbridge Wells/Sevenoaks)	230
Total	1,285

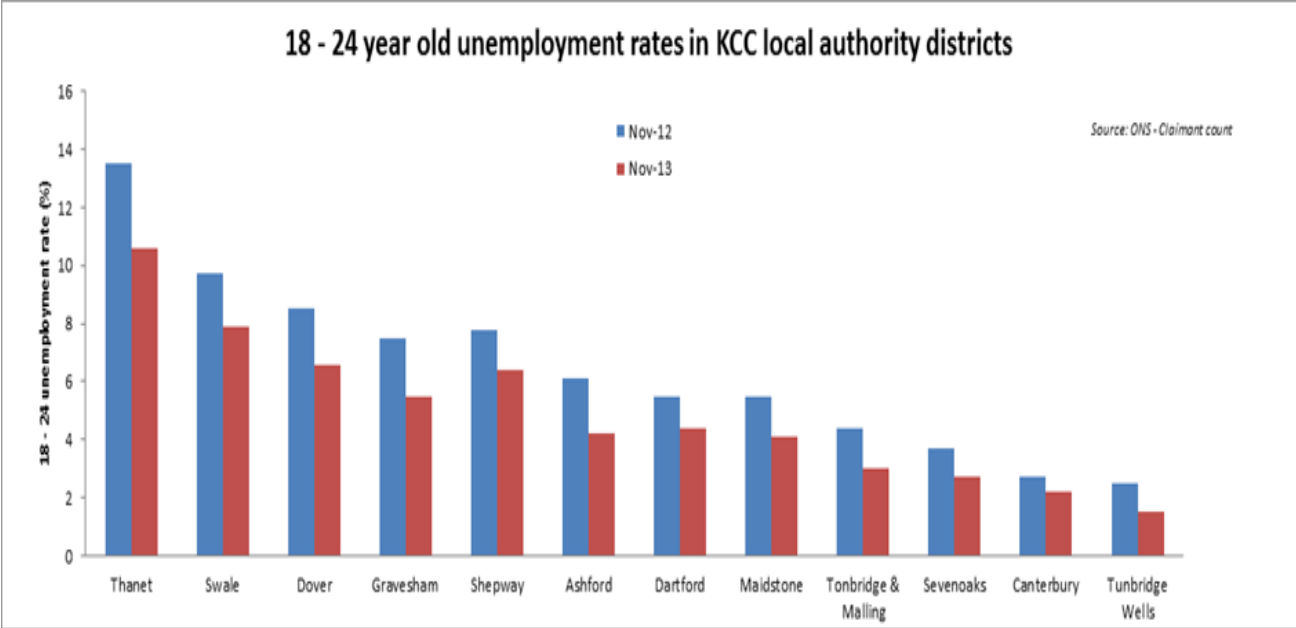
Raising the Participation Age (RPA)

From September 2014, the Year 11 cohort are required to participate in learning, education or employment with training till age 18. Education providers are accountable for the destinations of these learners two terms after they have left learning at Key Stage 4 and Key Stage 5.

The Local Authority is working with education providers, especially those in parts of Kent with historically high exclusion and NEET figures, to ensure that there are appropriate pathways for engagement. The NEET rate for those leaving a PRU in 2012-13 was 27% compared to 9% in Kent as a whole. 34% of the whole NEET group was registered as having a learning difficulty

18-24 Year Old Unemployment Rates in Districts

The chart below shows the comparative levels of 18-24 year old unemployment across Kent. Five Youth Employment and Learning Action Zones have been established to reduce youth unemployment for our most vulnerable learners.



6. District Profiles and Programme Offers

This section focuses on each of Kent's 12 Districts, profiling learners, providing a summary of the economic and employment environment and examining the programme offer from the 8 new PRU and alternative provision hubs.

6.1 Maidstone and Malling

Programme Offer

The curriculum will provide the highest quality teaching and learning experience to address the needs of the most vulnerable pupils in our community. It will inspire pupils to re-engage in learning and rekindle high aspirations. It aims to:

- identify gaps in learning and emotional intelligence;
- raise self-esteem and build self-image;
- accelerate pupils' academic progress and raise attainment ;
- provide a range of learning experiences and qualifications that will lead to
- progression pathways when pupils are ready; and
- develop pupils' personal skills in readiness to participate fully in their communities.

Curriculum

The curriculum for pupils accessing the provision will be highly individualised and will depend on identified need. It will offer counselling and respite as well as teaching core curriculum subjects, including literacy and numeracy.

In general, the curriculum will comprise 80% core skills, English, mathematics, science and IT, as well as additional literacy and numeracy programmes. 20% of the timetable will be spent in personal development, including Anger Management and Solution Focused programmes. At KS4, vocational skills will be included in the curriculum depending on the needs of the pupils. All pupils will receive individualised mentoring support through key workers. All pupils will be required to access Functional Skills.

Vocational Learning

The PRU Head is developing links with local business partners to ascertain what skills are currently required. The Head of the Skills Centre will be invited to engage in discussion. The Management Committee will seek local business partners to join the Management Committee.

Admissions Policy and Practice

Pupils will be referred through the Local Inclusion Panel which will discuss the appropriate provision for each young person. If the pupil has not received the core levels of support expected within the mainstream school, then the pupil's admission is postponed until the agreed strategy is put in place and the outcome assessed. As a minimum, it is expected that all students will have a completed CAF (Early Help Assessment).

At KS3, the main aims will be to:

- ensure that the basic building blocks of learning are in place;
- raise pupils' self-esteem and resilience; and
- re-establish appropriate behaviours in line with mainstream school expectations.

A “revolving door” approach is desirable; with short term, well supported placement and successful reintegration for most pupils.

At KS4, the main aims will be to:

- re-engage pupils in the learning process;
- support and encourage pupils’ aspirations to be successful in a chosen pathway;
- achieve qualifications that lead to an appropriate post 16 destination; and
- develop the skills, attributes and self-belief to achieve those aspirations.

The expectation is that all pupils will have access to 25 hours teaching and learning over 5 days. Any pupil on a reduced timetable will be moved to 25 hours as swiftly as possible.

The PRU recognises the particular needs of young people in care and will engage fully in all CiC protocols. The designated teacher will meet regularly with PRU staff and the Head of Kent Virtual School.

Supporting pupils with complex needs

Through the development of the District Inclusion Policy, the provision will become part of the district schools’ approach to pupils with complex needs.

It is expected that pupils referred to the provision will already have a CAF (Early Help Assessment) and additional support through external agencies (e.g. KIASS, Social Services and CAMHS) will already be identified. The PRU will work with schools to ensure that interventions will be timely and as early as possible. Early intervention may include:

- in-class observation and feedback;
- training and development of school staff; and
- strategic discussions with teachers and teaching groups.

KS2 support is to become part of the new provision and needs to be developed. The aim will be to provide a programme of short term support based in a receiving school with a trained staff member and the additional support of other agencies (e.g. EPs and family support) identified through the CAF (Early Help Assessment) process.

Reintegration to mainstream school

Currently, pupils who are able to return to a mainstream school, sometimes not the school they were excluded from, are identified at Inclusion Panel meetings and may be considered as a managed transfer. This system works well and will remain.

Key Stage 3 Pupils.

The large majority of KS3 pupils are referred to The Cedars for short term placements (12 weeks) and remain on the roll of the referring school. These pupils are generally at risk of permanent exclusion and need additional individualised programmes to address behaviours that will support a successful return to their own school.

The majority of pupils attend part time at their own school and part time at the provision, thus maintaining a strong sense of belonging. This process eases the full time reintegration to the home school.

Where the behaviour is such that the mainstream school requests that the pupil access only the PRU (a short term arrangement agreed with the parents within a PSP) then the time spent will be half days at the PRU and half days SAM online learning, closely monitored by the PRU. Reintegration back to mainstream school may begin soon after the initial start at the PRU with gradual supported return.

Permanently excluded pupils who have been excluded for a one off incident generally move straight to an alternative identified mainstream school. However, for some pupils, it is felt that there should be some intervention before moving to a new school. In this case pupils access half days at the PRU and half days SAM online learning, monitored by the PRU. Reintegration back to a mainstream school may begin as soon as observation and assessment indicate the pupil is ready. The pupil is supported by PRU staff. Some schools prefer a full time unsupported return, others prefer a more gradual supported return.

All pupils are supported in their reintegration through strong liaison protocols with the PRU staff and home school. There are two meetings arranged while a pupil is at the PRU, a six week review and a final hand over meeting where strategies are shared. Pupils are also supported, where needed, by PRU staff, who attend classes with pupils.

Key Stage 4 Pupils

Currently, pupils who are able to return to a mainstream school, albeit not the school they were excluded from, are identified at Inclusion Panel and may be considered as a managed transfer. This system works well and will remain. This process reduces the number of permanent exclusions.

Pupils who are identified as unable to access a mainstream education at KS4 will be referred to Alternative Curriculum provision.

Currently, few pupils return to their mainstream school once they have taken a place with the Alternative Curriculum services. The pupils at this stage are those with more complex needs and are at risk of becoming NEET (Not in Education, Employment or Training).

It is anticipated that some pupils will be able to maintain a strong relationship with their mainstream school and have access to certain aspects of that school while accessing other elements of the AC PRU, where appropriate.

Pupils accessing the IMAP (Individual Mentoring Programme) at an early stage may successfully remain on roll at their school and reintegrate successfully through careful liaison and planned reintegration routes.

Commissioning new services

The current KS4 commissioned service has been supported by local authority processes. The commissioning documents were provided by the Local Authority. Quality Assurance protocols are in place and regular monitoring of key requirements is undertaken by the Headteacher of the PRU.

The Headteacher requires termly progress reports to be completed by the commissioned service and reports the findings to the Management Committee. The

Headteacher of the PRU reports on: Admission, Vulnerable groups, Attendance, Exclusions, Progress in Literacy, Numeracy, SEBD, Wellbeing and Involvement. The Headteacher attends weekly meetings including, SLT meetings and has individual meetings with each manager of the separate services (IMAP, Kingsreach Boys and Girls and Skills Centre).

Management Committee and Quality Assurance

The Headteacher of Aylesford School chairs the newly constituted Management Committee of the Maidstone and Malling Alternative Provision Centre. The other members of the Management Committee are Deputy Head Teachers, representing the other district schools.

Local schools are currently collating a directory of quality services that may be accessed by schools.

The Management Committee is rigorous in its scrutiny of the Headteacher's termly reports and acts as a critical friend to challenge under performance in any of the PRU services.

The Management Committee is responsible for staffing, recruitment and the quality of teaching and learning throughout the service.

Key Performance Indicators and Targets Maidstone and Malling

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	23	9	10	0	0.07%
Percentage (%) total absence PRUs (previous year's data)	29.9	29	pending	25	33
Number of students in a PRU not also on the roll of a school	34	35	pending	10	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	0	pending	2.1	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	0	22.2	pending	25	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	5.9	4	5.3

6.2

Enterprise Learning Alliance

Thanet and Dover KS3 & KS4 PRU

Programme Offer

The PRU aims to reduce short and long term out of school provision with the support of intervention and prevention work within the schools. The ethos of the PRU Intervention Service is to promote a student's performance in mainstream education. Each case is considered individually within the context of the school. The aim is reintegration and to support mainstream schools in their task of maximising individual student performance. The PRU works closely with the schools to provide support, additional training and outreach support to complement existing school strategies.

Curriculum

The curriculum is developed to suit the age and Key Stage of the individual groups of pupils. The service caters for pupils from age 11 to 16 across a variety of provisions from intervention and pupil support, to short term stay provision and for some pupils longer term Key Stage 4 alternative curriculum provision.

Short Term Respite Provision

At KS3, pupils follow a wide curriculum which is underpinned by very clear behavioural practices, informing the structure of the timetable and the emphasis on twice daily behavioural and thinking skills work through Cognitive Behavioural Sessions (CBS). All pupils study: English, maths, science, ICT, PSHE, art, music, humanities, history, geography, RE, cookery, Life Skills and PE.

Where pupils are struggling to access the curriculum because of poor literacy skills, there are daily opportunities for additional literacy support under the guidance of Learning Mentors. The KS3 provisions supports intervention and prevention work with the aim of increasing pupil re-integration to mainstream schools.

Respite Key Stage 4 (Approx. 6 weeks)

If additional funding becomes available the PRU will offer respite support for KS4 pupils through a short term package. This package will be tailored to individual needs and abilities. The aim will be to support the pupil in the school setting and provide offsite educational and social interaction interventions utilising virtual learning programmes such as Edu lounge programme.

Long Term Provision Key Stage 4

All pupils at KS4 follow a core curriculum of: English, maths, science, PSHE and ICT. Pupils are expected to work towards qualifications at the end of Year 10 and Year 11 in these subject areas with the exception of science in Year 11 where a pupil has opted for a vocationally based curriculum.

Pupils at the end of Year 10 are expected to work towards Level 1 accreditation in the core subject areas, although some pupils may achieve Entry Level if they arrive with very low baseline scores. At the end of Year 11, it is expected that the majority will be working towards achieving Level 2 qualifications in the five core subject areas and will be entered for:

- GCSE English, maths and science
- Level 2 Functional Skills in ICT and
- Level 2 PSHE.

All pupils at KS4 have the opportunity to choose option subjects which may be studied to Level 1, Level 2 or GCSE.

Subjects offered include: Art (GCSE), PE (GCSE), Humanities (GCSE), Sociology (GCSE Short Course), English Literature (GCSE), Childcare (Level 1 / Level 2), Health & Social Care (Level 1/Level 2/Level3), Business Studies (GCSE Short Course).

Vocational and Work related learning

There is also the option to follow a more vocationally based curriculum which reduces the additional option subjects to one subject area. Pupils may choose from:

- Health & Social Care (Level 2/3)
- Motor Mechanics (Btec Level 1 and 2)
- Land Base Studies (Entry Level 3/Level1/L2/L3)
- Public Services Btec
- Retail Btec
- Hair & Beauty Btec
- Construction (Btec Level 1/2/3)
- Horticulture
- Leisure & Tourism Btec

There is a clear vocational offer for pupils in KS4 and this is closely linked to progression pathways through our strong links with East Kent College, Key Training Services, EKBP and The Skills and Employability Team. Pupils in Year 11 have the opportunity to attend a vocational college course with additional English and maths qualifications.

The proportion of time spent on a vocational programme is no more than 20% of a pupil's time table, unless the pupil has chosen, and is deemed ready, to attend a full time college course.

Where a pupil is engaging in a vocational course in their mainstream school, this is expected to continue following their move to one of our centres. The centre will accommodate and support this in the curriculum offer. When a student has completed a GCSE course by the end of Year 10 further options are available to challenge and extend the individuals involved.

Number of hours of teaching and learning

All pupils are offered at least 25 hours teaching and learning, although it may be necessary on occasions to start some pupils on an adapted programme. Those pupils on an adapted programme have a detailed PSP in place which will have been previously agreed by parents, the school, any agencies involved and the pupil. The programme is reviewed fortnightly and SMART targets are set which will lead to the programme increasing to full time learning very quickly. All pupils have an IEP with SMART Targets which are set and reviewed with the pupil and parent. The pupils' home school and appropriate agencies are invited to participate in this process.

It may be appropriate for some pupils to access virtual education with additional TA and Learning Mentor support. Pupils accessing these programmes are closely monitored and reviewed fortnightly with all parties meeting to agree pupil targets, support and timetable.

Admissions Policy and Practice

All referrals are considered on individual need and decisions made in consultation with partner schools through the Inclusion and In Year Fair Access Forums. Prospective students are invited for an initial meeting with their home school to find out about the service and look at the centre they may be attending in the case of a respite or long term Key Stage 4 placement. At this meeting a risk assessment is agreed along with the Positive Handling Plan and there may be discussion of usage of Pupil Premium funding.

For pupils on respite, Review Meetings are held at the mid-point of the 14 week placement before a Reintegration Meeting takes place in the home or new school. All meetings involve full participation by the home school and receiving school as well as parents / carers in order to ensure that there is a sense of belonging and responsibility is maintained by all parties who contribute to the planning and monitoring of outcomes.

The Management Committee decides the allocation of school places per school, along with costs per place and the commissioning of additional services.

The schools in the Thanet and Dover area will continue to work within the 'Fair Access Protocol'.

Number of students on roll

The Enterprise Learning Alliance offer 172 full time places across Thanet and Dover Districts.

The KS3 provisions provide full time education to a maximum of 32 pupils across the districts and supporting an additional 60 students within schools. The KS4 provisions provide full time education for 140 students across the districts. The majority of the pupils will be dual registered with their mainstream school.

Supporting pupils with complex needs

Support for SEN students

Children and young people who access the service are often identified as having individual specific needs which generally involve issues with behaviour. Some students also have diagnosed conditions (e.g. ASD; ADHD; Dyslexia; Visual Perception Disorder; ODD; ADD; Tourettes). Where a young person is referred and the referring school considers that statutory assessment is required, it is the expectation that the referring mainstream school will initiate this process since they have the greatest knowledge of the student. The PRU will contribute to and support this process but it will not provide long term assessment places for students who may or may not in the future access specialist SEN provision, unless this is part of an individually agreed and funded programme with the referring mainstream school.

Our Counsellors have close links with CAMHS and will also liaise with both CAMHS and GPs where there are mental health and wellbeing concerns.

Support for Children in Care

Each centre has an identified designated member of staff responsible for supporting and monitoring children in care and who is available to the pupil in registration and form periods.

The PRU Learning Mentors provides an opportunity to talk, develop coping strategies, work with self-esteem, transition and provide continued support with school attendance.

The 'Three Men in a Boat' (3MiB) is a very high level short term intensive intervention support package, aimed at supporting the most challenging, vulnerable pupils whilst the pupil is awaiting specialist education.

Reintegration to mainstream school

All pupils returning to school will follow a series of review meetings involving their home school and parent / carer and culminating in a formal reintegration meeting in the receiving school. Staff from The KS3 provisions provide in-school training through meetings with staff to share strategies and summarise outcomes using the Reintegration Profile which accompanies the student on return. Outreach support for reintegration is a flexible part of the package which is reviewed weekly and will often involve work with parents / carers, teaching and support staff in conjunction with supporting the student both inside and outside of the classroom.

Outreach and Preventative services offered

Intervention and Prevention

The PRU Cognitive Behavioural Programmes offer solution focussed support that aims to promote changes in thinking and behaviour. Participants are encouraged to identify the way they perceive situations that may cause difficulties and work on new strategies to improve outcomes.

Intervention Team

The Intervention team consists of 6 Learning Mentors, A PRU Welfare Officer, 2 Family Liaison Officers (FLO), 'Three Men in a Boat', KS4/5 Transition Co-ordinator and 2 Transition workers.

The Learning Mentors provide support to students with a range of issues by listening and looking closely at what the student needs to achieve successful outcomes in the school. The support is provided in the home school so pupils remain part of school and the pupil does not fall behind. The WO and FLOs work with the pupil, parents and outside agencies to provide support within the home to help with social and home and family issues to improve attendance and engagement in education.

Commissioning services

The ELA currently commissions 25 KS4 places at East Kent College. This provides high quality vocational learning pathways to year 11 students. The commissioning of new services will follow the procurement guidelines set out by KCC. When an area of need is identified, the Management Committee and the PRU Head Teacher will source the most appropriate service or provision.

Quality assurance is led through the PRU SMT and the Management Committee. On occasions it might be appropriate to commission an outside expert to provide some

review and quality assurance. Commissioned services will have a detailed contract containing clear aims and outcomes. The PRU Headteachers are responsible for visiting and quality assuring the commissioned services on a fortnightly basis. The commissioned services are expected to complete weekly reports on pupil attendance and fortnightly pupil updates along with termly Progression and tracking Reports.

Commissioned providers are required to produce reports for schools, parents, pupils and appropriate agencies, as stated on the PRU returns calendar. The PRU currently has QA systems in place but will work within guidance from the Local Authority.

Management Committee and Quality Assurance

Accountability is high on the agenda of the Enterprise Learning Alliance. We regard ourselves as a localised service to schools and other stakeholders and work closely with our partner organisations. Governance is through our Management Committee that undertakes regular visits to the sites and is involved in the development of the service as well as robustly challenging our practices in a shared drive to further improve outcomes for young people.

The Management Committee was set up with Headteachers on the 1st April 2013.

Key Performance Indicators and Targets Enterprise Learning Alliance

AC/PRU Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	50	33	22	0	0.07%
Percentage (%) total absence PRUs (previous year's data)	54.1	50.1	pending	40	33
Number of students in a PRU not also on the roll of a school	36	43	pending	10	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	2	pending	2.5	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	0	50	pending	55	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	8.2	5	5.3

The Enterprise Learning Alliance provides its services to learners from both the Dover and Thanet districts, for this reason we have combined the KPI data from both districts into one table.

6.3 Dartford,Gravesham and Swanley

Dartford, Gravesham and Swanley – North West Kent Alternative Provision Service

There is an established system of discussion and consultation through the Stakeholder Group which is embedded in the new Management Committee. Headteachers in North West Kent have worked collaboratively with the service for more than 6 years and worked in partnership to develop alternative provision in response to local need. Following the PRU Review, the Management Committee is fully engaged in and committed to a continuation of the development and vision for the future of the service.

The re-structured organisation retains the existing KS3-4 integrated PRU provision with a reconstituted Management Committee which has greater involvement from local schools. The whole service is directly managed by the Executive Headteacher with no separate commissioned providers operating individual centres.

School involvement is well established in all areas of the service. Staff from mainstream schools regularly visit the centres and attend all meetings for their students from the initial assessment through planning and review meetings and, in the case of long term KS4 students, their termly academic review meetings. Programme planning for each student is a joint responsibility which will continue and be further developed through greater access for students to mainstream courses where appropriate.

Key Stage 3 (Years 7-9)

The curriculum consists of twice daily cognitive behavioural group sessions (20%) alongside a strong focus on literacy and numeracy (English – 20-25% of the curriculum depending on baseline assessment information and the level of intervention required / maths – 20%). Science makes up approximately 7% of the curriculum as does ICT. Creative subjects involve both group and individual work and constitute another 12% of the curriculum time and is offered in the afternoon sessions daily (Art, Music, Cooking, Drama). All students have opportunities to participate in organised games sessions through social times and 7% of the timetable is allocated to PE and a further 7% to PSHE and enrichment sessions. For pupils identified as requiring 1:1 literacy intervention support is in place, monitored by the SENCo.

Teaching staff working within the service are expected to deliver at least two curriculum areas and be qualified and experienced in the delivery of a main subject area. The majority of teaching staff have QTS status and the necessary up to date subject knowledge to deliver the curriculum to the same good standards of teaching expected in a mainstream setting. Teaching staff who are not fully qualified are expected to undertake appropriate training, and, in most cases gain QTS or QTLS status.

Therapeutic sessions are delivered by our own staff within the service who have been trained in systemic practices and cognitive questioning techniques. They are supported by the Intervention Team who provide on-going training and support as well as the designated staff within that team taking on coaching responsibilities to ensure there is consistent practice across the service.

Key Stage 4 Respite Curriculum

Students accessing the time limited placements at KS4 follow a curriculum similar to that offered above for KS3 with opportunities to return to their home school to access specific courses as agreed, where these are not on offer at the PRU. The timetable is similar with the same allocation of English, Maths, PE, ICT and PSHE but with an increase in Science to 14% and a reduction in creative subjects to balance this. The emphasis on behavioural change will be continued through the twice daily cognitive behavioural sessions and associated support systems.

Key Stage 4 Long Term Places

At KS4, the core curriculum for all students is English, Maths, General Studies, RE and ICT delivered across Year 10 (accredited at Entry Level to Level 1 Functional Skills and Short Course GCSE in some cases) and continued into Year 11 (accredited at Levels 1 and 2 Functional Skills and GCSE). There is also the opportunity for all students to be involved with their parents / carers and home schools in determining an individualised programme from different pathway choices (see www.nwkaps.org – Curriculum Pathways).

All students in Year 10 follow the core curriculum with a range of option subjects. There are two option blocks where students may select a one year GCSE course in PE or Art, a Level 1 Home Cooking Skills qualification or a two year GCSE course in Humanities / Childcare. A programme of one day / half day vocational “taster” sessions is also available.

Students in Year 11 are consulted during the last two terms of Year 10 to determine specific areas of interest which will be used to commission specific courses for the following year. Again, all students follow the core curriculum of English, Maths, ICT, RE and General Studies to GCSE or Level 1 /2 Functional Skills.

Some students opt for the vocational pathway and access a vocational course. The vocational offer at KS4 is based on the motivation and interests of individual pupils in the PRU coupled with the transition pathways to courses on offer at the local college and apprenticeships emerging locally. Labour market indicators inform the vocational offer and these are identified in conjunction with the local business consortium.

As in all other areas of the service, cognitive behavioural sessions are delivered daily but with a greater emphasis on 1:1 tutorial work and small group discussions. Staff in the KS4 centres are supported by the Intervention Service in their delivery and coached / trained throughout the year.

Where students are referred and take up a place within the NWKAPS provision and are successfully undertaking a course not within one of the centres, it is expected that they will continue to access the course in their home school or discussions will be had in the inclusion forums to seek an alternative school to facilitate the programme of study in conjunction with the Service. Sample timetables can be viewed at www.nwkaps.org by viewing each centre in the section “About Us”.

There already exists an established continuum of support which is embedded in the systems and is accessed through the inclusion forums. Tier 1 early intervention support will continue to be offered and developed in partnership with schools as a filtering system to reduce the numbers of pupils requiring placements in the PRU. The Tier 1 offer includes behaviour support in school, advice and guidance to staff working

with identified pupils, cognitive behavioural assessments leading to identification of specific intervention recommendations for schools, and access to group intervention programmes.

Tier 2 support will be developed through individual programmes involving 1:1 counselling and cognitive behavioural work as part of a time limited plan involving the referring school and parent / carer.

Schools already have support systems in place which are used both prior to any referral and in conjunction with intervention work provided by the service. All reintegration support includes a training session / information sharing session with staff on strategies which work and observations / assessments which inform the reintegration plan and outreach support. Further development of this and increased engagement from schools will further reduce permanent exclusions and the need for managed moves.

Coordination of services between the service and KIASS is established with close communication between the KIASS Manager and the Executive Headteacher. NWKAPS is now involved with KIASS in a Big Lottery project under the title of 'Head Start' which it aims to pilot over the coming twelve months to improve students' emotional wellbeing and resilience.

In relation to the base for the Intervention Service, it is intended that there is a single base from which the service operates in Dartford and another in Gravesend which are within two of our own centres but staff will in the main be based in schools and have a peripatetic role.

Number of hours of teaching and learning:

25 hours of education is the expected offer for all students. It is acknowledged that some students may not be in a position to access 25 hours initially or at times of crisis and, in these cases, a reduced timetable or bespoke package may be offered. Any reduction in timetable is supported by a PSP which is discussed with both the student and parent / carer and reviewed fortnightly with the intention of increasing to the full time learning offer at the earliest opportunity. There will continue to be clear criteria for any temporary reduction in hours and a key member of staff will be identified to provide additional support and 1:1 mentoring during this time alongside the programme offered. In the majority of cases where there is a need to introduce a PSP there will be no reduction in hours, although a proportion of the education time may be offered through an on-line virtual learning classroom. The minimum hours offered will be 12.5 hours per week.

Support for SEN students

The Service provision will only be used as a respite provision for SEN (statemented/Education, Health and Social Care Plan) students at KS3. These places will continue to be time limited with a guideline of 14 weeks for the length of placement. Where SEN students move into the area from out of county, placement on a time limited respite basis may be offered following discussion with SEN and clear parameters agreed for the placement. Where the statement indicates that the Service will not be able to fulfil the entitlement fully, additional resources are negotiated with SEN to support the placement of the student. Placement of SEN students within the Service to allow time for a long time placement to be determined provides a more suitable option for full time education than the introduction of tuition. Schools may also

refer individual SEN students within their own schools for respite as a strategy to “break the cycle” and to reassess their future plans in relation to managing the student. All referrals are discussed with NWKAPS and an annual review held to allow all involved parties to contribute to the plan.

SEN pupils are also be able to continue to access outreach support in their schools as a means of the school receiving additional in-class behaviour support and advice. Where an SEN student has moved into the area and is being reintegrated into a new mainstream school there is also be the opportunity to refer to the Service for additional reintegration support. Referrals to group therapeutic programmes may also be considered through the annual review process along with access to bespoke cognitive programmes. The Service does not accept long term KS4 SEN students nor will any of its centres be named on any statement of SEN.

Support for Children in Care, including out of County CiC.

The Service works closely with the Virtual School Kent in supporting students through respite provision, outreach within schools and agreed programmes at KS4. This work will continue with close collaboration between VSK and NWKAPS to ensure that the programme offered best meets the need of the individual student. Where there are specific gaps in learning in relation to literacy and numeracy or weaknesses due to missed education in relation to the completion of coursework or controlled assessments, VSK may provide additional tuition outside of the core curriculum to support the student. However, the core curriculum is provided by the Service and additional access to courses negotiated with VSK as part of the planning and review process which will continue to be integrated with the ePEP and LAC/CiC Review process.

Following previous discussion with VSK, it is proposed that CiC are discussed at inclusion forums in order to access the full range of services on offer and to allow schools to share good practice and strategies. The purpose of the forums is not to agree any placement, but to consult on possible services which might be appropriate to follow up individually with VSK on decisions around future plans for the young person.

Number of students on roll

Students accessing NWKAPS who are not permanently excluded continue to be dual registered to ensure there is a sense of shared responsibility in relation to all young people. Students are on the main roll of their home school. Any pupil moving into the area or permanently excluded will be taken to the IYFA meeting for the identification of an exit school on whose roll they will also appear during the period of placement. The maximum number of pupils on roll at any one time will not exceed 150. In addition there will be children and young people accessing specific behaviour programmes which are time limited as well as 1:1 counselling, family therapy groups, bespoke attendance programmes and outreach / reintegration support in their own school who will be benefiting from the service but not on the roll of the Service.

Admissions policy

With the exception of CiC and SEN students, there will continue to be a single point of access to the provision and associated services for KS3/4 students referred by schools through the two inclusion forums. CiC and SEN students may be discussed for advice and guidance through the forums and referrals then made direct following a CiC Review or SEN Review to ensure all relevant parties are in agreement with the referral.

A CAF (Early Help Assessment) should be in place or initiated prior to the interview and assessment but it is not a prerequisite to entry to the Service provision. The referral must have been discussed and agreement sought where possible with the parent / carer prior to the meeting.

Where there is evidence of poor attendance, the school must evidence continued EWO involvement and a phased plan put in place to support the student to make best use of the placement. It is expected that the home school shows effective intervention strategies before a placement is taken up in order that places are not inappropriately filled. It is advisable to have a consistent admission route.

For pupils who have specific complex needs and / or high risk behaviours, a gradual reintegration programme into the Service may be considered as part of a jointly agreed and organised PSP with the school. The student would still be offered a place in the Service and high risk behaviours would not be a reason for refusal for entry.

NWKAPS will continue to work within the In Year Fair Access Protocol. The local inclusion forums act as In Year Fair Access panels as well as offering local support, advice and access to services for the most vulnerable, complex young people.

Commissioning new services

There will continue to be a need to commission specific courses, particularly vocational courses. Where possible, this will be through partnership arrangements with local schools and voluntary organisations. The process of schools commissioning new services from the PRU is reviewed through the Management Committee and on-going discussion with schools through local Headteacher meetings and the inclusion forums.

Quality Assurance of these services

Services are monitored using the agreed Local Authority framework in conjunction with the Headteacher Report for the Management Committee, SEF and School Improvement Plan. The Ofsted Framework will continue to underpin the delivery of quality services. QA systems include visits by Management Committee members focusing on specific areas and the school improvement plan. There is also an annual review of the service against all agreed criteria with further evidence provided through Headteacher feedback to the Management Committee in each meeting.

Management Committee

There is an effective management committee in place which has been strengthened with local Headteachers / Deputy Headteachers. There are now five Headteachers and two Deputy Headteachers on the Committee working alongside a range of other colleagues from relevant backgrounds and different agencies involved with the service.

Dartford, Swanley and Gravesham Performance Indicators

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	10	12	9	0	0.07%
Percentage (%) total absence PRUs (previous year's data)	16.8	19.6	pending	15	33
Number of students in a PRU not also on the roll of a school	N/A	14	pending	5	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	6.3	pending	10	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	N/A	50	pending	55	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	6.4	5	5.3

6.4 Ashford

Programme Offer

In Ashford four High Schools share devolved funding. The North School, Towers School and Sixth Form Centre, Homewood School and Sixth Form Centre and The John Wallis Church of England Academy. Two selective schools, Highworth Grammar School and The Norton Knatchbull School have access to support for pupils through the Headteachers' local Inclusion Forum meeting.

The two Special schools in the district, Goldwyn Special School and The Wyvern School, support the provision and are committed via their outreach and specialist teaching and learning service (STLS) to addressing the behaviour needs of young people who may be close to exclusion. Devolved funding is deployed by the schools operating as a collaborative to establish and maintain a "virtual" or "mosaic" PRU which has provision located largely within schools in the district rather than centred in an off-site pupil referral unit.

There is limited off-site provision which is offered through the purchase of Local Authority approved commissioned provision. However, most KS3 needs are met through a tailored curriculum offer within school made through in-school Inclusion Centres staffed by teaching and non-teaching staff.

The continuum of support is a priority. The District intends to invest at KS2 in preventive work and to develop improved secondary-primary collaborative working to ensure that there is an early intervention strategy in place. This will include funding to support behaviour interventions in Years 3 – 6 and joint training of staff to work more effectively with parents with pre-planning interventions for identified students prior to transition to Year 7.

Curriculum

The curriculum includes academic subjects which will develop students' capacity to successfully attain at GCSE in English, maths and science and those subjects in which they have particular capacity. The proportion of time expected to be allocated to vocational studies will vary according to need: sometimes only sufficient to engage a student's interest but, where appropriate, enough to provide a pathway and progression route to post 16 education, employment or training.

Key Stage 3 will continue to be supported within the well-established on site facilities that the four High Schools have developed using funds already deployed. Where necessary, following discussion at Headteacher meetings or the Local Inclusion Forum (LIFT), specialist help and support is co-ordinated with Goldwyn Special School and the home school may commission appropriate provision. This could include The Brook KS3 PRU or similar Quality Assured provision. At both key stages there is a strong emphasis on literacy and numeracy for those students who have poorly developed skills.

At KS4 there is a core curriculum of GCSE English, maths, IT, science and physical education plus subjects as appropriate to meet students' needs including additional

literacy and numeracy. The aim is to ensure that all students achieve their expected levels in English and maths. All are offered access to at least 5 GCSE subjects and 3 BTEC or similarly accredited vocational qualifications.

A strong emphasis on vocational education is provided through participating schools plus commissioned provision. This includes qualifications in hair & beauty, performing arts, digital media, construction, motor vehicle and cycle maintenance, enterprise activity and outdoor pursuits including environmental conservation.

Students also have advice and guidance in careers, PSHE and SMSC. Financial awareness and citizenship is taught across the curriculum.

There is an overall expectation that the provision is accessible to a wide range of students, enabling a broad range of needs to be met with high quality provision but also supporting the integration of all students. Appropriate therapeutic support for students as required is provided through an on-site counsellor.

Number of hours of teaching and learning

All students are offered 25 hours teaching over 5 days. Some students follow a personalised curriculum that includes work based learning. Students who have work placements have a varied time table that includes a minimum of 25 hours contact time. Some of this time might be out of the usual school hours and a full day of 'employment' necessitating an adapted time table.

Support for SEN students

The involvement of Goldwyn School helps to make appropriate provision for pupils with SEN through outreach and support with curriculum delivery. All support is identified through annual reviews in the case of statemented students.

Support for LAC students, including out of county CiC.

As is current good practice in mainstream schools, the designated CiC teacher monitors progress and well-being of young people in care. There is regular liaison with the Kent Virtual School.

Number of students on roll

There is a limited number in dedicated off-site provision. Greater numbers are supported in the "virtual" element of the PRU, which is furnished by the schools themselves or the services they commission. There are also be opportunities for young people who are not identified as having behaviour difficulties but do have a range of social and academic difficulties to take advantage of greater support from the inclusion centres.

Admissions policy

Pupils are referred through the Local Inclusion Forum Team meeting in line with the In Year Fair Access Policy and locally agreed Managed Moves Protocol.

Reintegration to mainstream provision

The District is committed to a "No Permanent Exclusion" policy, although in very exceptional circumstances there may still be a permanent exclusion. Pupils on Fixed Term Exclusions who have been referred through the behaviour service are reintegrated through the Inclusion Forum. Pupils whose behaviour means they cannot be educated on the site of their home school or who cannot be transferred to another

school are educated through hub provision and commissioned Alternative Provision. Overall, the Ashford approach means fewer students educated off-site full time so that re-integration will become less of an issue.

Commissioning new services

There is a coordinator who works within an agreed quality assurance framework in order to commission and monitor new services. In addition, the offsite provision is subject to Goldwyn School's current monitoring strategies including teaching and learning observations and work scrutiny

Management Committee

Although there is not a formal Management Committee as such, since there is no re-constituted PRU, there is an Executive Group of Headteachers. All Secondary Headteachers attend the Executive Group and manage the devolved funding to the four High schools and are responsible for commissioning and quality assuring new services and pupil outcomes.

Performance Indicators Ashford

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	6	1	0	0	0.07%
Percentage (%) total absence PRUs (previous year's data)	73.3	78.4	pending	33	33
Number of students in a PRU not also on the roll of a school	40	61	pending	0	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	0	pending	2.1	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	0	2.7	pending	18.4	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	6	5	5.3

6.5 Shepway

Curriculum Offer

There are four High schools (Pent Valley, Brockhill, Marsh Academy and Folkestone Academy) which offer and maintain the provision. The remaining selective schools are provided with limited support by agreement for their vulnerable students.

From September 2014 any KS3 pupils currently taught at The Brook will be re-integrated to mainstream school provision and no further places will be commissioned by Folkestone schools at The Brook.

Brockhill, Folkestone Academy and Marsh Academy operate collectively to provide and commission a range of provision that is largely school based but which also includes commissioned providers. Pent Valley has an independent offer built around its own school based provision.

The KS3 budget is devolved to the four High schools in equal parts. This funding is used to:

- Develop on-site provision to meet the needs of students who would otherwise be referred off-site in either Key Stage. This provision is academic in nature and is intended to ensure that all students achieve in line with or beyond their projected attainment levels. This provision is taught and managed by school teaching and management staff.
- The KS4 budget is delegated to the Birchwood Management Committee. The retained KS4 provision supports a clear vocational pathway for students in KS4 (additional to GCSE English, maths and IT).
- Commission other providers (such as Charlton Athletic, EK College, Skillforce) to provide a range of additional activity to support the emotional and social as well as academic and vocational needs of this vulnerable group of students.

Such additional provision that is commissioned is quality assured against the KCC approved framework.

Curriculum

Each of the four High schools is currently staffing Inclusion Centres which deliver core curriculum plus to students who require outside class support. Enhancing these centres allows delivery of the full curriculum where necessary, although it is expected that the majority of students continue to be educated in the mainstream school for a significant part of the week.

Vocational educational opportunities are available at KS4 for a maximum of three days a week. All students undertake at least 5 GCSE subjects. Students with particular difficulties in English and maths are supported through additional teaching in literacy and numeracy. Vocational subjects include:

- Construction/ Multi Skills
- Motor vehicle maintenance
- Enterprise activities

- Hair and Beauty
- Sport
- Early Years
- Catering and Hospitality

It is expected that all students referred will access 25 hours teaching over 5 days. Any pupil on a reduced timetable because of difficulty accessing the full curriculum is moved to 25 hours as swiftly as possible.

Provision maintains close liaison with the business community and FE College. The schools in the district are committed to reducing NEET figures and maintaining the current high levels of apprenticeship achieved by the existing AC provision.

Early Intervention (Level 1) is an important part of the proposal. Schools in the district are aware of the value of early intervention (recognised in the evaluation of the DfE exclusions trial). Schools wish to work with KS2 students and Primary schools in order to ensure that incipient difficulties are addressed at the earliest stage.

Schools work with the entire range of agencies in order to ensure wrap around support for vulnerable students. KIAS is involved at the point of referral and review at Local Inclusion Panel meetings.

Support for SEN students

SEN students are considered as requiring additional support at School Action/School Support and are allocated additional support through SEN staff and the Inclusion Centre. Statemented students are supported through the SEN departments in order to ensure that provision is appropriately ambitious and students are well supported to make good progress and achieve.

Support for CiC students, including out of County CiC

Children in Care are supported through a designated teacher in liaison with Kent Virtual School.

Number of students on roll

The number of KS4 students on roll at Birchwood currently is 32 with a potential of 40; however, it is anticipated that more students can be supported as a result of the new provision, whilst the number of exclusions – both fixed and permanent - will reduce in line with district targets.

Admissions

Admission and referrals are managed through the current Local Inclusion Panel and the In Year Fair Access Protocol.

Student reintegration to mainstream school

There may be occasions when it is felt that students will be better reintegrated into a school other than the home school. On these occasions transfers will be made through the existing protocol. In the majority of cases, it is expected that these proposals will result in improved in-school provision and consequently fewer students requiring segregation or changed school.

Commissioning new services

The proposal currently envisages working with Charlton Athletic as additional providers. In the future, there may be other providers whom we would wish to commission, and these will be considered through the Inclusion Forum. All provision is quality assured using the Local Authority's QA Framework.

Management Committee

Headteachers make up the new district Management Committee from April 2013.

Key Performance Indicators Shepway

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	15	12	7	0	0.07
Percentage (%) total absence PRUs (previous year's data)	N/A	N/A	pending	33	33
Number of students in a PRU not also on the roll of a school	N/A	N/A	pending	0	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	N/A	N/A	pending	2.1	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	N/A	N/A	pending	18.4	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	7.2	5	5.3

6.6 Canterbury

Programme Offer

From September 2014, the Canterbury Inclusion Service is run by the Canterbury secondary schools acting together, with shared devolved funding. The Service provides early, part-time and short-term full-time interventions at KS3, intended to enable the effective re-integration of the pupils to a mainstream or special school, and a longer-term full-time programme in KS4, both in co-ordination with the schools, and both largely located in the local authority premises at Grosvenor House and Phoenix, Herne Bay. The shared funding is held and managed, and the staff of the Service employed, by Simon Langton Boys' School.

The longer-term provision at KS4 is operated, and the staff employed, by The Canterbury Academy. A proportion of the funding is devolved by the Service to the individual schools to enhance their own inclusion provisions to enable more powerful and effective early intervention. The schools have agreed that no pupil will be permanently excluded.

Curriculum

The schools are committed to ensuring that provision will be full-time (25 hours) unless this is inappropriate to the individual in exceptional circumstances, and to offering a curriculum at KS4 that allows access to at least 5 GCSEs including English and Maths. Provision for vocational and alternative provision is arranged in the Centre or by using outside providers as appropriate and as is driven by local employment conditions. Reduction of NEET numbers is a key performance indicator and the Canterbury Inclusion Service engages with local employers' organisations as well as institutions of further education in order to ensure that there are clear and effective arrangements in place for age 16 and 17 students.

Support for SEN students

SEN students are fully supported as required. Reviews are held regularly and their recommendations are followed through in order to ensure that this particularly vulnerable group of students receive appropriate support to attain to the very best of their ability.

Support for CIC students, including out of county CIC.

It is acknowledged that Children in Care have specific needs that require additional resources and inter-agency cooperation to manage their educational progress effectively. Schools work with VSK and their own staff as well as the Kent Integrated Adolescent Support Services in order to ensure that they are supported to attain at the levels which are comparable to their peers.

Number of students on roll

The provision is not a separate provision or a PRU, it is being run jointly by the schools for their own pupils. All pupils in any part of the provision therefore remain on the roll of their school, the schools having agreed not to permanently exclude any pupil. The number of pupils attending or being assisted by the provision at any one time will be variable and for different lengths of time, and the total numbers involved at any one time could be anything from five or fewer to 20 or more in KS3, and 30 in KS4.

Admissions policy

Attendance is a more appropriate word than admission, for the reasons just given, and is through the protocols of the Canterbury Inclusion Service, which incorporates the Management Committee of the Service and the Canterbury In-Year Fair Access Panel.

Student Integration

Funding, both centrally and as devolved to individual schools, is used to ensure that there are skilled and experienced staff available to support and manage the re-integration of pupils and students returning from off-site provision. This is the central aim and rationale of the KS3 provision in particular. This entails the construction of an individual re-integration plan that includes curriculum adjustments; pastoral support and education and health planning; as well as engagement with parents and significant adults.

Commissioning new services

New services – outside those which the district schools can provide - where required will be commissioned through the Canterbury Inclusion Service.

Quality Assurance

QA is the responsibility of the individual schools whose pupils may from time attend the service provision. To assist and give confidence, QA is provided to the schools as a joint body with the support of KCC's School Improvement Officer and the Quality Assurance framework, and this is the responsibility of the Head of Service reporting to the Canterbury Inclusion Service Management Committee. QA at KS4 is additionally provided by a focussed sub-committee working with the Canterbury Academy on behalf of the other schools. Commissioning new services is available from the Local Authority and the Canterbury Inclusion Service will seek to work with the Local Authority in ensuring high quality provision should this be the case.

Management Committee

The Management Committee comprises the Headteachers of the district Secondary schools (or their nominated representative) and an independent Chair.

Performance Indicators Canterbury

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	46	23	4	0	0.07
Percentage (%) total absence PRUs (previous year's data)	46.6	44.6	pending	33	33
Number of students in a PRU not also on the roll of a school	84	44.6	pending	0	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	1.9	pending	2.5	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	14.3	37.7	pending	45	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	5.1	4	5.3

6.7 Swale

Curriculum Offer

From September 2014, the Swale Inclusion Service is run by the Swale secondary schools acting together and will operate an expanded PRU to incorporate KS3 and KS4 pupils, with a pilot extension into KS2. The main provision is located at our site in Ufton Lane, Sittingbourne, with a separate provision for medium- and long-term KS4 pupils on the Eurolink Industrial Estate, Sittingbourne. The provision at KS3 is intended to provide early interventions, either part-time or full-time, and in co-ordination with schools to re-integrate all pupils into mainstream school or specialist provision. Significant devolvement of funds to the individual all-ability schools is used to enhance their own inclusion provisions to enable more powerful and effective early intervention. The schools have agreed that no pupil will be permanently excluded.

The schools are committed to ensuring that provision, whether it is based at the maintained Centre or located within schools, is full-time (25 hours) unless there are exceptional circumstances, and to offering a curriculum at KS4 that allows access to at least 5 GCSEs including English and Maths. Provision for vocational and alternative provision is arranged in the Centre or by using outside providers as appropriate and as is driven by local employment conditions. Reduction of NEET numbers is a key performance indicator and the Swale Inclusion Service engages with local employers' organisations as well as institutions of further education in order to ensure that there are clear and effective arrangements in place for post 16 and 17 students.

Support for SEN students

SEN students are fully supported as required. Reviews are held regularly and their recommendations are followed through in order to ensure that this particularly vulnerable group of students receive appropriate support to attain to the very best of their ability.

Support for CIC students, including out of county CIC.

It is acknowledged that Children in Care have specific needs that require additional resources and inter-agency cooperation to manage effectively. Schools work with VSK and their own staff as well as the Kent Integrated Adolescent Support Services in order to ensure that they are supported to attain at the levels which are comparable to their peers at age 16.

Number of students on roll

All pupils in KS3 will remain on the roll of their home school. The number of pupils attending or being assisted by the provision at any one time will be variable and for different lengths of time, and the total numbers involved at any one time could be anything from 10 to 60.

Students may be taken off roll at KS4 if it has been determined that their stay in the provision is likely to be long-term and they will access alternative provision instead. The intended maximum number at KS4 is 30, although all students who require it will be accommodated.

Admissions policy

Admission is through the Swale In-Year Fair Access Panel in accordance with the protocols of the Swale Inclusion Service and the LA Protocol.

Student Integration

Funding, both centrally and as devolved to individual schools, is used to ensure that there are skilled and experienced staff available to support and manage the re-integration of pupils and students returning from off-site provision. This entails the construction of an individual re-integration plan that could include curriculum adjustments; pastoral support and education and health planning; as well as engagement with parents.

Commissioning new services

New services – outside those which the district schools can provide - where required will be commissioned through the Swale Inclusion Service.

Quality Assurance

QA is provided with the support of KCC's School Improvement Officer and the Quality Assurance framework, and is the responsibility of the Head of Service reporting to the Swale Inclusion Service Management Committee. Some support in procuring and commissioning new services is available from the Local Authority and the Swale Inclusion Service will seek to work with the Local Authority in ensuring high quality provision.

Management Committee

The Management Committee comprises the Headteachers of the district secondary schools (or their nominated representative), a representative of the local authority, and an independent chair.

Performance Indicators Swale

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	28	32	14	0	0.07
Percentage (%) total absence PRUs (previous year's data)	46.6	44.6	pending	33	33
Number of students in a PRU not also on the roll of a school	84	44.6	pending	0	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	1.9	pending	2.5	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	14.3	37.7	pending	45	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	7.6	6	5.3

6.8 West Kent Tunbridge Wells, Tonbridge and Sevenoaks

The Curriculum Offer

Key Stage 3 will continue to operate as a re-integration PRU so there will be a key focus on literacy, numeracy, science and ICT in order to support re-integration into mainstream school or the home school. There is also be a strong behaviour and wellbeing programme at the core of the KS3 experience so that students have the emotional and behavioural skills to be successful on re-integration. The provision can access additional activities to support student emotional and wider development and build self-esteem (e.g. Challenger Troop).

It is accepted that when most students join the PRU at Key Stage 4 they will be there for the full period of Year 10 and or Year 11. The expectation is to reduce the number of students spending a two year period in the PRU with more focussed work at KS3 which supports re-integration back into schools before KS4.

There is a core academic programme which ensures students are fully prepared to access up to and including Level 2 qualifications in English, maths and science as a minimum. The expectation is that all students attending the PRU are be able to access Level 2 qualifications, with a range of other accredited certification personalised to the individual students. The core academic programme has a specific focus on literacy and numeracy and rapid recovery for those students with specific needs.

To complement and personalise the learning experience a range of alternative provision opportunities are commissioned that students can access up 4 days per week. Each alternative provision place is linked to specific vocational accredited learning that has the potential to offer a pathway beyond KS4. Examples of provision include qualifications in: plumbing, carpentry, hairdressing, child care, and catering. The PRU commissions these services from a number of providers including Horizons, Skills for Employment, Tunbridge Wells and Hadlow Colleges and also works in conjunction with local employers.

The range of alternative provision offered is reviewed regularly and in full discussion with schools that access the PRU to ensure that the provision properly takes account of the needs of the students.

In addition to the core academic programme and the AC vocational offer students have access to a strong core programme of emotional and behavioural support.

The intention is that this provision will also provide outreach into Primary schools as it is recognised that earlier intervention especially at at Key Stage 2 could reduce the numbers of students being referred to the PRU at Key Stages 3 and 4. This will be developed further.

Students have access to 25 hours of teaching and learning time. Any reduced timetable arrangements are negotiated on an individual basis. The expectation is that any reduced timetable arrangements will be for a fixed period of time only as intensive support is put in place to help a student build the confidence and discipline to access learning for the full 25 hours.

Support for students with SEN

Students with SEN statements/Education, Health and Social Care Plans have personalised individual support plans and the PRU staff ensure that students have access to additional resources as required. Referrals for those where it is deemed that they require a Special School setting will continue.

Support for CIC students, including out of County CIC.

Children in Care have personalised support plans covering both academic and pastoral needs and the pupil premium is used to provide additional support including counselling and academic tutoring as required. The PRU liaises closely with both Kent Virtual School and the Integrated Adolescent Support Service.

Number of students on roll

In KS3 and KS4 combined there may be 100 (maximum) full time students allowing that some students do not access the provision full time but have a personalised package that allows them to spend some time in their own school also.

Admissions

Admissions for places is via school referrals to the placement forum (schools are not be able to refer students directly to the PRU). This ensures that PRU places are allocated most appropriately as a last resort for students where the school has been able to demonstrate that it has tried to meet the needs of the student from within their own resources. It also ensures that a school with a greater need for accessing places is not penalised by using up an allocation of places whilst another school sits on an allocation that it does not require. It is essential to the working of the Admissions criteria for the PRU that there is continued support for the In Year Fair Access Protocol.

Commissioning new services

The Headteacher commissions new provisions, after consultation with the Management Committee, via the LA procurement framework and a service level agreement.

The MC in conjunction with schools and Placement Forum agree a minimum expectation of all provisions with regard to attendance procedures, behaviour policy, assessment and tracking, and accredited pathways, to help ensure quality assurance against agreed standards.

Quality Assurance

The Headteacher of the PRU (s) is expected to provide basic quality assurance on the quality of provision and pupil progress and report back to the Management Committee at regular meetings. The PRU has an agreed QA policy document. The Management Committee undertakes additional monitoring and quality assurance visits in line with the quality assurance policy. Eight members of the Management Committee work directly in schools therefore schools accessing the service are part of the QA process. Service level agreements are written in such a way as to ensure that the provision can be called to account should the provision be in breach of the agreement.

Different Management Committee members have been allocated specific areas of focus for reporting, for example on safeguarding, leadership and quality of teaching and learning, and pupil outcomes.

The Management Committee works within the Local Authority's Quality Assurance Framework and within the existing European legal framework for commissioning services.

The provision will be reviewed annually to ensure that it meets the learning needs of students and supports their vocational pathways and post 16 destinations.

Management Committee

The Management Committee includes up to eight senior representatives from West Kent Secondary schools who know the range of needs of their students and who sit on the Placement Forum. They have an additional level of understanding of the vocational and other learning needs of the students likely to access the PRU.

Performance Indicators – West Kent

PRU/AP Indicator	2011/12	2012/13	2013/14	Target 2014/15	Latest National Average
Number of students permanently excluded from school (see detailed district chart)	4	5	2	0	0.07
Percentage (%) total absence PRUs (previous year's data)	39.7	32.8	pending	25	33
Number of students in a PRU not also on the roll of a school	56	18	pending	0	N/A
Percentage (%) of pupils at KS4 5+ A*-C including GCSE English & mathematics	0	0	pending	2.1	2.1
Percentage (%) of pupils at KS4 5+A*-G inc maths and English	9.8	26.9	pending	35	18.4
District Indicator					
Percentage (%) of 16-18 year olds not in education, employment or training (NEET)	N/A	N/A	4.9	4	5.3

7. Property Implications

As outlined on pages 5-7, the Management Committees of the eight PRU delivery hubs are responsible for providing accommodation for the service. In relation, to the individual hub areas, then specific property needs or requirements are outlined in Section 6 of this report.

The Management Committees have been provided with information about their property responsibilities as well as Kent County Council responsibilities too.

KCC arranges for Planned Maintenance Agreements to be in place and final property legal documents between the Management Committee and KCC are to be circulated shortly for agreement.

8. Appendix

PRU and Alternative Provision Sites – July 2014

Management Committees provide PRU and Alternative Provision Services from buildings that are either managed by KCC or by the Management Committee themselves. The buildings that are currently being used are as follows:

Hub	Buildings are either part or fully occupied by
Dartford & Gravesham	<ul style="list-style-type: none"> ○ Centre Class, Swanley ○ Rosemary Centre/Barn End, Wilmington ○ The Limes, Dartford ○ The Hive, Northfleet ○ Northcourt Centre, Gravesend ○ Miracles Youth Centre, Gravesend
Tonbridge, Tunbridge Wells and Sevenoaks	<ul style="list-style-type: none"> ○ K College, Tonbridge – continued use subject to lease negotiations ○ Charles Street, Southborough
Swale	<ul style="list-style-type: none"> ○ Challenger Centre, Sittingbourne ○ Unit 5, Stadium Business Park – arrangement of use of new premise has been overseen by Management Committee
Canterbury	<ul style="list-style-type: none"> ○ Riverside Futures Youth Centre, Canterbury ○ Grosvenor House, Herne Bay
Maidstone	<ul style="list-style-type: none"> ○ The Cedars, Maidstone ○ The Maidstone Adolescent Resource Centre (Infozone)
Ashford	Provision managed within schools
Shepway	<ul style="list-style-type: none"> ○ 106 Cheriton Road, Folkestone ○ The Brook, Folkestone (KS3 Referral Unit)
Thanet/Dover	<ul style="list-style-type: none"> ○ Westwood Centre, Broadstairs ○ Northwood (KS3), Ramsgate ○ Project 15, Ramsgate ○ Linwood, Deal ○ Dover Skills Centre ○ Dover Alternative Resource Centre, ○ Ashen Tree House, Dover ○ Artwise Youth Centre, Dover

Please note that some of these properties will change through the year to meet the service needs balancing budgets available and Kent County Council working with the relevant Management Committee for any changes to the service. Please note the service may occupy all or part of the properties listed above.

9. GLOSSARY

AC – Alternative Curriculum
APP – Assessing Pupil Progress
AP – Alternative Provision/Provider
CAMHS – Child and Adolescent Mental Health Service
CAF (Early Help Assessment) – Common Assessment Framework
CiC – Children in Care (formerly LAC)
CiN – Children in Need
CME – Children Missing Education ie not on the roll of any school
EBSD/EBD/SEBD – Emotional, Behavioural and Social Behavioural Difficulties
EHE – Elective Home Education (young people withdrawn from a school roll in order to be taught at home)
EP – Educational Psychologist
FE – Further Education
FSM – Free School Meal (often used as a proxy indicator of deprivation in an area or school)
FTE – Fixed Term Exclusion
HEC – Home Educated Children
IEB – Interim Education Board – alternative/substitute governing body usually put in place where an existing governing body is deemed to lack capacity
IYFA – In Year Fair Access (Protocol) – Agreement between schools and local authorities to ensure that all young people have a school place.
KIASS – Kent Integrated Adolescent Support Service
VSK – Kent Virtual School (oversees education of Children in Care)
LD – Learning Difficulties
LIFT – Local Inclusion Forum Team
Managed Move/Transfer – process of moving a pupil between schools mid year.
MC – Management Committee (PRU)
NEET – Not in Education, Employment or Training
PEX – Permanent Exclusion
PP – Pupil Premium – central government additional payment designed to support children and young people from low income households.
PRU – Pupil Referral Unit
PSP – Pastoral Support Plan
QA – Quality Assurance
RAP – Raising the Age of Participation
SA – School Action (+)
SEN – Special Educational Needs
SLA – Service Level Agreement
SMART – **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime limited (relates to target setting)
SMT – Senior Management Team (SLT Leadership)
YOT – Youth Offending Team